



\*\*\*\*\*  
**DEVELOPMENT OF AN INTERVENTION PROGRAM FOR NON-PASSER OF  
LICENSURE EXAMINATION FOR TEACHERS: THE CASE OF  
ANDRES SORIANO COLLEGES OF BISLIG, COLLEGE  
OF TEACHER EDUCATION, BISLIG CITY,  
PHILIPPINES**

**JIEZEL M. CABAJES-CARMEN**

**Student**

Saint Joseph Institute of Technology  
botikcarmen@gmail.com

**FERNANDO T. HERRERA**

**Adviser**

Saint Joseph Institute of Technology  
fernan\_herrera@yahoo.com

**ABSTRACT**

The study conducted at Andres Soriano Colleges of Bislig aimed to understand the reasons behind low Licensure Examination for Teachers (LET) passing rates and develop interventions program for non-passers. The study found that LET performance fluctuated, indicating a need for continuous evaluation of preparation strategies. Multiple factors contributed to LET failure, including financial constraints, work-life balance issues, faculty problems, student dedication, poor critical thinking skills, and emotional challenges for examinees. Higher education institutions employ various support mechanisms like in-house reviews and partnerships. Non-passers experienced significant emotional distress, highlighting the need for psychological support. The study proposed an intervention program focusing on technical, emotional, and psychological support for LET takers. It also developed a theory emphasizing resilience factors influencing LET preparation. The study recommends continuous evaluation, addressing identified factors, implementing the proposed intervention program, and fostering critical thinking skills. Future research should expand to include State Universities and Colleges and employ mixed methods to quantify the impact of factors on LET outcomes.

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Keywords:** *Intervention program, LET Non-passers, Licensure Examination for Teachers, LET performance*

## INTRODUCTION

Teacher licensure is universally recognized as a crucial qualification for entering the teaching profession (Yaune, 2022). It validates an educator's suitability and commitment to upholding professional standards (Zhao, 2010). Countries like the US, Qatar, and several Asian nations have implemented teacher licensing systems, often requiring high academic performance and passing licensure exams (Jacson et al., 2003; Nixon et al., 2010; Ghamrawi et al., 2023; Abu-Tineh et al., 2017; Adoniou & Gallagher, 2017). The Philippines, in compliance with Republic Act No. 7836, also mandates teacher certification.

The Licensure Examination for Teachers (LET) is used to assess teacher education program quality, with high pass rates reflecting institutional and graduate competence (Dotong & Laguador, 2015). However, many examinees struggle to pass (Amanonce & Maramag, 2020). Andres Soriano Colleges of Bislig (ASCB) has consistently reported lower-than-average LET pass rates, particularly among repeat takers (PRC, 2016, 2017, 2019). To address this, a study aims to develop an intervention program for ASCB's College of Teacher Education, drawing insights from successful institutions to improve overall LET performance and outcomes.

## REVIEW OF LITERATURE AND STUDIES

The Licensure Examination for Teachers (LET) is a crucial certification process ensuring aspiring teachers possess necessary academic knowledge, pedagogical skills, and professional competencies (Acosta & Acosta, 2016; Solis-Foronda, 2019; Jay-cen, 2020; Angeles, 2020). It upholds academic standards, builds stakeholder confidence (Abrea et al., 2019), and serves

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
as a benchmark for teacher competence (Ampo, 2023; Darling-Hammond et al., 2020). However, many aspiring teachers face challenges passing the LET, hindering the supply of qualified educators (Santiago, 2002; David et al., 2018). While the LET is essential, some argue it only partially assesses teacher capacity (Gitomer & Bell, 2013) and neglects classroom performance (Looney, 2011; Alonzo et al., 2023). Continuous improvement is crucial to ensure the LET's relevance (Knowles et al., 2001).

