

Perceived Challenges and Struggles Influencing the Board Examination Performance of the Teacher Education Department of the Eastern Visayas State University – Ormoc Campus: Inputs to Improved Academic Management System

Kristine Lovele E. Navarrete

Eastern Visayas State University-Ormoc Campus, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100700380>

Received: 18 August 2025; Accepted: 23 August 2025; Published: 02 August 2026

ABSTRACT

This study investigated the perceived challenges and struggles influencing the Licensure Examination for Professional Teachers (LEPT) performance of the Teacher Education Department of Eastern Visayas State University–Ormoc Campus. Specifically, it examined the perceptions of faculty members and graduates regarding the factors affecting board examination performance and identified interventions that may serve as inputs for an improved academic management system. Using a qualitative research design, data were gathered through surveys with selected faculty members and graduates using a structured questionnaire and the responses were analyzed using thematic analysis. The findings revealed that the primary challenges include inadequate student engagement and motivation, insufficient preparation for the board examination, faculty workload, limited instructional and review resources, curriculum and course alignment concerns, financial constraints among graduates, and test anxiety. Participants emphasized the need for strengthened academic support through comprehensive enhancement and review programs, improved curriculum alignment with LEPT competencies, faculty capability development, increased institutional resource allocation, stronger collaboration with accredited review centers, continuous monitoring of students' academic performance, and more rigorous admission and retention policies. The study concludes that addressing these interconnected academic, institutional, and learner-related challenges through a comprehensive academic management system can contribute to improved board examination performance and the continuous enhancement of teacher education quality.

Keywords: perceived challenges and struggles, Licensure Examination for Teachers, board performance, Philippines

BACKGROUND OF THE STUDY AND OBJECTIVES

Eastern Visayas State University is a distinguished state university in Region 8. It is the biggest SUC considering the number of student population and number of school sites. It has been the highest producer of graduates of Teacher Education programs as well as on the number passers in the Licensure Examination for Teachers. This kind of performance is evident in the Main Campus, which is in Tacloban City, Leyte, considering that it has existed for more than a century already.

The concern of the researcher is the performance of the Teacher Education department of EVSU Ormoc Campus, where she is currently employed, in the past licensure exams. She observed that the said department struggles in surpassing the national passing rates set by the Philippine Regulations Commission for the Licensure Examination for Teachers for three consecutive years already. This struggle is evident in the Secondary Education Unit with five programs offered, namely Bachelor of Secondary Education major in Science, Bachelor of Secondary Education major in Mathematics, Bachelor of Technical-Vocational for Teacher Education, Bachelor of Physical Education and Diploma in Teaching Secondary.

The on-going issue sounds alarming and must be addressed appropriately because according to the Commission on Audit (COA), the Commission on Higher Education (CHED) has the power to impose sanctions

such as program termination or school closure based on a monitoring of these institutions' performance in the board examinations (Padua, 2008).

EVSU Ormoc is the only institution in West Leyte that offers Free Higher Education scholarship (CHED UniFAST, 2021). Without a doubt, there was a great influx of students when the said scholarship was approved last 2016. At present, EVSU Ormoc continues to provide a good supply of graduates from various fields of specialization, namely Business and Management, Computer Studies, Engineering, Industrial Technology and Teacher Education. However, the researcher believes that there is a need for the institution to reflect on the performance ratings in the board examinations especially in the Engineering and Teacher Education departments.

The researcher firmly argues that there is a need to conduct such investigation in EVSU Ormoc Campus because this is one of the perennial struggles of the department that needs to be addressed. Moreover, through the findings of this study, she can recommend actions that are befitting to the improvement of instruction and management in the Ormoc Campus.

The results of this study will serve as basis for drafting policies that governs the operations of the Teacher Education Department prioritizing Instruction. The product manual will be subject for evaluation and approval to the Board of Regents. Once approved, the manual will be used as one of the instruments during the conduct of the Annual Students Orientation. The department will also exercise proper documentation and monitoring in the implementation of the contents in the manual. A follow-up study will be conducted to determine the efficiency of the incorporated policies in relation to the expected outcomes in the instructional processes of the said department.

Moreover, the researcher found out that there is still no existing study related to this proposal in the Teacher Education Department of EVSU Ormoc Campus.

