

Readiness of Bachelor of Secondary Education Graduating Students for the Licensure Examination for Professional Teachers

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ABSTRACT

This research investigates the preparedness of Bachelor of Secondary Education (BSED) graduating students for the Licensure Examination for Professional Teachers (LEPT). Employing a descriptive causal-comparative research design, the study aims to delineate the characteristics of respondents, their major focus areas, and their readiness for the LEPT, exploring whether these characteristics contribute to observed differences in readiness. The study focuses on fifty purposively identified BSED graduating students at Notre Dame of Midsayap College during the second semester of the Academic Year 2022-2023, with a predominant representation of females and a majority majoring in mathematics. Findings underscore the overall readiness of respondents for the LEPT, particularly in terms of review materials encompassing general and professional education, as well as fields of specialization. Noteworthy variations were observed, with ample review materials available for certain subjects, such as “Understanding the Self” and “Readings in Philippine History,” contrasting with limited materials for others, including “Ethics” and “Arts Appreciation.” Analysis also reveals disparities in the availability of review materials for specific components like “Field Study and Teaching Internship” and “Action Research,” with varying degrees of coverage on concepts and emerging issues in their respective fields of specialization. In assessing knowledge levels, respondents demonstrated a commendable understanding of key subjects such as “The Life and Works of Rizal” and “Readings in Philippine History,” along with a robust grasp of “Field Study and Teaching Internship” concepts and practices within their chosen specializations. Concerning study habits, respondents exhibited readiness, coupled with a consistent inclination to seek Divine guidance, yet with room for improvement in allocating study time across subjects. Attitude-wise, the majority expressed a strong determination to succeed in the exam, albeit with varied responses regarding remaining calm in challenging situations. Statistical analysis revealed that females exhibited higher readiness levels for the LEPT compared to males, constituting a significant difference. While science majors demonstrated greater readiness, the disparity was not statistically significant compared to other majors.

Keywords: Readiness, LEPT, review materials, knowledge, study habits, attitude

INTRODUCTION

Embarking on the journey of becoming a teacher in the Philippines is a dream shared by many Bachelor of Secondary Education (BSED) graduates, driven by the passion to shape young minds. The gateway to transforming this aspiration into reality is navigating the challenging Licensure Examination for Professional Teachers (LEPT), a hurdle set by the revered Professional Regulation Commission (PRC) of the Philippines. Achieving an elevated level of readiness becomes the compass guiding these aspiring educators through the intricacies of this pivotal board examination. Yet, the path to success is fraught with

challenges, from grappling with insufficient knowledge and scarce review materials to overcoming hurdles in effective study habits and attitude (Abarcar et al., 2022).

Within the intricate tapestry of the Philippine educational landscape, higher education institutions (HEIs) emerge as architects, diligently constructing the foundation of a quality nation. Aligned with global educational aspirations, these institutions place a premium on teacher quality, echoing the World Bank's assertion that educators are key architects of student achievement and, consequently, a nation's overall triumph (Faltado, 2019). Beyond borders, the United States benchmarks teaching quality using licensure results, while licensure itself becomes a beacon for career progression in the teaching profession (Nool et al., 2017) and a testament to equivalent competency across international borders (Antiojo, 2017).

Readiness emerges as the linchpin for success, prompting educational systems to mandate students to undergo qualifying tests or board exams. The grades achieved in these crucibles serve as tangible indicators of individuals acquiring the essential competencies for their chosen profession (Athill, 2018).

Against this backdrop, the Philippines recently witnessed the unveiling of the passers' list for the October 2022 Licensure Examination for Professional Teachers (LEPT) by the Professional Regulation Commission on December 16, 2022. Out of 139,534 examinees in the secondary level, 71,080 emerged victorious, marking a 50.94% triumph. Within this triumph, 50,549 stood as first time takers, while 20,531 were determined repeaters. A spotlight moment unfolded at Notre Dame of Midsayap College, boasting an overall passing rate of 50.00% for the Secondary level, with 23 first-time takers (65.71%) and 11 resilient repeaters (33.33%). Yet, the journey of passing rates has been a rollercoaster, with only four instances in the last decade where the pass rate soared beyond 50%.

While the landscape of studies exploring students' readiness for licensing exams is vast, a noticeable void echoes in understanding the comprehensive preparedness of graduating students in the education field. Existing studies have navigated the terrain of strengths and weaknesses through pre- and post-tests or honed in on specific programs, leaving an uncharted territory in comprehending the holistic readiness of BSED graduating students. As we set sail into this unexplored domain, our study aspires to cast a spotlight on the readiness of BSED graduating students at Notre Dame of Midsayap College, delving into the realms of their review materials, knowledge, study habits, and attitudes. Through this expedition, we not only seek to bridge the existing gaps in the discourse but also aim to contribute a crescendo of insights to the symphony of teacher preparation and licensure examination outcomes.

Research Questions

This study sought to answer the following:

1. Is there a significant difference on the LEPT readiness of the respondents when they are grouped according to sex?
2. Is there a significant difference on the LEPT readiness of the respondents when they are grouped according to major focus area?

Scope and Delimitation of the Study

This study examines the readiness of Bachelor of Secondary Education (BSED) graduating students at Notre Dame of Midsayap College (NDMC) during the academic year 2022-2023. The research focuses on specific majors, including Mathematics, Science, English, Filipino, Social Studies, Physical Education, and Technical Vocational Education. The assessment centers on the students' preparedness for the Licensure Examination for Professional Teachers (LEPT), specifically in terms of knowledge, review materials, study habits, and attitude. The study's findings are context bound to the specified academic year, institution, and

majors, providing targeted insights for enhancing the readiness of BSED graduating students at NDMC. Generalizability to other contexts may be limited.