The LET maintains professional standards and accountability (Martin, 2024; Peterson, 2000; Cochran-Smith & Villegas, 2015), boosting public confidence in the educational system (Leveille, 2006; Johnson et al., 2017). Passing the LET signifies the start of a teacher's career, emphasizing continuous professional development (Ayers, 2015; Stronge & Grant, 2011; Villegas-Reimers, 2003; Borko, 2016). Effective teaching practices and their integration into teacher education are crucial (Abulon, 2014). The LET's holistic approach assesses critical thinking, problem-solving, and application of educational theories (De Guzman et al., 2017; Mallillin et al., 2021; Balagtas, 2021), contributing to improved teaching strategies and student learning outcomes (Hattie, 2015; Amin & Sundari, 2020; Stronge, 2018).

Factors influencing LET success include academic preparation, socioeconomic background, and support networks (Abdulmajid, 2024; Allaga & Philippines, 2013). Higher LET pass rates correlate with improved student outcomes (Dagdag, 2018; Ibarrientos, 2022; Baylan, 2018; Arce & Belen, 2011; Gabasa & Raqueño, 2021). Agsalud's (2017) study on teacher education faculty efficacy emphasizes the importance of subject matter competence, pedagogical abilities, and creating a positive learning environment, aligning with the LET's objectives. Collaboration between academic institutions, PRC, and CHED ensures adherence to regulatory frameworks (De Leon, 2016; Generelao et al., 2022), with the LET serving as a tool to evaluate teacher education program quality (Visco, 2015; Antiojo, 2017).

Despite efforts, institutions struggle to achieve satisfactory LET passing rates (Barlis & Fajardo, 2015; De Jesus & Balahadia, 2020). Factors like insufficient preparation contribute to exam failures and unemployment (Ranabal, 2026). The LET's impact extends to institutional

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
budgets (Ladia & Nool, 2012) and reveals variations in performance across specializations (Botengan et al., 2018). Research highlights the influence of curricular alignment, school support programs (Montebon, 2005), student support services, and preparatory courses (Cadosales et al., 2023) on LET success.

In-house reviews, mock examinations, and curriculum modifications are recommended (Tarun et al., 2014; Visco, 2015; Dagdag et al., 2017). Review programs significantly impact exam performance (Olvido et al., 2024; Delos Angeles, 2019). Tailored intervention programs addressing non-passers' challenges can improve overall LET performance (Labastilla, 2017; Alfonso, 2019). In-house reviews provide focused preparation (Kalaw, 2017; Andrecio & Habijan, 2023), create a structured environment (Gonzales & Gonzales, 2024), and contribute to improved pass rates (Mendoza et al., 2018). Strengthening in-house reviews, aligning them with LET standards, and providing support services are crucial (Maloloy-on et al., 2021; Karp et al., 2021).

Mock examinations and review sessions significantly enhance student performance (Gerundio & Balagtas, 2021; McGaghie et al., 2004; Shuls, 2018; Alan and Mariquit, 2022). Albite (2019) emphasizes the need for a holistic approach, including personal motivation, academic preparedness, and institutional support. Merisotis & Phipps (2000) underscore the importance of remedial programs for educational equity, while Villaflores (2023) highlights the need for thorough preparation and confidence-building. Lim's (2011) longitudinal study emphasizes continuous curriculum improvements and faculty development programs. Improving academic standards and performance during college positively impacts LET outcomes (Guinayan, 2014), aligning with Alda, Boholano, and Dayagbil's (2020) exploration of teacher education institutions towards Education 4.0. Conchada & Tiongco's (2015) study on accreditation highlights the impact of regulatory frameworks and institutional policies on LET performance.

The literature underscores the multifaceted factors influencing LET performance (Rosado et al., 2020; Ruben, 2014) and the need for HEIs to reevaluate and strengthen their

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
policies and practices (Wangerin, 2015). This study aims to develop an intervention program tailored to address the unique challenges faced by LET non-passers at ASCB of Bislig.

