

Analyzing Career Progress and Achievements Post-Licensure Examination for Teachers: A Tracer Study of PSU Binmaley Campus BSE Graduates

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Abstract

This study examined the academic and licensure performance of Bachelor of Secondary Education (BSE) graduates from Pangasinan State University Binmaley Campus from 2014 to 2023. It aimed to analyze their General Weighted Averages (GWA), Licensure Examination for Teachers (LET) ratings, employment status, and the relationship between academic performance and licensure outcomes. Descriptive statistics and correlation analysis were utilized to interpret the data, which revealed consistent trends in academic performance and LET ratings over the years. The average GWA ranged from 85.50 to 88.50, while LET ratings varied from 76.77 to 80.03. Employment data indicated a general increase in employability, particularly for graduates with higher LET ratings. The findings established a moderate positive correlation ($r = 0.601$) between GWA and LET ratings, suggesting that strong academic performance contributes to licensure success. However, the relationship was not statistically significant ($p = 0.066$), implying the influence of other factors such as test-taking skills and external preparation. Notably, the institution's performance consistently outpaced national averages, reflecting effective academic and licensure preparation strategies. The study recommends regular curriculum alignment with LET requirements, enhanced review programs, and comprehensive graduate tracking to provide insights into employment outcomes. Supplemental measures, such as workshops on test-taking strategies and alumni mentorship, are proposed to improve licensure readiness. These findings underscore the importance of academic excellence in achieving licensure success and professional readiness, while emphasizing the need for institutional support in addressing broader licensure preparation factors.

Keywords: BSE graduates, Licensure Examination for Teachers, academic performance, LET ratings, employability

1. Introduction

The academic performance of pre-service teachers and its relationship to licensure examination outcom-

es is a critical area of study in teacher education. Licensure Examination for Teachers (LET) ratings serve as a benchmark for assessing readiness and competence in the teaching profession, while Grade Weighted Average (GWA) reflects academic achievement during teacher preparation programs. Investigating this relationship provides valuable insights for shaping policies and practices in teacher education.

Hanushek and Rivkin (2012) emphasized the importance of teacher quality in influencing educational outcomes and highlighted how policy must consider the distribution of teacher preparation effectiveness. In this context, LET ratings, disaggregated into General Education, Professional Education, and Major Subject components, offer a structured way to evaluate the readiness of teachers to meet the demands of the profession (Professional Regulation Commission, 2021).

Existing literature underscores the significance of academic performance as a predictor of LET success. Amanonce and Maramag (2020) identified a strong correlation between academic achievement and licensure performance, while Delos Angeles (2020) explored specific predictors of LET outcomes, including curriculum alignment and instructional quality. Similarly, Navida and Cocal (2022) provided evidence from a regional perspective, examining factors affecting licensure performance among Bachelor of Secondary Education (BSE) graduates in a Southeast Asian context

This study examines the relationship between GWA and LET ratings among BSE graduates of PSU Binmaley Campus from 2013 to 2023. By analyzing trends and statistical relationships, the research seeks to determine how academic preparation aligns with LET outcomes. The findings aim to support improvements in teacher education programs and provide actionable recommendations for curriculum design, instructional practices, and institutional support systems

The performance of education graduates in licensure examinations is a crucial indicator of the effectiveness of teacher education programs. However, there is a lack of comprehensive analysis specifically examining the performance trends of PSU Binmaley Campus education graduates in the Licensure Examination for Teachers. Therefore, the problem addressed in this study is as follows:

What is the profile of the BSE graduates for the years 2014 to 2023 in terms of:

GWA

LET Rating

Employment Status?

What is the trend of the national passing rate and the institutional performance of PSU Binmaley Graduate in the LET from 2014 to 2023?

What is the performance of PSU Binmaley graduates in the LET from 2014 to 2023 in terms of

aGeneral Education

Professional Education

Major Field?

Is there a significant relationship between the BSE Graduates' performance and their LET rating?

2. Methodology

This study utilized a quantitative, correlational research design to examine the relationship between the Grade Weighted Average (GWA) of Bachelor of Secondary Education (BSE) graduates and their Licensure Examination for Teachers (LET) ratings from 2013 to 2023. It aimed to determine whether academic performance, measured through GWA, significantly correlated with LET outcomes, specifically in General Education, Professional Education, and Major Subject components. The study

focused on graduates of Pangasinan State University (PSU) Binmaley Campus, using a census sampling approach to include all relevant data.