Assumptions of the Study

The following facts were presumed to be true:

1. The respondents were fourth year Bachelor in Secondary Education who were enrolled during the first and second semester of the school year 2022-2023.
2. The respondents had been taught of the course contents and learning materials through face-to-face and online modalities.
3. The respondents had been truthful and honest in their responses in the items in questionnaire.
4. The respondents had personally answered the questionnaire themselves and had not let others answer the same for them.
5. The responses of the respondents could be quantified, and therefore could be measured.

LITERATURE REVIEW

Licensure Examination for Professional Teachers (LEPT): Its Nature, Purpose and Importance)

The Licensure Examination for Professional Teachers (LEPT) in the Philippines is firmly rooted in legislative frameworks aimed at fortifying the regulation and supervision of the teaching profession. Central to this regulatory landscape is Republic Act 7836, also known as the “Philippine Teachers Professionalization Act of 1994,” which was enacted on December 16, 1994. This landmark legislation marked a pivotal shift in the governance of education, focusing not on deeming Filipino instructors as unprofessional but rather as a strategic move to elevate and enhance the quality of education and the entire educational system.

The enactment of Republic Act 7836 did not merely signify a legal mandate; it symbolized a commitment to the continual improvement of educators, recognizing that the advancement of teachers naturally leads to an enhancement in the learning experiences of their students. The National Board for Teachers (N.B.T.) previously governed and supervised education in the Philippines before the implementation of this act. With the establishment of R.A. 7836 in 1994, the Board for Professional Teachers (B.P.T.) assumed authority, paving the way for the initiation of the BLEPT two years later in August 1996.

The inaugural BLEPT test, jointly conducted by the B.P.T. and the Professional Regulation Commission (P.R.C.), witnessed the participation of 97,560 examinees, marking a crucial milestone in the professionalization of the teaching sector (PRC, 1994).

The importance of the LEPT as a requirement for entry into the teaching profession is underscored by recent statistics. According to the Professional Regulation Commission (P.R.C.), the Licensure Examination for Teachers (L.E.T.) held on September 26, 2021, witnessed the success of 55.96 percent of elementary teachers (4,883 out of 8,731 examinees) and 57.76 percent of secondary teachers (10,318 out of 17,824 examinees). Notably, a significant portion of those who passed the exam comprised first-timers, emphasizing the critical role the examination plays as a gateway for aspiring educators. The exam for the Secondary Level is structured to assess candidates in three key areas: 20% from General Education, 40% from Professional Education, and 40% from their respective areas of specialization (PRC, 2021).

In essence, Republic Act 7836 serves as the cornerstone of the professionalization process, aligning the LEPT with broader educational objectives and quality assurance measures. The legal foundations established by this act underscore the Philippines’ commitment to ensuring that its educators are well-

equipped, qualified, and continuously contribute to the improvement of the nation's educational landscape.

Subjects for Licensure Examination based on the NEW-LEPT-TOS-2022

The Licensure Examination for Teachers for the Secondary level is based on the NEWLETTOS-2022, which outlines the subjects to be tested. In general education, the exam will cover

Intellectual Competencies, Personal and Civic Responsibilities, and Practical Skills and Development. Intellectual Competencies will test students on Purposive Communication in English, Malayuning Komunikasyon sa Wikang Filipino, Science and Technology, and Mathematics. Personal Civic Responsibilities will test on Readings on Philippine History and Society, The Life and Works of Rizal, and Ethics. Practical Skills and Development will test in Contemporary World, Art Appreciation, and Understanding the Self (NEW LET TOS, 2022).

In Professional Education, the subjects to be tested are the Teaching Profession, The Teacher and the School Curriculum, Methods and Strategies of Teaching, Educational Technology for Teaching and Learning, The Child and Adolescent Learning, and Learning Principles. Assessment of Learning will also be covered, as well as Field Study and Teaching Internship (NEW LET TOS, 2022).

In the field of specialization, the subjects will be divided into two languages, English and

Filipino. In English, the subjects to be tested will include Theoretical Foundations of Language, Culture, Literacies, and Literature, and Speech and Theatre Arts. In Filipino, the subjects will include Introduksyon sa Pag-aaral ng Wika, Ang Filipino ang Kurikulum ng Batayan ng Edukasyon, Pagtuturo at Pagtataya ng Markong Kasanayan Pangwika, and Ugnayan ng Wika,

Kultura at Lipunan. Other subjects to be tested on include Paghahanda at Ebalwasyon ng Kagamitang Panturo, Introduksyon sa Pagsasalin, Panitikan at Rehiyon, and Ang Dulang Filipino.

These subjects aim to test the examinees' knowledge in the field of language, culture, and literature (NEW LET TOS, 2022).

Readiness for the Licensure Examination for Professional Teachers (LEPT)

This literature review delves into the critical role of readiness in the preparation and performance of examinees in the Licensure Examination for Professional Teachers (LEPT). Drawing insights from Santos (2018), Bautista (2015), and Guerrero (2018), the review aims to explore the multifaceted nature of readiness, with a focus on self-efficacy and preparation, and its significant impact on the likelihood of success in the LEPT.

Santos (2018) highlights the indispensable nature of readiness in the performance of examinees in the Licensure Examination. The literature suggests that readiness encompasses various factors that collectively contribute to the examinee's ability to navigate and excel in the challenging examination.