## FRAMEWORK

The study integrated Cognitive Learning Theory, Self-Efficacy Theory, and the IPO model to develop the intervention program. Gagné's Cognitive Learning Theory guided the program's structured sequence of instructional events, focusing on attention, learning objectives, recall, content presentation, guidance, practice, feedback, assessment, and retention strategies (Gagne, 1970; Brayadi et al, 2022). Bandura's Self-Efficacy Theory emphasized the role of individuals' beliefs in their ability to succeed and how these beliefs influence motivation and performance (Bandura, 1997; Lee, 2023; Bandura et al., 2001; Schunk, 2012; Belen et al., 2018; Espina & Teng-Calleja, 2015; Tiu et al., 2019). The IPO model provided a framework for the program's development, involving data collection, analysis, program design, and implementation (Bacus et al., 2020; Binayao & Dales, 2020).

The initial phase of the study involved a comprehensive data gathering process to understand the LET performance of ASCB graduates from 2016 to 2022. Data sources included official PRC reports on first-time takers, repeaters, and overall pass rates, as well as a complete list of ASCB-CTE graduates during that period. Qualitative data was obtained through interviews with teachers, administrators, and LET non-passers to gain insights into their perspectives on LET challenges. Best practices from other higher education institutions were also reviewed to identify effective strategies for improving LET outcomes. Building upon this foundation, the study delved into the lived experiences of LET non-passers through in-depth interviews and narratives (Bacus et al., 2020). These findings, coupled with identified best practices, informed the development of a holistic intervention program designed to address the specific needs of ASCB non-passers and enhance their LET performance.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Additionally, constructivism was incorporated to understand how non-passers actively construct their understanding of the LET (Harrington & Enochs, 2009; Colicol et al., 2022; Brau, 2020; Silver, 2021; Stoothoff & Camacho, 2021; Omodan, 2022; Bermejo et al., 2021; Ester et al., 2024). This theoretical framework provided a comprehensive approach to designing an effective intervention program that addresses the unique needs of LET non-passers.

## OBJECTIVES OF THE STUDY

This study generally aimed to develop a comprehensive intervention program tailored specifically for non-passers of the Licensure Examination for Teachers (LET) at the Andres Soriano Colleges of Bislig. The study sought to address critical issues such as analyzing the performance trends of graduates from 2016-2022 in the LET examination, understanding the perceptions of teachers and administrators regarding student failures in the LET, exploring the lived experiences of LET takers who did not pass the examination, investigating best practices of other Higher Education Institutions (HEIs) in dealing with non-passers, proposing a comprehensive intervention program to increase the passing rate of failed examinees, and generating a new qualitative theory based on the themes identified.

## METHODOLOGY

### Research Design

This study employed a mixed-methods research design to comprehensively investigate the factors contributing to LET failures at ASCB and to develop a targeted intervention program. Quantitative analysis of LET performance trends from 2016 to 2022 provided a contextual understanding of the problem. Qualitative methods, including phenomenological interviews with teachers, administrators, and non-passers, offered in-depth insights into the lived experiences and perceptions surrounding LET failures. Purposive sampling was used to

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
select participants based on their relevance to the study. Thematic analysis was applied to identify and analyze key themes from the qualitative data. By combining these approaches, the study gained a rich and nuanced understanding of the issue, informing the development of an evidence-based intervention program.

## Research Participants

The study included 33 participants selected through purposive sampling. **Table 1** shows the distribution of the study's participants. This group consisted of seven faculty members from the ASCB College of Teacher Education (CTE), including the dean, all with at least five years of teaching experience. Additionally, 24 out of 87 non-passers from the period 2016-2022 LET exams were interviewed. To gain insights into effective support strategies, two deans from CHED-recognized Centers of Excellence and Development were also interviewed. These institutions were chosen for their demonstrated success in assisting LET non-passers.

## Research Instruments

A mixed-methods approach was employed to collect data for this study. Quantitative data were derived from an analysis of official Licensure Examination for Teachers (LET) performance records spanning the years 2016 to 2022. Qualitative data were gathered through semi-structured interviews with teachers, administrators, and LET non-passers to understand their perspectives and experiences. To inform the development of the intervention program, best practices from other higher education institutions (HEIs) were examined through a combination of document analysis and interviews with administrators from institutions recognized for their success in supporting LET non-passers.