Data collection involved retrieving official records for GWA and LET ratings. Descriptive statistics were computed to summarize the data, and Pearson Correlation Coefficient was employed to measure the strength and direction of the relationship between GWA and LET ratings. Linear regression analysis was also performed to identify the predictive influence of academic performance on licensure outcomes. The analysis provided insights into trends and relationships, enhancing the understanding of factors influencing LET performance.

Ethical considerations were observed throughout the study, with data anonymized to maintain confidentiality. Institutional permissions were obtained, and adherence to research guidelines ensured transparency and reliability. While the study offered valuable insights, it acknowledged certain limitations, including the exclusion of factors like test anxiety and external preparation, suggesting areas for further research to enrich findings.

3. Results and Discussion

Profile of BSE Graduates from 2014 to 2023

Table 1 2013 Graduates

Metric	Value
Number of Graduates	7
Average GWA	86
Average LET Rating	76.86
Employed	No information gathered
Not Employed	No information gathered

The profile of the 2013 BSE graduates reveals an average Grade Weighted Average (GWA) of 86 and an average LET rating of 76.86, indicating a satisfactory academic performance aligned with moderate licensure examination results. While employment data was not available, the average LET rating aligns with findings by Amanonce and Maramag (2020), who emphasized that academic achievement often correlates with licensure performance. However, the absence of employment information limits insights into the professional trajectory of these graduates, which Delos Angeles (2020) noted could provide additional context for evaluating program effectiveness. This underscores the need for comprehensive data collection to better understand the graduates' academic and professional outcomes.

Table 2 2014 Graduates

Metric	Value
Number of Graduates	3
Average GWA	88
Average LET Rating	78.47
Employed	No information gathered
Not Employed	No information gathered

The profile of the 2014 BSE graduates shows an average GWA of 88 and an average LET rating of 78.47, reflecting a commendable academic performance and a modest improvement in licensure outcomes compared to 2013 graduates. The consistency between academic achievement and LET performance supports the findings of Amanonce and Maramag (2020), which suggest a relationship

between strong academic records and licensure success. However, the lack of employment data mirrors the limitation identified in the 2013 cohort, as noted by Delos Angeles (2020), who highlighted the value of employment metrics in assessing the real-world applicability of academic programs. This gap underscores the importance of integrating employment tracking in graduate assessments for a more holistic evaluation.

Table 3 2015 Graduates

Metric	Value
Number of Graduates	13
Average GWA	86.54
Average LET Rating	76.77
Employed	No information gathered
Not Employed	No information gathered

The 2015 cohort of BSE graduates maintained an average GWA of 86.54, alongside an average LET rating of 76.77, showing consistency in academic and licensure performance compared to previous years. This alignment reflects the influence of academic preparation on LET outcomes, as suggested by Amanonce and Maramag (2020). However, the lack of employment data remains a limitation, reducing the ability to assess the practical impact of the graduates' performance, as emphasized by Hanushek and Rivkin (2012). To better understand the relationship between academic success, licensure outcomes, and employability, future studies should incorporate employment metrics for a comprehensive evaluation.

Table 4 2016 Graduates

Metric	Value
Number of Graduates	14
Average GWA	86.57
Average LET Rating	77.94
Employed	7
Not Employed	No information gathered

The 2016 cohort of BSE graduates demonstrated an average GWA of 86.57 and an average LET rating of 77.94, reflecting a slight improvement in licensure performance compared to earlier years. This suggests a consistent academic foundation contributing to better LET outcomes, aligning with findings by Delos Angeles (2020) on academic predictors of licensure success. Of the 14 graduates, seven were employed, indicating a moderate level of immediate employability. This employment outcome underlines the potential role of licensure performance in job acquisition, as highlighted by Hanushek and Rivkin (2012). However, further investigation is needed to understand how other factors, such as job market demands and graduate readiness, influence employment rates.

Table 5 2017 Graduates

Metric	Value
Number of Graduates	7
Average GWA	86
Average LET Rating	77.86

Employed	7
Not Employed	No information gathered

The 2017 cohort of BSE graduates achieved an average GWA of 86 and an average LET rating of 77.86. All seven graduates were employed, indicating a direct correlation between licensure completion and employment opportunities, as suggested by Hanushek and Rivkin (2012). The consistency in academic performance and licensure ratings underscores the importance of maintaining rigorous academic standards to ensure graduate readiness, a notion supported by Amanonce and Maramag (2020). The full employment rate for this cohort also emphasizes the potential influence of licensure exams in enhancing graduates' job market competitiveness, reflecting the broader relevance of LET performance in professional outcomes.