Bautista's (2015) study emphasizes the positive relationship between self-efficacy and performance on the LEPT. Self-efficacy, defined as an individual's belief in their own capabilities, emerges as a crucial readiness factor. The findings suggest that examinees with a higher level of self-efficacy are more likely to demonstrate excellence in the LEPT.

Guerrero's (2018) study further underscores the importance of preparation for the LEPT. The level of preparation, coupled with effective time management, was found to be positively associated with performance. Examinees who exhibit higher confidence levels and invest time in thorough preparation are

more likely to achieve positive outcomes in the examination.

Readiness in Terms of Knowledge

Knowledge serves as a fundamental tool that allows individuals to comprehend and navigate their surroundings effectively. This literature review explores the multifaceted nature of knowledge, drawing from various perspectives to provide a comprehensive understanding of its significance in different contexts. The review encompasses definitions of knowledge, its sources, and the interplay between knowledge and wisdom. Furthermore, it delves into the role of knowledge in personal and professional development, echoing the sentiments of renowned physicist Albert Einstein. The impact of knowledge on societal respect and the responsibilities of informed individuals, as highlighted in a personal communication by J. Borkala in 2022, is also discussed. The review concludes by examining the relevance of knowledge in the context of academic examinations, using the Licensure Examination for Professional Teachers (LEPT or LET) as a case study.

The Oxford Dictionary (2023) defines knowledge as ‘acts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.’ This comprehensive definition underscores the diverse ways in which knowledge is acquired, emphasizing its dynamic nature and the absence of a singular source.

The final section of the literature review centers on the role of knowledge in academic assessments, using the LEPT as a case study. The LEPT Passer Staff (2019) establishes specific criteria for success, requiring examinees to attain a general weighted average of 75% and avoid scores lower than 50% in any exam component. The section highlights the variability in students’ capacities to learn and acquire knowledge, emphasizing how these differences can impact success in professional examinations.

Review Materials Needed for LEPT

Review materials play a crucial role in the preparation process for the Licensure Examination for Professional Teachers (LEPT), aiding students in learning, retaining information, and ultimately achieving success in the exam (Romero, 2017). This literature review explores the significance of various review materials in LEPT preparation, focusing on their effectiveness in enhancing students’ understanding and exam-taking skills.

Study guides emerge as a pivotal tool in LEPT preparation, offering more than just a means to memorize material. They facilitate critical thinking about key terms and concepts, providing a deeper understanding of the subject matter (Miller & Devoley, 2015). Additionally, study guides offer valuable practice with multiple-choice questions and retrieval cues that contribute to improved recall during the exam.

Several studies have delved into the effectiveness of various review materials for LEPT preparation. Estoya and Suficiencia (2019) conducted a study that identified review centers as the most effective type of review materials, followed by online review materials and textbooks.

Interestingly, the study highlighted mobile applications as the least effective in aiding LET takers.

Paderes and Paderes (2018) further corroborated the effectiveness of review books and online review materials in assisting LET takers in passing the exam. Their study emphasized the importance of solving practice exams as a crucial component in enhancing exam-taking skills.

The literature reviewed in this paper strongly supports the integral role of review materials in preparing LET takers for the LEPT. Review centers, online review materials, and review books are identified as

effective tools that can significantly contribute to exam success. However, the use of mobile applications as review materials may not be as effective, as indicated by Estoya and Suficiencia (2019). Additionally, the importance of solving practice exams is underscored as a vital strategy for improving exam-taking skills.

Ideal Study Habits in Preparing for the Licensure Examination

This literature review explores the critical role of study habits in academic achievement, emphasizing the multifaceted nature of effective study practices. Drawing from prominent studies, including those by Maiyo (2015) and Crow and Crow (2007), the review aims to provide insights into the general principles and specific habits that contribute to successful learning outcomes. Furthermore, it establishes a foundation for understanding the variations in study habits among students and their impact on academic achievement.

Maiyo (2015) defines study habits as a consistent and deliberate pattern of studying with the goal of understanding academic subjects and passing exams. This foundational definition underscores the intentional and purposeful nature of study habits in the academic context.

According to Crow and Crow (2007), the primary purposes of studying extend beyond mere memorization. Studying is a process designed to acquire knowledge, habits, and skills that prove useful in diverse situations. The overarching goals include meeting new challenges, interpreting ideas, making informed judgments, generating innovative ideas, and perfecting skills. Successful academic achievement is intricately tied to the ability to study effectively, interpret information, and apply knowledge.

Sawar et al. (2009) reveal a correlation between study habits and academic achievement. High academic achievers typically exhibit a better study orientation and attitude compared to their low academic achieving counterparts. This insight reinforces the idea that cultivating effective study habits contributes significantly to academic success.

Proper Attitude in Preparing and Taking the LEPT

This literature review explores the significance of attitude in the preparation and execution of the Licensure Examination for Professional Teachers (LEPT). Drawing insights from Albite's (2019) study and related research, the review aims to elucidate the various factors associated with attitude that contribute to success in the LEPT. The focus is on how a positive mindset, self awareness, and goal-setting play crucial roles in the holistic preparation of Education graduates for the board examination.

Albite's (2019) study identifies key attitude factors that participants considered essential in their LEPT preparation. These factors encompass goal-setting, self-awareness, cultivating an interest in reading, intentional overlearning of material, adopting test-wise strategies, engaging in early preparation, attending LEPT review programs, seeking final coaching, and demonstrating commitment throughout the preparation process.