## Ethical Considerations

Ethical principles guided the conduct of this study to safeguard participant rights and well-being. Informed consent was obtained from all participants, clearly outlining the study's

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
purpose, procedures, potential risks, and benefits. Confidentiality and anonymity were strictly maintained through the use of pseudonyms and secure data storage. Participants were interviewed in private settings to foster open communication and protect their privacy. Cultural sensitivity was prioritized by adapting research protocols to respect participants' beliefs and norms.

To minimize potential harm, support services were made available to participants who experienced distress. Open communication was maintained throughout the study, keeping participants informed of its progress and findings. The research adhered to legal and ethical guidelines, and institutional ethical review board approval was obtained.

### Statistical Treatment

The study employed both quantitative and qualitative data analysis methods. Quantitative analysis focused on trend analysis of LET pass and fail rates at ASCB from 2016 to 2022, comparing these with the national passing rates provided by the PRC for the same period. A comparative analysis further examined trends between first-time takers and repeaters at ASCB, identifying significant differences in pass rates. Thematic analysis was utilized to analyze qualitative data from interviews with educators, non-passers, and administrators from other HEIs, allowing for the identification of key themes and patterns related to LET outcomes and effective support strategies.

## RESULTS AND DISCUSSION

Relevant findings were presented according to the sequence of the statement of the problems.

### **Problem 1. What is the trend of the performance of graduates from 2016-2022 in the LET examination of Andres Soriano Colleges of Bislig?**

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

**Figure 3** and **Figure 4** shows the variation in the ASCB's performance in the Licensure Examination for Teachers (LET) from 2016 to 2023. This study utilized descriptive statistics to analyze and summarize the number of passers and failures in the Licensure Examination for Teachers (LET) at Andres Soriano Colleges of Bislig (ASCB) from 2016 to 2022. These statistics were derived from official records and reports provided by ASCB and corroborated with national passing rates data sourced from the Professional Regulation Commission (PRC).

**Figure 3** shows the LET examination performance of elementary education graduates from 2016-2023. The analysis of the elementary level from 2016 to 2023 reveals significant fluctuations in pass rates. For the March examinations, notable peaks include a 100% pass rate in March 2017 and a 57.69% pass rate in March 2019. However, there are also periods with zero pass rates, notably in March 2018. The September examinations show similar variability, with peaks such as 86.67% in September 2023 and lows like 0% in 2021, possibly due to the examination not being held. The overall trend for the elementary level indicates sporadic improvements with occasional high pass rates but also instances of very low or no pass rates. Several studies support the importance of analyzing LET performance trends to improve pass rates. McGaghie et al. (2004) found that structured test preparation courses significantly increased pass rates. This aligns with the idea that analyzing trends can help identify areas where additional support, like these courses, might be beneficial.

**Figure 4** shows the LET examination performance of secondary education graduates from 2016-2023. The secondary level analysis from 2016 to 2023 also exhibited significant variability. For the March examinations, passing rates range from 66.67% in March 2016 to 0% in March 2017. In more recent years, March 2023 show a pass rate of 71.43%. The September examinations had more pronounced peaks and troughs, with highs of 95.24% in September 2023 and lows of 0% in several periods. Villaflares (2023) stressed the importance of thorough preparation and building confidence in LET takers. This aligns with the rationale behind analyzing LET trends, as it allows educators to pinpoint weaknesses and develop targeted interventions to ensure examinees feel prepared and confident on test day. In short,

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
analyzing historical LET performance data can inform the development of effective strategies to improve pass rates, just as these studies have shown with specific preparation methods.

The analysis of repeaters in both elementary and secondary levels from 2016 to 2023 highlight lower pass rates compared to first-time takers. For the elementary level, while the performance among repeaters generally shows lower pass rates, there are notable improvements such as a 70% pass rate in January 2022 and 58.54% in October 2022. In the secondary level, repeaters also exhibited lower performance, with some years like September 2016 having a 0% pass rate. However, improvements are observed in January 2022 with a 75% pass rate and October 2022 with 39.13%.