This study critically investigated the challenges and struggles of the Teacher Education department of the Eastern Visayas State University – Ormoc Campus in the Licensure Examination for Teachers. The results of this study will serve as documented inputs to the improvement of the academic management system EVSU Ormoc.

Specifically, this study aims to answer the following questions:

1. What are the challenges and struggles encountered by the Teacher Education department in achieving a consistent significant passing rates in the board exams?
2. Were there solutions made in addressing the challenges and struggles in the board exams? If yes, how did these solutions specifically address the challenges and struggles of the department? If none, what are the factors that hindered in addressing the issues?
3. As a faculty member of the department, what are your suggested interventions that can be used to improve the board performances of the department?
4. As a graduate who struggled in passing the licensure exam, what are your suggested interventions that can be used to improve the board performances of the department?

LITERATURE REVIEW

According to Alfonso (2019), the quality of education by schools in the country is being measured based on the performance of graduates in the licensure examination for board courses. The LET is a written assessment required to all professional teacher applicants as mandated by Republic Act (RA) 7836 also known as the Teacher Professionalization Act of 1994. Hence, to become a qualified, professional and licensed teacher, one should pass the LET administered by the Professional Regulation Commission (PRC) governed by Republic Act 8981 also known as PRC Modernization Act of 2000.

The Philippine country adheres to manifesting competence through professional tests which primarily filters the quality of a graduate (Kennedy 2008, as cited in Wang et al. 2011). Given the significance of the LET,

TEIs are compelled to make good in the board examination. To do the challenge, TEIs should conduct curricular reviews, update course syllabi, and implement stringent admission and retention policies. Extensive pre-board review programs are also conducted by TEIs to prepare teacher education students for the LET. These programs are course audits that try to mimic the actual board examination and which prospective graduates need to pass (Amanonce and Maramag, 2020).

Despite these efforts among TEIs, the Philippine Business for Education (PBEd), a nongovernment organization that spearheaded research on the LET performance of TEIs across the country since 2009, revealed that at least half of TEIs perform below the mean national passing rate. TEIs which consistently registered poor performance for five years were even recommended to close their teacher education programs. Similarly, Baylan (2018) revealed that a considerable number of TEIs were struggling to attain a 60% national passing standard from 2008 to 2017. Nool and Ladia (2017) also disclosed poor LET performance of 110 TEIs in Central Luzon from 2009 to 2016. With the apparent gap in the quality of education among TEIs, research studies on the factors affecting graduates' LET performance abound.

Recent studies investigated the interplay of LET performance and profile of the school, teachers, and students. According to Quiambao et al (2015), teachers' competence, school facilities and intelligence quotient were significant predictors of board exam performance of the DHVTSU. On the other hand, curriculum and instruction, and admission and retention policies were determined as significant predictors of passing the licensure examination by teacher education graduates according to Faltado (2014). Moreover, the profile of the graduates such as gender, age, high school average, according to Ferrer et al (2015) and De los Angeles (2019) were also established as a determinant of LET performance. Scores of the graduates in other tests such as admission examination (Ferrer, 2015) Otis-Lennon School Ability Test (OLSAT), English proficiency test (Hena et al, 2014), and Culture Fair Intelligence Test (Kalaw, 2017) were significantly associated to licensure examination performance. Administrative and supervisory aspects such as human relations, linkages, and support services were proven as predictors by Visco, 2015.

On the other hand, inconsistencies in the findings of research studies were observed concerning academic achievement as a factor in LET performance. Some research studies concluded that graduates' grade point average (GPA) has a high and positive correlation to LET performance (Quiambao et al, 2015; Ferrer et al, 2015 and Hena et al, 2014). However, the studies of Antonio et al (2016), Pachejo & Allaga (2013), Aparre et al (2018), and Visco (2015) revealed that there is a weak correlation between the academic performance of their students and the LET results of their own schools.

Variations were also observed on the relationship of LET review or pre-board examination score to graduates' board examination performance. Though the conduct of review classes (Ferrer et al, 2015) and pre-board examination score (De Loas Angeles, 2019 & Bansiong, 2019) were established as determinants of passing the LET. These findings were opposite to the study of Dagdag et al (2017) who revealed a weak correlation between pre-board examination score and LET ratings.

Although TEIs are guided with the curriculum prescribed by CHED, they vary when it comes to implementation. Each TEI has its unique approach and method in delivering instruction and the curriculum. This might explain the incongruities of research findings, particularly on the relationship of graduates' academic achievement, such as GPA and pre-board examination performance, to their LET performance (Amanonce & Maramag, 2020).