THEORETICAL FRAMEWORK

This study draws on Edward Thorndike's **Law of Readiness Theory** (Clementi, 2022), proposing that individuals are more likely to learn and retain information when adequately prepared. Applied to Bachelor of Secondary Education (BSED) graduating students, this theory suggests that their success in the Licensure Examination for Professional Teachers (LEPT) hinges on their state of readiness. The study also incorporates Albert Bandura's **Self-Efficacy Theory** (Self-Efficacy Teaching Tip Sheet, n.d.), which explores an individual's belief in their capacity to perform behaviors necessary for specific achievements. This theory contributes to understanding how self-efficacy influences personal preparation and performance in the LEPT among BSED students.

The integrated framework combines Thorndike’s and Bandura’s theories, offering a comprehensive exploration of readiness factors and self-efficacy. By investigating how these elements impact the success of BSED students in the LEPT, the study aims to provide valuable insights into the holistic preparation of these students for the examination.

Conceptual Framework

This study presupposed that the readiness of the respondents to take and pass the Licensure Examination for Professional Teachers (LEPT) could be measured and determined in terms of the amount of review materials they possess, their knowledge in general education, professional education, and fields of specialization, as well as their study habits and attitude. This study further assumed that their readiness varies depending on their sex and major focus area. These presuppositions and relationships are visualized in Figure 1.

Figure 1 Schematic Diagram of the Conceptual Framework

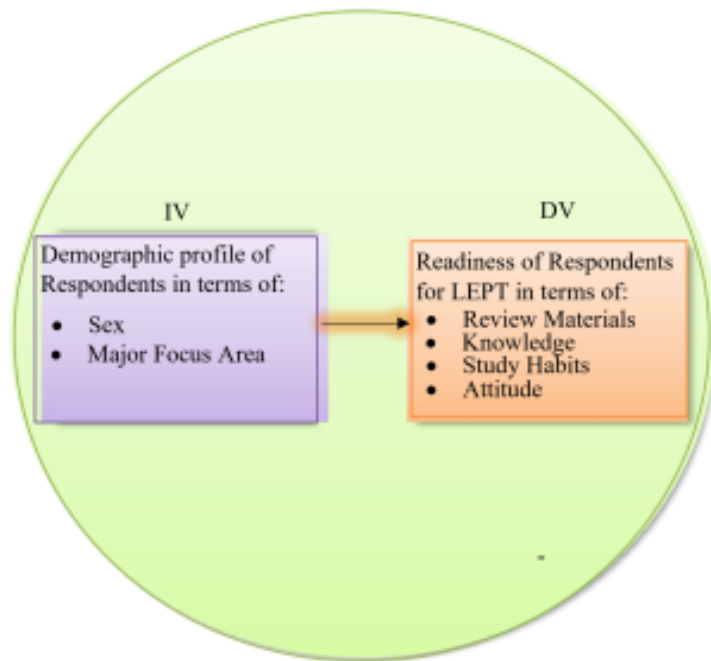


Figure 1 illustrates the schematic diagram of independent and dependent variables of the study. The variables in separate boxes are distinct from each other. The first box contains the independent variable which includes the demographic profile of the respondents such as sex and major focus area. The second box indicates the dependent variable which includes review materials knowledge, study habits and attitude. The arrow that points from the first box (independent variable) to the second box (dependent variable) indicates that the difference and variations on the readiness the respondents for taking and passing the LEPT are caused by the difference on their sex and majors.

Hypothesis

This proposition is drawn for testing:

H₀1: There is no significant difference on the readiness of the respondents to take and pass the LEPT when grouped according to sex.

H₀2: There is no significant difference on the readiness of the respondents to take and pass the LEPT when grouped according to their major focus area.

RESEARCH METHOD

Research Design

This study will employ a descriptive causal-comparative research design. This type of research design aims to ascertain the extent to which various variables are related to each other in the population of interest. More specifically, it helps identify the cause or reason for existing differences in the behavior or status of groups of individuals. This research design will assist in determining the readiness of the BSED respondents to take the LEPT, and it will examine any significant differences when the respondents are grouped according to their sex and major.

Locale and Respondents of the Study

The research was carried out at Notre Dame of Midsayap College, situated in Población 5, Midsayap, Cotabato. The participants in this study were graduating students enrolled in the Secondary Education program at Notre Dame of Midsayap College. The respondents were specifically pursuing specializations in the following subjects: Mathematics, Science, English, Social Studies, Filipino, Physical Education, and Technical-Vocational Education.

Sampling Technique

The researcher will utilize purposive-convenience sampling in selecting the respondents. Purposive sampling is employed to choose respondents most likely to provide relevant and valuable information (Campbell et al., 2020). Convenience sampling, on the other hand, entails selecting respondents who are easily accessible to the researcher (Galloway, 2005). Therefore, the researcher employed purposive sampling to identify respondents who would offer appropriate and useful information, taking advantage of its convenient nature by selecting participants who are easily accessible and meet the specific criteria for this study.

Instrumentation

This study utilized a self-constructed survey questionnaire comprising five parts. Part I requested the personal profile of the respondents in terms of sex and major. Parts II, III, IV, and V were designed to determine the readiness of BSED graduating students for the Licensure Examination for Professional Teachers (LEPT).