The trend analysis indicated several key points: inconsistency in pass rates across both elementary and secondary levels, and lower performance among repeaters compared to first-time takers. These findings highlight the challenges faced by ASCB students in consistently achieving high pass rates and underscore the importance of understanding the underlying factors influencing these trends.

**Problem 2. What are the perceptions of the teachers and administrators on the reasons for the failure of students in the LET examination?**

**Table 2** shows the emergence of relevant themes that unfold the potential reasons behind the failures of the takers to the LET. It displayed the experiences of the administrators and teachers relative to the potential reasons linked to the failure rate in Licensure Examinations for Teachers (LET). Three relevant themes have emerged from the administrators' responses, which include financial problems to enroll in review centers, personal reasons including balance between work and academics, and issues linked to faculty workforce and curriculum. Moreover, the actual responses of the teachers have led to three thematic areas: the need for more dedication and interest in the teaching profession, low critical thinking skills, and financial problems in enrolling in review centers.

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
The administrators noted that the financial status of the takers is one of the significant reasons for their failure in the LET. It pertains to those examinees who do not have enough financial resources to enroll in review centers. In it is mentioned by one of the administrators that;

"Financial constraints often limit students' access to comprehensive review programs, hindering their preparedness for the examination." –A1

In support of the statements from administrator A1, another administrator (A2) has also expressed similar observations where the financial aspect is noted as one of the serious hindrances. During the interview, it is stated that;

"Financial problem to enroll in a review center is also notable which is strongly linked to failure in LET." –A2

Studies have shown that enrolling in review centers before taking the licensure examination increases the chance of passing the exam (Quiambao et al., 2015; Pachejo & Allaga, 2013). In another paper by Fulgado (2020), it is noted that only a few takers who did not enroll in review centers and were fully devoted to self-review succeeded in the exam. To address the evident financial problem of undergoing review center training, HEIs have initiated in-house reviews that are given for free. These practices in all HEIs are discussed in detailed in table 4.

The second spotted areas are personal reasons, including work-balance, emotional, and pressures. Accordingly, many students have already found jobs for a living after graduation. When not properly managed, this situation results in a lesser focus on the reviews, emotional distress, and even self-pressure. In effect, examinees forcibly took the examinations without full preparations. Cases of students who are working after graduation are evident. Unfortunately, most of them struggled to balance work demands from the quality of reviews (Labastilla, 2017; Alfonso, 2019). In the conversation with one of the administrators, it is mentioned that;

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

"Balancing academic studies with work and family responsibilities adds significant pressure, impacting students' ability to dedicate sufficient time to LET preparation." –A1.

Issues on faculty workforce and curriculum are observed in one of the HEIs, as mentioned by one of the interviewed administrators. In particular, the said administrator noted that the insufficient number of human resources also negatively affects the quality of teaching, and the time for LET reviews is compromised. Ferrer et al. (2015) highlighted the essential of the faculty workforce in the takers' overall preparation for the LET and other forms of licensure examinations. Issues related to the insufficiency of the faculty workforce and curriculum are substantially clarified in the statement of one of the administrators, who stated that;

"All of the faculty members also work part-time in the senior high school department, leaving little or no extra time for LET review sessions. This issue on faculty workforce has resulted to the insufficient time for LET reviews. The curriculum sometimes has areas that do not match the expectations from the LET. These are important observations that need definitely and urgent actions". –A1

On the teachers' experiences, it is posited from the same Table 2 that reasons for failure from the LET include a lack of dedication and interest in the teaching profession, Low critical thinking skills, and financial problems with enrolling in review centers. Some studies in the literature also support these areas. In particular, Rosado et al. (2020) noted that a lack of interest in the profession happens to some takers who do not desire to be in the teaching profession. Their parents influence some of them, while others have no choice due to life circumstances (Barlis & Fajardo, 2015). It is noted that there are cases of students who enrolled in education not by their own choice but by their parents. This made them less focused and lacked the dedication to pursue the call of a teaching career.