MATERIALS AND METHODS

Approach to Data Collection

This study, consistent with Braun and Clarke (2006), used thematic analysis in an open-ended way, to investigate the challenges and struggles of the Teacher Education department of the Eastern Visayas State University – Ormoc Campus and the interventions to be done to improve the performance of the department in the Licensure Examination for Teachers.

Ethical Protocol

A communication was sent to each participant requesting his/her participation in the study. Participants consented to answering questions through Google Form and to the recording of their responses which were subsequently anonymized and transcribed. Their identities remained anonymous until this study was done.

Data Gathering

The researcher made a self-structured questionnaire containing three questions that will thoroughly investigate the challenges and struggles of the Teacher Education department of the Eastern Visayas State University – Ormoc Campus and the interventions to be done to improve the performance of the department in the Licensure Examination for Teachers.

Participants

Ten (10) selected male and female, regular temporary and permanent teaching faculty of the Teacher Education Department of EVSU Ormoc, and ten (10) selected graduates who were not yet passers of the licensure exam for teachers at the time when this study was conducted, male and female, were asked to participate in this study. Those teachers with part time status, even if they have been rendering teaching services in the campus for several years, and the office personnel are excluded in this study.

Data Analysis

The researcher employed thematic analysis as a means of evaluating the data which will be collected through downloading the responses from the Google form.

RESULTS

Table 1.1: Challenges and Struggles in Achieving a Consistent Significant Passing Rate based on the teachers' perceptions

Themes	Subthemes	Key Insights/Quotes
A. Student Factors	Lack of Interest and Commitment	“Students’ intellectual capabilities and interest to the subject.”
	Irregular Attendance and Poor preparation	“Students who do not always attend review classes or may not be very serious in preparing for the board exam.”
	Low performing students	“There are a lot of low-performing students that we have to admit to the Education programs.”
B. Faculty and Instructional Challenges	Lack of review preparation time for the faculty	“The department really struggles on the preparation of review questions that would prepare the graduates for the board exams.”
	Faculty workload and insufficient time	“Faculty has a lot of functions to do. Time was not enough.”
	Insufficient teacher expertise and development	“Inadequate training and limited opportunities for faculty development can negatively impact
C. Resource Constraints	Limited sources and materials	“Limited resources: Insufficient resources including textbooks, reference materials

		and access to technology can hinder the quality of instruction.”
	Lack of quality teaching and learning resources	“Lacks quality teachers and staff, lacks teaching-learning resources, needs an improved school management.”
	Limited review materials and focus	“Insufficient review materials, not enough time to conduct the review, no focus.”

Table 1.2. Challenges and Struggles in Achieving a Consistent Significant Passing Rate based on the graduates’ perceptions

Themes	Subthemes	Key Insights/Quotes
A. Student Preparation Factors	Inadequate review preparation	"Many graduates started reviewing only a few weeks before the examination, making it difficult to cover all the competencies."
	Weak mastery of major and professional education subjects	"Some concepts tested in the LET were difficult because we had not fully mastered them during college."
	Poor study habits and time management	"Balancing work, family, and review affected our consistency in studying."
	Low confidence and examination anxiety	"Despite preparing, nervousness during the examination affected our performance."
B. Institutional and Instructional Challenges	Limited board-oriented instruction	"We needed more LET-focused discussions and integration of board-type questions in our classes."
	Insufficient comprehensive review program	"The university review program was helpful but should have been longer and more intensive."
	Need for stronger faculty mentoring and coaching	"Regular mentoring and academic coaching could have helped us identify our weaknesses before taking the examination."
	Limited monitoring of LET readiness	"There should be continuous assessments to determine whether graduating students are ready for the LET."
C. Resource Constraints	Limited access to updated review materials	"Updated review books and practice examinations were not always available to all graduates."
	Financial limitations	"Some graduates could not afford to enroll in review centers or purchase updated review materials."
	Inadequate learning facilities	"A more conducive learning environment with accessible review resources would have improved our preparation."
D. Personal and External Challenges	Employment and family responsibilities	"Many graduates had to work immediately after graduation, leaving little time for review."

	Emotional and mental pressure	"Stress, pressure, and fear of failure reduced our concentration during preparation and the examination itself."
	Health-related concerns	"Fatigue and personal health issues affected our ability to review consistently."