The constructed questionnaire consisted of a set of structured questions to be answered by the respondents. The responses in the "Reading Materials" section will use a Likert scale where (1) means "I have one," (2) means "I have a few," (3) means "I have some," (4) means "I have many," and (5) means "I have enough." Knowledge of subject-content will be assessed using a Likert scale where (1) means "I know nothing," (2) means "I know a little," (3) means "I know just much," (4) means "I know much," and (5) means "I know very much."

The section on study habits will correspond to how often respondents practice or observe such routines, employing a Likert scale where (1) means "Never," (2) means "Sometimes," (3) means "Oftentimes," (4) means "Almost always," and (5) means "Always." The last part of the questionnaire, covering attitude, will represent the personal views or feelings of respondents in preparing, taking, and passing the LEPT. Their readiness in this part will be determined using a Likert scale where (1) means "Strongly Disagree," (2) means "Disagree," (3) means "Moderately Agree," (4) means "Agree," and (5) means "Strongly Agree."

Data Gathering Procedure

This study utilized the survey method to collect the necessary data. With the guidance of the adviser and the consent of the instructor, the researchers sent a letter to the Dean of the College of Education at Notre Dame of Midsayap. In this letter, they requested the names of the BSED Pre-Service Teachers (PSTs) students and sought permission to conduct the study. Upon receiving approval, the researchers distributed the survey questionnaires to the cooperating schools where the prospective respondents were deployed. The respondents filled out the questionnaires, and the researchers promptly retrieved the results for coding, tabulation, analysis, and interpretation.

Statistical Tools and Treatment of Data

Frequency counts and percentage distribution were employed to describe the demographic profile of the respondents based on their sex and major. Additionally, weighted mean and standard deviation were used to characterize the level of readiness of the respondents for taking and passing the Licensure Examination for Professional Teachers (LEPT), considering factors such as review materials, knowledge, study habits, and attitude. A t-test was conducted to determine the significant difference in LEPT readiness among the respondents when grouped by sex.

Finally, Analysis of Variance (ANOVA) was utilized to test the significant difference in LEPT readiness among the respondents when grouped according to their major.

RESULTS AND DISCUSSION

Profile of Respondents

Table 1 *Profile of Respondents*

Characteristics		f	%
Sex	Female	30	60
	Male	20	40
Total		50	100
Major Focus Area	Mathematics	12	24
	Science	9	18
	Filipino	9	18
	Social Studies	7	14
	English	6	12
	BTVTED	4	8
	Physical Education	3	6
Total		50	100

Table 1 shows that (f=30 or 60%) of the respondents are females while (f=20 or 40%) are males. The study found that the largest group of respondents (24%) were from Mathematics major. Science and Filipino major constituted the second largest group, comprising 18% of the sample. Social Studies and English had the third largest group with 14% and 12 % of the respondents respectively. The remaining 14% were divided between BTVTED and BPED majors.

Readiness of Respondents for Taking and Passing the Licensure Examination for Professional Teachers (LEPT)

Table 2.A, 2.B, 2.C, and 2.D present the readiness of respondents in terms of review materials, knowledge, study habits, and attitude.

Table 2. A *Readiness in terms of Review Materials*

Item	Mean	Sd	Description	Interpretation
For General Education				
Purposive Communication in English	3.36	0.85	I have some	Moderately ready
Malayuning Komunikasyon sa Wikang Filipino	3.5	1.16	I have many	Ready
Science and Technology	3.34	1.1	I have some	Moderately ready
Mathematics	3.38	1.21	I have some	Moderately ready
Readings in Philippine History	3.56	0.93	I have many	Ready
The Life and Works of Rizal	3.54	1.1	I have many	Ready
Ethics	3.2	1.11	I have some	Moderately ready
The Contemporary World	3.4	1.14	I have many	Ready
Table 2.A – Continued				
Art Appreciation	3.22	1.17	I have some	Moderately ready
Understanding the Self	3.66	1.17	I have many	Ready
Composite Mean/SD	3.42	1.09	I have many	Ready
For Professional Education				
Foundation of teaching-learning process	3.64	0.96	I have many	
The Professional Teacher	3.92	0.94	I have many	Ready
The Teacher and School Curriculum	3.94	0.87	I have many	Ready
Methods and Strategies in Teaching	3.66	1.08	I have many	Ready
Educational Technology	3.58	1	I have many	Ready
The Child and Adolescent Learners and Learning Principles	3.86	1.01	I have many	Ready
Assessment of Learning	3.98	0.89	I have many	Ready
Field Study and Teaching Internship	4.22	0.84	I have enough	Very much ready
Action Research	3.5	0.89	I have many	Ready
Composite Mean/SD	3.81	0.94	I have many	Ready
For My Field of Specialization				
Concept that are related to my field of specialization	3.96	0.78	I have many	Ready
Principles that underlie my field of specialization	3.74	0.85	I have many	Ready
Practices that are observed in my field of specialization	3.8	0.86	I have many	Ready
Processes that are allowed in my field of specialization	3.74	0.83	I have many	Ready

Problem-solving that are taking place in my field of specialization	3.64	0.94	I have many	Ready
Current trends that are taking place in my field of specialization	3.64	0.92	I have many	Ready
Issues and problems that are emerging in my field of specialization	3.3	0.97	I have some	Moderately ready
Theories that explain facts, events and topic in my field of specialization	3.5	1.02	I have many	Ready
Composite Mean/SD	3.67	0.9	I have many	Ready
Grand Mean/SD	3.63	0.98	I have many	Ready

*Scale	Range	Description	Interpretation
1	From 1.00 to <1.80	I have none	Very Much Unready
2	From 1.80 to <2.60	I have few	Unready
3	From 2.60 to <3.40	I have some	Moderately Ready
4	From 3.40 to <4.20	I have many	Ready
5	From 4.20 to 5.00	I have many	Very Much Ready

Readiness for LEPT in Terms of Review Material

For General Education

The results from Table 2.A highlight the respondents' readiness for the Licensure Examination for Professional Teachers (LEPT) in terms of review materials, specifically focusing on General Education subjects. The majority of respondents signified that they are *Ready* with review materials for general education, showcasing a proactive approach to preparing for the examination. Notably, respondents signified that they *have many* for "Understanding the Self" compared to "Ethics," indicating that they *have some* of emphasis on these subjects.