In another point of view, teachers have also noticed the relatively low critical thinking skills of the graduates despite the interventions done by the college. During the interview with one of the teachers, it is stated that;

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

“I think students who were not good in critical thinking skills because in LET you need to not just to memorize answers but also to analyze questions that are not included in the review because there are a lot of questions that needed to be thought of rather than just memorizing all the answers” –t4

Critical thinking is one of the skills that is primarily tested in LET. According to Abrea et al. (2019), it is noted that the majority of the items in the exam demand a high level of critical thinking, which even includes decision-making skills. Knowing that the students displayed low critical thinking skills implies a higher chance of failing the exam. In addition, Angeles (2020) noted that critical thinking skills in licensure examinations ensure that candidates are knowledgeable and capable of applying their knowledge effectively, making sound decisions, and acting ethically and responsibly in their professional roles.

Moreover, similar to the administrators, teachers have also perceived financial reasons as another potential hindrance to success in LET because many of the takers cannot afford to enroll in review centers. Accordingly, one of the teachers stated that;

“They are unable to enroll in review centers because of some financial constraints. So, which might lead them to fail the LET exam or the licensure examination for teachers”. –t3

The experiences of both the teachers and the administrators reveal potential root causes of the failure rate in the LET. Several problems, such as the financial burden of enrolling in review sessions, personal problems, and other external matters, are essential information that university leaders shall consider to achieve higher passing rates significantly beyond standards.

### **Problem 3. What are the lived experiences of the LET takers who did not pass the examination?**

**Table 3** presents the lived experiences of the non-passers on the LET. The table showcases the lived experiences of the LET non-passers identified during the interview. The

\*\*\*\*\*

#### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
relevant experiences of the respondents, from preparation, failing, and coping, are presented. A total of six relevant themes were extracted from the stories of the participants. These include Difficulties in balancing work and reviews, engagement in the In-house review and self-study, Emotional battles during the examination, feelings of disappointment, depression, and frustration, Acceptance of the failure and moving forward again, and Relief from pain due to family and peer support. Some of these collective experiences of the non-passers are also observed in some studies, as discussed in the succeeding paragraphs.

It is noticeable that from preparations, most of the respondents are out of focus, while many have to balance time between work and reviews. Preparing for a nationwide licensure examination requires full attention, dedication, and focus. De Jesus and Balahadia (2020) asserted that in order to pass any licensure exam, one should pay full focus to the review. In another paper by Barlis and Fajardo (2015), it is highly noted that examinees who are not fully prepared mostly manifest anxiety and uncertainties of emotion, which negatively affect examination outcomes. In the context of the testimonies of the non-passers, one of them said,

“I find it hard to focus on my review because of my work. I did my best but I think it was just not enough. I felt the pressure during the exam especially on the items that I am very uncertain. Honestly, being unprepared makes me feel very unfocused during the exam. It’s like I want to get the exam done right away”. –S1

During the examination, the non-passers were not in full focus while being shocked by the reality of the nature of the examination. Because of the inadequate preparation for the examination, many non-passers admitted feeling anxious during the exam. They are surprised by the challenging questions that test their critical thinking ability to solve situations. This is noted in the encounters of one of the students who shared;

“During exam. I really felt anxious and surprised on the difficulty level of the questions. It’s like being pissed off from the questions that I am not really sure of my answers. It was far

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
greater than what I expected like classroom assessments. LET is really different and my terrible experience of being half-prepared left me with a lesson to give full focus and dedication in the preparation. It was frustrating, indeed". –S3

At the onset of knowing the results, all participants felt disappointed, depressed, and frustrated. Cruz et al. (2018) reported that these feelings or emotional burdens are commonly observed when failing a licensure examination. During the interview, a particular respondent bravely opened up;

"When I received the news that I did not pass the LET, I felt disappointed and frustrated. It was a setback to my plans and aspirations in the education field". –S6

Even immediately after the examination, frustration and disappointment are evident among non-passers because they know in the first place that their chance of success is low. The majority of the respondents admitted that it was not easy to accept, and they have gone through the healing process. Some of them have been discouraged from taking the same again. In the long run, the respondents gained the tenacity and motivation to pass the exam because of support from family and university.