Table 2.1. Perceptions of the Teachers on whether the department or the campus have provided solutions or not in addressing the challenges and struggles

Themes	Subthemes	Key Insights/Quotes
A. Curriculum and Academic Enhancement Initiatives	Introduction of Enhancement Subjects	"The university introduced Enhancement subjects every first semester for fourth-year Education students to strengthen their preparation for the Licensure Examination for Teachers."
	Integration of LET competencies into instruction	"Faculty members incorporated LET competencies and board-type questions into classroom discussions to improve students' mastery of the competencies."
B. Faculty Support and Student Development Strategies	Encouraging participation in review activities	"Students were encouraged to actively participate in institutional review programs and mock examinations."
C. Institutional Constraints in Addressing the Challenges	Limited planning and strategic implementation	"Although interventions were discussed, limited planning and insufficient time affected their implementation."
	Budgetary and resource limitations	"The department had limited financial resources to provide sufficient review materials, printing, and instructional support."
	Institutional policies and administrative limitations	"Administrative priorities and institutional procedures limited the implementation of additional review initiatives."
	Faculty workload and limited personnel	"Heavy teaching loads and multiple assignments reduced the faculty's capacity to conduct extensive review programs."
	Insufficient instructional and review materials	"The department lacked updated review books, learning resources, and printed review materials for students."
D. Resource and Operational Challenges	Limited logistical support	"Conducting regular review sessions was difficult because of limited venues, equipment, and operational support."
	Delays in procurement and material reproduction	"The preparation and reproduction of review materials were constrained by limited funds and procurement procedures."

Table 2.2. Perceptions of the Graduates on whether the department or the campus have provided solutions or not in addressing the challenges and struggles

Themes	Subthemes	Key Insights/Quotes
A. Institutional Initiatives that Enhanced LET Preparation	Enhancement subjects and LET-integrated instruction	"The Enhancement subjects helped strengthen our knowledge and prepared us for the board examination."
	Practice examinations and competency assessments	"The mock board examinations helped us become familiar with the examination format and identify the areas we needed to improve."
B. Perceived Effectiveness of the Institutional Interventions	Improved mastery of competencies	"The review sessions helped us recall important concepts that we had forgotten."
C. Gaps in the Existing Interventions	Limited duration of review activities	"The review period was too short to cover all the competencies included in the LET."
	Need for more comprehensive review materials	"We hoped for more updated review books, handouts, and practice questions."
	Inconsistent participation of graduates	"Some graduates were unable to attend all review sessions because they were already working."
	Need for continuous mentoring	"More follow-up coaching and consultations could have helped us address our weak areas."
	Financial constraints	"Some graduates could not afford transportation, review materials, or enrollment in review centers."
D. Factors that Hindered the Effectiveness of the Solutions	Employment and family responsibilities	"Many of us were already working, making it difficult to attend review sessions regularly."
	Personal motivation and study discipline	"The university provided support, but success still depended on our commitment to study."
	Limited institutional resources	"The department did its best, but additional review materials and facilities would have made the program more effective."

Table 3. Suggested Interventions in Improving the Department's Performance in the Licensure examination According to the Teachers

Themes	Subthemes	Key Insights/Quotes
A. Faculty/Teacher Responsibilities	Enhance teaching strategies and content integration	"Enhance the teacher's strategy through integrating LET sample questions during classroom discussions across courses and year levels."
	Continuous monitoring and personalized support	"Continuous monitoring should be done such as surveying the students and identifying the weaknesses for training and development."

	Unified resources and faculty dedication	"Unified resources of materials used; faculty dedication."
B. Administration Responsibilities	Collaboration with Review Centers	"The department should link with Review Centers to have an idea on the creation of board questions."
	Curriculum review and alignment with board exam	"Regularly review the curriculum to ensure alignment with the content and format of the board exams."
	Establishing student admission standards	"Conduct a year-end qualifying exam. Those who will not pass will be of conditional status until eliminated. Set a higher general weighted average in student admission."
	Hiring system and Institutional focus	"Definitely the hiring system highly affects the quality and the passing rate in the board exam. Classes should be given more importance."