This finding resonates with Guerrero's (2018) assertion that "Understanding the Self" and "Ethics" are new subjects in General Education, aligning with the Practical Skills Development and Personal and Civic Responsibilities outlined in the Table of Specifications for LEPT. The enhanced Table of Specifications further emphasizes the importance of these subjects, testing competencies related to understanding what is good for individuals and society in Ethics and familiarity with factors influencing self-identity in "Understanding the Self" (PRC, 2022).

Romero (2017) provides additional context, emphasizing that general education subjects contribute to students' well-rounded education, making them better members of society and informed citizens. The alignment of these subjects with the core components tested in LEPT underscores their significance in developing intellectual competencies and civic capacities required of future educators.

For Professional Education

In the context of Professional Education, Table 2.A reveals that respondents are *Ready* with review materials, particularly in the areas of "Field Study and Teaching Internship" and "Action Research." The respondents signified that they *have enough* review materials for "Field

Study and Teaching Internship,” while they *have many* review materials for “Action Research.” These findings indicate a strong commitment to the rigorous components of the board examination, as noted by Guerrero (2018) in highlighting the challenging nature of questions based on real-school environment learning and recent educational trends.

Moreover, the detailed breakdown of competencies from the enhanced Table of Specifications emphasizes the depth of preparation required for “Field Study and Teaching Internship” and “Action Research.” The progression from observation to guided mentored classroom teaching, as outlined in the Course Syllabus, underscores the importance of experiential learning in preparing prospective teachers for the challenges they will face in realworld educational settings.

The results align with the assertion that internships are vital practical approaches for preservice teachers to develop necessary skills and competencies (Panda & Nayak, 2014). The synergy between the course syllabus, enhanced Table of Specifications, and the respondents’ reported readiness indicates a holistic approach to preparing for the demanding components of LEPT within the field of Professional Education.

For Field of Specialization

The findings regarding the readiness for the LEPT in the respondents’ Field of Specialization indicate that they are *Ready* in terms of review materials. Respondents reported having ample review materials, particularly in conceptual areas related to their specialization. However, there is a noted disparity, with some respondents expressing moderate readiness in addressing issues and problems emerging in their Field of Specialization.

This aligns with Wijaya et al.’s (2023) observation that low performance in the board exam among BSED students is often attributed to a lack of mastery of concepts in their specialization and insufficient readings on emerging issues and problems. The results underscore the importance of a well-rounded preparation that includes a comprehensive understanding of concepts and a proactive approach to emerging issues within their Field of Specialization.

Table 2. B *Readiness in terms of Knowledge*

Item	Mean	Sd	Description	Interpretation
For General Education				
1.Purposive Communication in English	3.54	0.84	I know much	Ready
2. Malayuning Komunikasyon sa Wikang Filipino	3.54	1	I know much	Ready
3. Science and Technology	3.52	0.95	I know much	Ready
4. Mathematics	3.48	1	I know much	Ready
5. Readings in Philippine History	3.78	0.82	I know much	Ready
6. The Life and Works of Rizal	3.86	0.86	I know much	Ready
7. Ethics	3.48	0.91	I know much	Ready
8. The Contemporary World	3.54	0.93	I know much	Ready
9. Art Appreciation	3.54	0.93	I know much	Ready
10. Understanding the Self	3.7	0.95	I know much	Ready
Composite Mean/SD	3.6	0.92	I know much	Ready
For Professional Education				

1.Foundation of teaching-learning process	3.66	0.72	I know much	Ready
2.The Professional Teacher	3.68	0.79	I know much	Ready
3. The Teacher and School Curriculum	3.68	0.79	I know much	Ready
4. Methods and Strategies in Teaching	3.72	0.83	I know much	Ready
5. Educational Technology	3.6	0.78	I know much	Ready
6. The Child and Adolescent Learners and Learning Principles	3.74	0.72	I know much	Ready
7. Assessment of Learning	3.72	0.73	I know much	Ready
8. Field Study and Teaching Internship	3.96	0.7	I know much	Ready
9. Action Research	3.52	0.81	I know much	Ready
Table 2.B – Continued	3.7	0.76	I know much	Ready
Composite Mean/SD				
For My Field of Specialization				
1.Concept that are related to my field of specialization	3.82	0.8	I know much	Ready
2. Principles that underlie my field of specialization	3.78	0.79	I know much	Ready
3.Practices that are observed in my field of specialization	3.82	0.8	I know much	Ready
4.Processes that are allowed in my field of specialization	3.8	0.78	I know much	Ready
5.Problem-solving that are taking place in my field of specialization	3.64	0.9	I know much	Ready
6.Current trends that are taking place in my field of specialization	3.66	0.75	I know much	Ready
7.Issues and problems that are emerging in my field of specialization	3.66	0.8	I know much	Ready
8.Theories that explain facts, events and topic in my field of specialization	3.78	0.81	I know much	Ready
Composite Mean/SD	3.68	0.8	I know much	Ready
Grand Mean/SD	3.66	0.83	I know much	Ready