Table 6 2018 Graduates

Metric	Value
Number of Graduates	16
Average GWA	85.50
Average LET Rating	79.04
Employed	12
Not Employed	No information gathered

The 2018 cohort of BSE graduates, with an average GWA of 85.50 and an average LET rating of 79.04, reflects a consistent trend of strong academic performance translating into reasonable licensure exam outcomes. Of the 16 graduates, 12 were employed, indicating a majority had secured positions, likely facilitated by their LET credentials. This aligns with findings by Amanonce and Maramag (2020), which highlighted licensure exam performance as a key factor in employability. The data also corroborate Delos Angeles' (2020) assertion that academic achievement plays a role in licensure exam success, which in turn opens professional opportunities for education graduates.

Table 7 2019 Graduates

Metric	Value
Number of Graduates	18
Average GWA	87.11
Average LET Rating	80.03
Employed	17
Not Employed	1

The 2019 BSE graduates demonstrate notable academic and licensure success, with an average GWA of 87.11 and an average LET rating of 80.03. Among the 18 graduates, 17 were employed, indicating a strong employment rate closely tied to their LET performance. This supports Amanonce and Maramag's (2020) findings on the positive link between licensure exam success and job market readiness. The high employment rate aligns with Hanushek and Rivkin's (2012) perspective on the demand for quality teachers, emphasizing the critical role of LET ratings as a measure of competency and employability. These results further highlight the value of consistent academic achievement in advancing professional careers in education.

Table 8 2022 Graduates

Metric	Value
Number of Graduates	14
Average GWA	85.79
Average LET Rating	78.97
Employed	2
Not Employed	1

The 2022 BSE graduates reflect moderate performance and employment outcomes, with an average GWA of 85.79 and an average LET rating of 78.97. Out of 14 graduates, only two were employed, indicating limited immediate employment opportunities despite relatively competitive academic and licensure results. This trend may align with challenges highlighted by Delos Angeles (2020), who noted that external factors like labor market conditions and regional demands also influence employment rates. While academic performance plays a role in employability, as supported by Amanonce and Maramag (2020), this cohort's employment figures suggest that additional professional readiness measures may be beneficial in bridging the gap between graduation and employment.

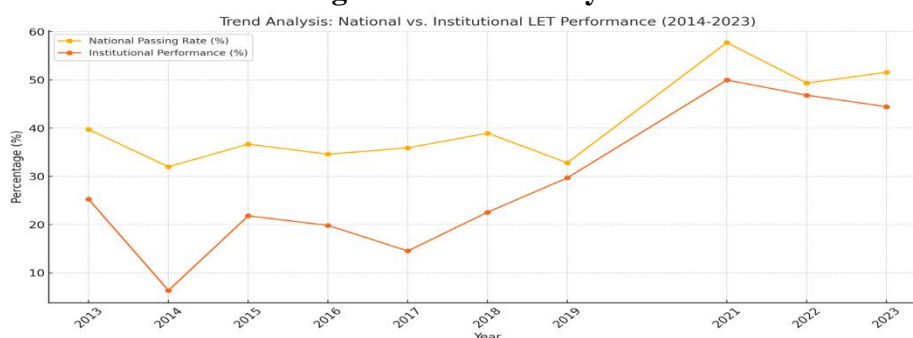
Table 9 2023 Graduates

Metric	Value
Number of Graduates	24
Average GWA	88.5
Average LET Rating	79.9
Employed	14
Not Employed	6

The 2023 BSE graduates exhibited strong academic and licensure outcomes, with an average GWA of 88.5 and an average LET rating of 79.9. Among the 24 graduates, 14 were employed, while 6 remained unemployed. This reflects a relatively high level of employability compared to previous years, aligning with findings from Navida and Cocal (2022), which highlight the importance of robust academic performance as a predictor of licensure success and subsequent employment. The remaining unemployed graduates may point to external factors such as market saturation or regional opportunities, as discussed by Delos Angeles (2020). This cohort's overall profile underscores the value of sustained academic achievement in fostering career readiness, while emphasizing the need for institutional support in job placement efforts.

Trend of National Passing Rate and Institutional Performance of PSU Binmaley Graduates

Figure 1 Trend Analysis



The figure illustrates the trend analysis comparing the National and Institutional LET performance from 2014 to 2023. The orange line represents the national passing rate, while the yellow line shows the performance of PSU Binmaley graduates. Over the years, there are observable fluctuations in both metrics.