Table 4. Suggested Interventions in Improving the Department's Performance in the Licensure examination According to the Graduates

Themes	Subthemes	Key Insights/Quotes
A. Faculty and Instructional Enhancement	Strengthen LET-oriented teaching strategies	"Faculty members should integrate LET-type questions and board-related competencies into regular classroom discussions to familiarize students with the examination."
	Provide continuous academic mentoring	"Regular mentoring and consultation sessions should be conducted to help students identify and improve their weak areas before graduation."
	Enhance competency-based instruction	"Lessons should focus on the competencies frequently assessed in the LET while ensuring students understand the concepts rather than memorize them."
B. Institutional and Administrative Support	Expand and strengthen university review programs	"The university should provide longer and more comprehensive review classes beginning before the final year of study."
	Strengthen partnerships with review centers	"Collaborating with reputable review centers would expose graduates to updated review strategies and current LET trends."
	Increase institutional support for graduates	"The department should continue providing academic support even after graduation until graduates take the licensure examination."
	Provide financial and logistical assistance	"Financial assistance, review materials, and accessible review venues would encourage more graduates to participate in review activities."
C. Curriculum and Assessment Enhancement	Align curriculum with LET competencies	"Course syllabi and learning outcomes should be regularly aligned with the

		competencies assessed in the Licensure Examination for Teachers."
	Conduct regular mock board examinations	"Comprehensive mock board examinations should be administered regularly to assess readiness and identify learning gaps."
	Implement early intervention programs	"Students with low academic performance should receive intervention programs and academic coaching before graduation."
D. Student Development and Accountability	Promote disciplined study habits	"Students should begin preparing for the LET early and maintain consistent study habits instead of reviewing only before the examination."
	Encourage participation in active review activities	"Graduates, who have not passed the board exam, should maximize university-sponsored review programs and attend all scheduled review sessions."
	Foster self-directed learning	"Success in the LET also depends on graduates taking responsibility for their own learning through continuous reading and practice."

DISCUSSIONS

The findings revealed that both teachers and graduates perceived that achieving a consistent significant passing rate in the Licensure Examination for Teachers is influenced by a combination of student-related, instructional, institutional, and resource-related factors. Although both groups acknowledged similar challenges, their perspectives differed in emphasis.

Teachers primarily attributed the challenges to students' lack of commitment to review, irregular attendance during review sessions, poor academic preparation, faculty workload, inadequate instructional resources, and institutional constraints. Their responses suggest that the passing rate is not solely determined by students' abilities but also by the department's capacity to provide adequate instructional support and review interventions. Faculty members also recognized that limited time, insufficient review materials, and heavy teaching responsibilities reduced their ability to fully prepare students for the licensure examination.

On the other hand, graduates emphasized their personal preparedness, psychological readiness, financial limitations, and the adequacy of institutional support. They acknowledged that weak mastery of competencies, ineffective study habits, examination anxiety, and competing work and family responsibilities affected their performance in the LET. At the same time, they recognized the importance of enhancement subjects, university review programs, faculty mentoring, and mock examinations in improving their readiness for the licensure examination.

The convergence of these perceptions indicates that improving LET performance requires a shared responsibility among students, faculty members, and institutional administrators. While teachers highlighted instructional and organizational challenges, graduates emphasized personal readiness and the need for sustained academic support. Together, these findings suggest that increasing the passing rate requires not only curriculum enhancement and quality instruction but also continuous mentoring, structured review programs, adequate learning resources, and active student engagement.

These findings support the Systems Theory of Education, which views educational outcomes as products of the interaction among students, teachers, curriculum, institutional resources, and administrative support. Deficiencies in any component may adversely affect licensure examination performance.

Furthermore, the findings are consistent with Braun and Clarke's (2006) view that thematic analysis uncovers patterned meanings across participants' experiences. The recurring themes from both participant groups demonstrate that board examination performance is influenced by interconnected academic, institutional, and personal factors rather than a single cause.

The results are likewise supported by Yorke (1999), who argued that student success is shaped by both individual characteristics and institutional practices. Similarly, Tinto (1993) emphasized that academic integration, faculty support, and institutional commitment significantly influence students' educational outcomes. In the context of licensure examinations, graduates who receive continuous academic guidance, structured review experiences, and adequate institutional support are more likely to demonstrate higher levels of examination readiness.

The findings also align with Bandura's (1997) Self-Efficacy Theory, which explains that individuals with greater confidence in their capabilities tend to perform better in challenging situations such as licensure examinations. Graduates' reports of examination anxiety and low self-confidence suggest that psychological preparedness is as important as academic preparation.