*Scale	Range	Description	Interpretation
1	From 1.00 to <1.80	I Know Nothing	Very Much Unready
2	From 1.80 to <2.60	I Know a little	Unready
3	From 2.60 to <3.40	I Know Just much	Moderately Ready
4	From 3.40 to <4.20	I Know Much	Ready
5	From 4.20 to 5.00	I Know Very much	Very Much Ready

Readiness for LEPT in Terms of Knowledge of Subject-Content

For General Education

The results presented in Table 2.B shed light on the respondents' readiness in General Education, with a

focus on two distinct subjects: “The Life and Work of Rizal” and “Ethics.” Notably, the respondents signify that they *know much* for both subjects, yet their readiness for the Licensure Examination for Professional Teachers (LEPT) varied.

“The Life and Work of Rizal” emerged as a standout, with respondents indicating a higher readiness compared to “Ethics.” This finding aligns with the CHED Course Syllabus, which mandates an in-depth exploration of the life and works of José Rizal, the national hero of the Philippines. The emphasis on Rizal’s biography, writings, and his novels “Noli me Tangere” and “El Filibusterismo” underscores the significance of this subject in the curriculum (Life and Works of Rizal | Ust-edtech-center, n.d.).

In Professional Education

In the domain of Professional Education, the respondents responded *I know much*, particularly in “Assessment of Learning” and “Field Study and Teaching Internships.” The results indicate that they *know much* for “Assessment of Learning” compared to “Field Study and Teaching Internships.” This distinction aligns with Cocal’s (2020) observation that both areas involve actual observation and assessment, with a particular focus on formative, summative, and self-assessment methods.

The emphasis on “Assessment of Learning” is reinforced by the course syllabus, which highlights the development and utilization of alternative forms of assessment to measure authentic learning. The focus on assessing process and product-oriented targets, as well as effective learning, underscores the significance of this aspect in the Professional Education curriculum (Leocio, n.d.).

For Field of Specialization

In their Field of Specialization, the respondents responded *I know much*, particularly in “Principles that Underlie My Field of Specialization.” However, there was a respondents responded that they *know just much* in “Theories that Explain Facts, Events, and Topics in My Field of Specialization.”

This finding resonates with Cocal’s (2020) emphasis on the mastery of competencies related to teaching principles and theories in the field of specialization. The reported readiness in understanding principles is essential, given that questions in the board exam are often situational and require the application of principles and theories in actual teaching scenarios.

Table 2. C *Readiness in terms of Study Habits*

Item	Mean	Sd	Description	Interpretation
1. I allocate reasonable time for each subject	3.36	0.85	Oftentimes	Moderately ready
2. I finish studying my lesson days before the examination	3.56	0.93	Almost always	Ready
3. I study in the same place	3.56	1.01	Almost always	Ready
4. I put limit to my leisure moment 5. I associate where I am studying to what I already know 6. I take note as I study	3.64	0.92	Almost always	Ready
Table 2.C – Continued				
7. I recite out important keywords when I study	3.68	0.82	Almost always	Ready
8. I employ rhymes to remember names and dates	4.02	0.82	Almost always	Ready
9. I make a list of topics that I am going to study	3.94	0.89	Almost always	Ready
10. I keep all my study materials in one convenient location	3.42	0.93	Almost always	Ready

11. I give myself a practice test about what I have just studied	3.92	0.82	Almost always	Ready
12. I define terms that are not familiar to me	4	0.83	Almost always	Ready
13. I ask for Divine guidance for me to continue studying	3.74	0.92	Almost always	Ready
Overall Mean/SD				
	4.32	0.89	Always	Very much ready
	3.77	0.89	Almost always	Ready

*Scale	Range	Description	Interpretation
1	1.00 – <1.80	Never	Very Much Unready
2	1.80 – <2.60	Sometimes	Unready
3	2.60 – <3.40	Oftentimes	Moderately Ready
4	3.40 – <4.20	Almost Always	Ready
5	4.20 – 5.00	Always	Very Much Ready

The results presented in Table 2.C shows valuable insights into the specific study habits reported by the respondents signified that they are *Ready* in terms of study habits. The study results reveal that the respondents consistently reported engaging in specific study habits, indicating their readiness for exams and their practice of good study habits. Notably, the highest rated item was “I ask for Divine guidance to continue studying,” suggesting that the respondents believe in the power of prayer to guide them throughout their academic journey. On the other hand, the item with the lowest rating was “I employ rhymes to remember names and dates.”

These findings signify that the respondents are establishing habits that can lead them to academic success. This aligns with the notion that study habits are well-planned and deliberate patterns of study, leading to consistent performance in examinations (Study Habits and Academic Stress Level Free Essay Example, 2021).

The high mean score for “I ask for Divine guidance for me to continue studying” also reflects the respondents’ belief in the power of prayer to seek guidance and support in their academic pursuits. This finding resonates with the study by Hall (2022), which emphasizes that prayer is a means of connecting with a higher power and realigning one’s heart with divine guidance.