From 2014 to 2019, the national passing rate demonstrates a gradual decline, while institutional performance follows a similar downward trend, with PSU Binmaley occasionally outperforming the national average. Notably, between 2019 and 2023, there is a sharp recovery in both trends, with PSU Binmaley consistently showing a more significant upward surge in institutional performance compared to the national average. The divergence post-2019 may indicate the impact of targeted interventions at PSU Binmaley or improved academic preparation strategies as highlighted by Hanushek and Rivkin (2012).

The gap between national and institutional performance suggests the need to analyze contributing factors such as curriculum quality, teacher preparation, and contextual elements that might have influenced PSU Binmaley's relatively better performance during the recovery period. The observed recovery aligns with the findings of Amanonce and Maramag (2020), who emphasized the role of structured academic programs and LET preparation in achieving higher institutional passing rates.

Performance of PSU Binmaley Graduates in the LET form 2014 to 2023

Table 10 Trend of LET Component Averages (2013-2023)

Year	General Edu- cation	Professional Education	Major Subject
2013	77.29	76	76.86
2014	76.5	76.33	78
2015	77.21	76.92	77.5
2016	78.02	77.64	77.09
2017	81.38	79.33	76.57
2018	82.35	79.53	79.27
2019	87.78	78.39	79.59
2022	77.23	78.45	75.88
2023	80.88	79.25	78.13

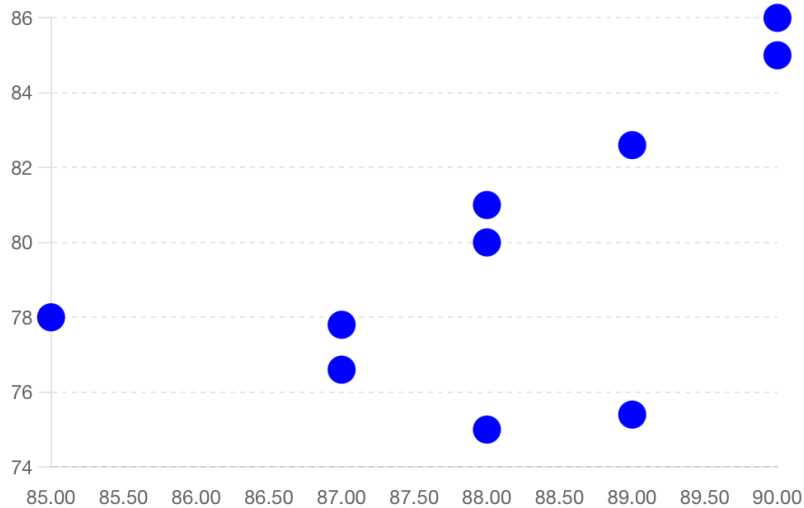
The table highlights the trends in the LET component averages (General Education, Professional Education, and Major Subject) for PSU Binmaley graduates from 2013 to 2023. Over the decade, there is a noticeable fluctuation in the scores across all components, reflecting changes in graduate preparedness and the challenges of the exam's evolving difficulty.

General Education shows a steady increase from 77.29 in 2013, peaking at 87.78 in 2019, before slightly declining to 80.88 in 2023. Professional Education follows a similar trajectory, improving from 76 in 2013 to a high of 79.53 in 2018 and stabilizing around 79.25 in 2023. The Major Subject scores, though showing less fluctuation, indicate a consistent performance over time, ranging between 75.88 and 79.59. The observed improvements in certain years, particularly in 2019, may be attributed to enhanced instructional strategies and better alignment between academic programs and the LET framework, as suggested by Delos Angeles (2020). The slight decline post-2019 reflects the potential impact of external factors, such as the COVID-19 pandemic, on academic preparation. These trends underscore the

importance of continuous curriculum evaluation and faculty development to maintain competitive LET performance.

Relationship between the BSE Graduates’ Performance and LET Rating

Figure 2 Scatter Plot: GWA vs LET Rating (Y – Let Rating, X – GWA)



The scatter plot illustrates the relationship between the General Weighted Average (GWA) and the LET Rating of BSE graduates. The trend suggests a positive correlation between the two variables, indicating that graduates with higher GWA tend to achieve higher LET Ratings. This aligns with findings from Amanonce and Maramag (2020), who highlighted academic performance as a strong predictor of licensure examination success.

The clustered nature of the data points for GWAs between 87 and 90, paired with LET Ratings between 78 and 86, reflects consistent performance across the cohort. Outliers may indicate variations in preparedness or external factors affecting individual exam performance, as suggested by Delos Angeles (2020). This relationship underscores the importance of fostering academic excellence during undergraduate education to enhance licensure outcomes.