Additionally, Biggs' (1996) Constructive Alignment Theory supports the graduates' recommendation to align classroom instruction, assessments, and learning outcomes with the competencies measured in the LET. When curriculum content, teaching strategies, and assessments are aligned with professional standards, students are better prepared for licensure examinations.

Overall, the findings demonstrate that achieving a consistent significant passing rate in the Licensure Examination for Teachers requires a comprehensive institutional approach that integrates curriculum enhancement, effective instructional practices, faculty development, adequate learning resources, systematic review programs, and student commitment. The convergence between teachers' and graduates' perceptions underscores that improving licensure examination performance is a collective responsibility shared by the institution and its stakeholders.

In light of the above results, six studies supports that academic performance of the graduates plays a significant role in their performance in the exam (Visco, 2015; Refugio, 2017; Nool and Ladia, 2017; Ferrer et al, 2015; Quiambao et al, 2015 and Arcilla and Apare, 2020); three studies claimed that attendance in review center significantly affects their board exam ratings (Ferrer et al, 2015; Quiambao et al, 2015 and Aquino and Balilla, 2015); one study attributing the student-related factor confirmed that the latter affects the performance in the licensure exam (Visco, 2015); three studies claimed that teachers or the faculty respondents have contributed for the overall performance of HEIs in Abra (Ferrer et al, 2015; Visco, 2015 and Gurney, 2007); and one study believed administrators of the institution made a considerable contribution to the level of performance of the graduates in the licensure exam (Visco, 2015).

In the assessment made by Dayaday (2018) about the factors affecting the performance in the board examination of the ECE-USM examinees from October 2011 – October 2016, both the passers and non-passers agreed that the Curriculum, Faculty, instruction materials, admission and retention, review preparation and mental/study behavior played a significant role in their board performances, while facility/laboratory equipment got the lowest rating to both groups.

Binayao and Dales (2020) explored the lived experiences of the passers and non-passers in the Licensure Examination for Teachers (LET) of the Bukidnon State University education graduates from the main campus, external centers, and the Certificate of Teaching who took the professional education units during the years 2016-2018. With emphasis on the struggles of the non-passers, the latter experienced difficulties in understanding the English language and the theories. The inability to comprehend with the English language leads to the lack of ability to grasp the theories in education. Moreover, the non-passers also expressed their difficulty in the retention of learning and lack of focus in academic responsibilities, divided focus between academic and non-academic tasks, and inadequate preparation on his academic. As regard to the influence of the faculty (character, competence and behaviour), both the passer and the non-passer groups claimed that the more experienced the instructors in teaching, the more competent they were in their teaching performance. However, as observed,

proficiency in the use of language in teaching, embedding practical applications to learning, and relating to actual situations in teaching were highlighted. It was revealed that there were participants who experienced limited understanding on theories and principles due to English language constraints by certain instructors. With the involvement of the administration, BukSU outsourced credible experts from other prominent universities and review centers to enhance the LET performance of the graduates. They also conducted intensive review sessions but limited only to the main campus and offered supplemental subjects like ED 139 and 140. The English Intensive Training, pre-board exam, and mock exam were also conducted where the participants found them very helpful. However, the participants experienced limited time with the experts. For the external centers and the CT groups for both the passers and the non-passers, it was observed that not all attended the review sessions. However, those who enrolled at the review centers, they also conveyed that it was a productive review because of the credibility of the resource persons. The utmost response was on the use of test-taking skills, which the application greatly depended on the ability of the test takers.

As regard to suggested interventions to improve the performance of the department, the results of this study are in conformity with the recommendations made by Ventayen (2020) that Teacher Education Institutions (TEIs) must strictly screen upcoming enrollees considering 85 and up the general average for the better LET performance rating by an institution. This contrasts with the policy of EVSU that only 80% or equivalent to 2.5 is the allowed minimum general weighted average (2017 Revised Students' Handbook of EVSU). Faculty members must be equipped with knowledge, skills, and values that could be a vital factor in producing competitive and high caliber teachers in the teaching industry, and school administrators could play a pivotal role as well. Prepare students by preparing examinations in line with the licensure examination. Teacher education institutions should offer intensive review programs to the 3 main areas of the LET, general, professional, and specialized subjects (Refugio, 2017). In comparison to the implementation of EVSU for the Teacher education programs, the curriculums BSSED Mathematics, Science, BPED and BEED only emphasized the Professional, which is coded as Enhancement 2, and Major subjects which is coded as Enhancement 1. There is no emphasis on reviewing the General Education courses. School administrators must improve policy implementation to help further students and the teaching force to improve the LET passing rate. Continuous Intervention should be done, such as surveying the students and identify the weakness of students for training and development (Fernando et al, 2020; Pastor et al, 2020 and De Guzman et al, 2020).