Table 2. D *Readiness in terms of Attitude*

Item	Mean	Sd	Description	Interpretation
1. I am eager to learn	4.3	0.86	Strongly Agree	Very much ready
2. I am passionate in my studies	4.14	0.7	Agree	Ready
3. I am calm in any difficult situation	3.82	0.72	Agree	Ready
4. I do have patience in understanding difficult topics	3.96	0.81	Agree	Ready
5. I do have perseverance in completing my tasks	4.08	0.72	Agree	Ready
6. I am determined to pass the exam	4.56	0.67	Strongly Agree	Very much ready
7. I am focused in every way I am doing my studies	4.72	4.29	Strongly Agree	Very much ready
8. I do have the courage to take and pass the exam	4.52	0.68	Strongly Agree	Very much ready

9. I am confident that I can accomplish my set goals	4.38	0.78	Strongly Agree	Very much ready
10. I am optimistic on the outcome of my sacrifices	4.38	0.78	Strongly Agree	Very much ready
Overall Mean/SD	4.29	1.1	Strongly Agree	Very much ready

*Scale	Range	Description	Interpretation
1	1.00 – <1.80	Strongly Disagree	Very Much Unready
2	1.80 – <2.60	Disagree	Unready
3	2.60 – <3.40	Moderately Agree	Moderately Ready
4	3.40 – <4.20	Agree	Ready
5	4.20 – 5.00	Strongly Agree	Very Much Ready

According to Lee (2014), in a study conducted by the University of Toronto, scientists demonstrated that when individuals are in a positive mood, their visual context absorbs more information, while negative moods lead to tunnel vision. The results indicate that the respondents responded *strongly agree* with this idea, suggesting that they are *very much ready* in terms of their attitude for the Licensure Examination for Professional Teachers (LEPT). As the great Henry Ford once said, “whether you think you can, or think you cannot, you are right,” a sentiment embraced by many successful people. The respondents’ belief in themselves and their faith in their abilities showcases their positive mindset.

Positive psychologist Barbara Fredrickson emphasizes that negative thinking and negative emotions serve a purpose by sharpening focus on dangers, threats, and vulnerabilities—essential for survival, although perhaps not as crucial as it was for our ancestors. Conversely, positive thinking and positive emotions “broaden and build” our resources and skills, opening us up to possibilities (Fredrickson, 2004).

Furthermore, the statement “I am focused in every way I am doing my studies” received the highest mean, indicating that respondents do not allow distractions to disturb their studies. This suggests a high level of concentration and commitment to their academic endeavors.

Difference on Readiness to LEPT when Respondents are Grouped According to Sex and Major Focus Area

Tables 3 and 4 present the difference on readiness to take and pass the LEPT when respondents are grouped according to sex and major.

Table 3 Difference on Readiness of Respondents for LEPT When Grouped According to Sex

Groups	F	Mean	Mean Difference	p-value	Indication	Decision
Female Male	30 20	3.70 2.75	1.95	0.008	Difference not Significant	Reject Null Hypothesis (H ₀ 1)

Significance level (alpha) ≤ 0.05, 2-tailed.

Table 3 indicates that female respondents have a higher mean readiness score (3.70) for the Licensure Examination for Professional Teachers (LEPT) compared to male respondents (2.75). Despite the apparent difference, the calculated p-value of 0.085 exceeds the significance level (alpha) of 0.05, suggesting that the

observed difference is not statistically significant. Therefore, the null hypothesis is accepted, indicating no significant difference in readiness between male and female respondents. The data does not provide enough evidence to support the claim of a meaningful difference in LEPT readiness based on sex.

Table 4 Difference on Readiness of Respondents for LEPT When Grouped According to Major Focus Area

Groups	F	Mean	p-value	Indication	Decision
1. Mathematics	12	3.84		Difference Between and Within Group is	Do not
2. Science	9	3.98			Reject
3. Filipino	6	3.16		Not Significance	Null
4. Social Studies	7	3.8	0.168		Hypothesis (H_0 2)
5. English	9	3.79			
6. BTVTED	4	3.77			
7. Physical Education	3	3.55			

Significance level (α) \leq 0.05, 2-tailed.

In Table 7, Group 2 demonstrates higher readiness for the Licensure Examination for Professional Teachers (LEPT) compared to other groups. However, the computed p-value for differences, both within and between groups, surpasses the chosen significance level (α), indicating statistical insignificance and a likely chance occurrence. These results suggest that factors beyond respondents' majors contribute to these differences. Consequently, the null hypothesis is accepted, signifying no significant difference in readiness when respondents are grouped by majors.

CONCLUSION

This study examines the readiness of Bachelor of Secondary Education (BSED) students for the Licensure Examination for Professional Teachers (LEPT), highlighting both preparedness and areas for improvement in subjects like Ethics, Art Appreciation, and Action Research. The findings emphasize the importance of targeted strategies to enhance student preparedness, ultimately contributing to better educational outcomes. Notably, the research indicates that readiness is consistent across students of different sexes and majors, suggesting equal potential among BSED graduating students. The study draws on the Law of Readiness Theory and Self-Efficacy Theory to analyze factors influencing readiness, offering valuable insights for improving teacher education programs and making informed decisions in this context.

RECOMMENDATIONS

For Possible Courses of Action

1. Implement an in-house review program at Notre Dame of Midsayap College.
2. Introduce an assessment in the College of Education to gauge students' competence annually.
3. Teachers should suggest supplementary materials and online resources to enhance subject understanding.

For Policy Formulation

1. Enhance strategies for LEPT readiness by revising the curriculum, providing extra resources, and supporting faculty in critical areas.

2. Utilize study findings to shape teacher education programs, focusing on areas requiring additional support and considering further research.

For Future Research Direction

1. Investigate teaching strategies, socioeconomic factors, and technology's role in student readiness for the LEPT.

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