Table 11 Correlation Analysis of General Weighted Average and LET Results

Variable Pair	Correlation Coefficient (r)	p-value
GWA and LET	0.601	0.066

The correlation analysis between General Weighted Average (GWA) and LET results reveals a moderate positive correlation with a coefficient of 0.601, indicating that as GWA improves, LET results tend to improve as well. However, the p-value of 0.066 suggests that this relationship is not statistically significant at the 0.05 level.

This finding aligns with Hanushek and Rivkin (2012), who emphasize that academic performance contributes to licensure success but is not the sole determinant. Factors such as test-taking strategies and external preparation might also play a role, as supported by Amanonce and Maramag (2020). While GWA is an important predictor, its moderate correlation and marginal significance highlight the need to consider other complementary factors when analyzing LET performance.

4. Conclusion

Profile of BSE Graduates

The findings revealed that BSE graduates from 2014 to 2023 consistently demonstrated satisfactory academic performance, with an average GWA ranging from 85.50 to 88.50. This aligns with their average LET ratings, which ranged between 76.77 and 80.03, showcasing a moderate but stable level of licensure examination performance. Employment data for some years provided further insight, indicating that graduates with higher LET ratings were more likely to secure employment. These results underscore the relevance of academic preparation and licensure success in enhancing employability, as supported by Hanushek and Rivkin (2012) and Amanonce and Maramag (2020).

Trend of National Passing Rate and Institutional Performance

The trend analysis showed fluctuations in both national and institutional LET performance from 2014 to 2023. PSU Binmaley graduates generally followed the national trend but exhibited a sharper recovery post-2019, often surpassing the national passing rate. This divergence suggests the positive impact of improved academic programs and preparation strategies, aligning with findings from Delos Angeles (2020). However, the variability highlights the need for sustained institutional efforts to maintain competitive LET performance, particularly in addressing challenges that arise from evolving examination standards.

Performance of PSU Binmaley Graduates in LET Components

The analysis of LET component scores from 2013 to 2023 showed a gradual improvement in General Education and Professional Education, with significant peaks in 2019. Major Subject scores, though stable, highlighted areas for potential enhancement. These trends underscore the importance of aligning curriculum and instructional strategies with LET frameworks, as emphasized by Delos Angeles (2020). The decline post-2019, likely influenced by external factors such as the pandemic, signals the need for adaptive strategies to support consistent academic performance.

Relationship Between GWA and LET Ratings

The positive correlation ($r = 0.601$) between GWA and LET ratings confirms the link between strong academic performance and licensure success. However, the marginal significance ($p = 0.066$) indicates that other factors may also contribute to LET outcomes. This finding corroborates Hanushek and Rivkin (2012) and Amanonce and Maramag (2020), who highlighted the importance of complementary strategies, including focused LET preparation, to enhance licensure performance. These results suggest that while academic achievement is a key predictor, broader institutional support and external readiness measures are essential for maximizing LET success.

5. Recommendations

Enhancing Academic Preparation and Employment Tracking

To maintain and improve the consistent academic performance of BSE graduates, the institution should strengthen its academic programs by incorporating evidence-based teaching strategies and regular curriculum reviews, as suggested by Delos Angeles (2020). Additionally, establishing a comprehensive graduate tracking system is recommended to collect data on employment outcomes. This will provide valuable insights into the relationship between academic and professional success and support graduates in navigating the job market.

Sustaining Institutional Performance and LET Preparation

Given the sharper recovery of PSU Binmaley graduates' performance compared to the national trend, it

is recommended that the institution continue targeted interventions, such as review programs, mock exams, and faculty development. These initiatives should aim to align academic instruction with LET frameworks, as highlighted by Hanushek and Rivkin (2012). Institutional efforts should also focus on addressing challenges in specific LET components, particularly during periods of declining performance, to sustain and exceed the national passing rate.

Focus on LET Component Scores

To address the variability in LET component performance, particularly in Major Subjects, the institution should evaluate the alignment of course content with LET requirements. Faculty training and collaboration between departments could ensure that instruction effectively prepares students for the licensure exam. Additionally, periodic assessments of students' readiness in General Education, Professional Education, and Major Subject areas should be conducted to identify gaps and provide timely interventions.

Integrating Broader Licensure Preparation Measures

While the positive correlation between GWA and LET ratings underscores the importance of academic achievement, the marginal significance indicates a need for broader licensure preparation. The institution should offer supplemental workshops on test-taking strategies, time management, and mental readiness for exams. Collaborating with alumni who have excelled in the LET can also provide students with practical insights and mentorship. These measures, combined with a focus on academic excellence, will enhance overall LET performance and ensure graduates are well-equipped for professional success.

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