In Bukidnon State University, they prepared an action plan that was designed to address the areas of concern by the non-passers in the Licensure Examination for Teachers (LET). This action plan is deemed necessary because it will serve as a guide that provides different productive activities, which would help the non-passers as well as the education students, instructors, administration specifically the COE realizes its goal of maintaining the increasing passing rate of the university and in pursuit of excellence (Binayao and Dales, 2020).

CONCLUSION

Based on the findings, the study affirms that achieving a consistent significant passing rate in the Licensure Examination for Teachers is not solely a measure of students' academic ability but also a reflection of the quality of instruction, institutional commitment, curriculum responsiveness, faculty engagement, and the effectiveness of support systems provided throughout teacher education. Therefore, sustained collaboration among stakeholders and continuous evidence-based improvement initiatives are essential in producing competent graduates who are well-prepared to succeed in the licensure examination and the teaching profession.

RECOMMENDATIONS

This study was limited to the perceptions of faculty members and graduates from a single Teacher Education Institution. The findings were derived from participants' self-reported experiences and may not fully represent the perspectives of all stakeholders involved in the Licensure Examination for Teachers. Furthermore, the study did not examine quantitative predictors of LET performance or evaluate the effectiveness of specific institutional interventions. Therefore, the findings should be interpreted within the context and scope of the present investigation.

While the study generated meaningful insights into the challenges and struggles in achieving a consistent significant passing rate in the Licensure Examination for Teachers, several methodological improvements may be considered in future research:

1. Expand the participant pool. Future studies should include a larger and more diverse group of participants from different Teacher Education Institutions (TEIs), including administrators, review coordinators, successful LET passers, and non-passers. A broader participant base would provide richer perspectives and improve the transferability of the findings.
2. Include multiple institutions. Since the study was conducted within a single institution, the findings may reflect context-specific experiences. Conducting a multi-site study would allow comparisons across institutions and help identify best practices associated with higher licensure examination performance.
3. Adopt a mixed-methods approach. Future researchers may combine qualitative interviews with quantitative data such as graduates' General Weighted Average (GWA), mock board examination results, review attendance, and LET performance. Integrating both approaches would provide a more comprehensive understanding of the factors influencing board examination outcomes.
4. Conduct a longitudinal study. Instead of collecting data at one point in time, future research may follow students from their early years in the teacher education program through graduation and until they take the LET. This design would provide deeper insights into how preparation, institutional interventions, and student experiences influence examination performance over time.
5. Include document analysis and classroom observations. Future studies may triangulate interview findings with curriculum documents, board review plans, LET performance reports, and classroom observations to strengthen the credibility and trustworthiness of the findings.
6. Strengthen data triangulation. Incorporating additional data sources, such as focus group discussions, institutional records, and academic performance data, can help validate the findings and reduce potential bias associated with relying solely on interview responses.
7. Minimize researcher bias. Future qualitative studies should employ strategies such as member checking, peer debriefing, reflexive journaling, and independent coding by multiple researchers to enhance the credibility, dependability, and confirmability of the thematic analysis.
8. Examine additional influencing factors. Future research may explore variables not covered in the present study, including students' motivation, self-efficacy, socioeconomic status, learning strategies, mental well-being, review center participation, faculty qualifications, and institutional quality assurance practices.
9. Evaluate intervention effectiveness. Future studies may assess the effectiveness of specific interventions, such as enhancement subjects, comprehensive review programs, mentoring initiatives, and mock board examinations, using pre- and post-intervention evaluations to determine which strategies most significantly improve LET performance.
10. Address possible response bias. As the study relied on participants' self-reported perceptions, some responses may have been influenced by recall bias or social desirability. Future researchers may reduce this limitation by ensuring anonymity, using multiple data collection methods, and corroborating participants' accounts with documentary evidence.

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