Despite the heartaches, time heals the pain with effective intervention in terms of family and peer support. The majority have even recovered from the failure and have considered retaking. The following statements from the respondents confirm such emotional revival;

At first, I doubted whether I should retake the exam or continue pursuing teaching because the exam result hurt me deeply. However, the encouraging words from the people around me greatly helped, reassuring me to continue my plans. I did not lose sight of my goal to become a teacher and retake the LET, hoping to pass next time. –S8

Results from Table 3 describe the journey of the non-passers, which is mostly dominated by challenges from preparation, discovering failures, and recovery from the roller-

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
coaster ride of being a non-passer. The respondents' experiences are significant inputs to the development of interventions, which can be played in several sectors involving families, schools, and other stakeholders.

**Problem 4. What are the best practices of other HEIs on how they deal with the problem of non-passers?**

When it comes to the best practices in handling the non-passers, a total of six relevant themes have emerged from the responses of the key informants from three universities and colleges. The remarkable practices include the conduct of free in-house reviews, strengthening of communication through the tracer's system, mobilizing student organizations as the source of support, partnership with review centers, provision of incentives and recognitions, and curriculum alignment.

**Table 4** shows the emergence of relevant themes, depicting various practices of HEIs in managing LET non-passers as discussed during interviews with the deans. Relative to the literature, common efforts are noted in some studies. Amanonce and Maramag (2020) highlighted the positive contribution of in-house reviews that are given for free to address financial related issues among takers. The positive implications of establishing a tracer system provide administrators with essential information to formulate strategies and interventions for non-passers (Dotong & Laguador, 2015).

Common to the three administrators, the informants revealed that they practiced in-house reviews that are free of charge as an initiative to address the financial problems of the significant number of takers. During the conducted interview, one of the administrators said, "Our in-house review program is free, and our reviewers are our faculty members per subject of specialization. Also, during our in-house review, we invited our former students who were toponotches to be part of our lecturers". –A2

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Because of the need to keep in touch with the non-passers, HEIs have implemented a tracer system with designated coordinators. One particular university has mobilized student organizations as another source of support for non-passers to hurdle the LET. Cuadra et al. (2019) asserted that tracer systems for graduates and non-passers are crucial for evaluating and improving educational outcomes, including the university's performance to LET.

Some universities also institutionalized incentives and recognitions for topnotchers as a mechanism to encourage the takers to invest hard work and dedication in the examination. In addition, all institutions have ensured that their curriculum is aligned with the expectations of the LET.

Though they vary in form, best practices are bonded with the common interest of ensuring the takers' high preparedness for LET. This is along with the contention that preparing for licensure examinations is vital for ensuring comprehensive knowledge, reducing exam-related anxiety, understanding exam formats, addressing weak areas, enhancing critical thinking, adhering to ethical standards, meeting legal requirements, gaining a competitive edge, and ensuring long-term career success.

**Problem 5. On the basis of the findings, what comprehensive intervention program may be proposed to increase the rate of passing of the examinees failed in the LET examination?**

Relative to the major findings, which highlight the challenges experienced by the non-passers along with the best practices to address such challenges, an intervention program is proposed to provide effective solutions to the issues encountered by the non-passers of the Licensure Examination for Teachers (LET) at Andres Soriano Colleges of Bislig (ASCB). **Table 5** below posits the elements of the said program.

Free In-House Review Sessions. Experienced and knowledgeable facilitators conduct free in-house review sessions. These sessions will alleviate the financial burden on examinees, providing structured preparation without additional costs. Research indicates that in-house

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
reviews are highly beneficial, offering tailored and relevant preparation that significantly improves licensure exam performance. The study of Cabutotan (2018) found a positive correlation between pre-service teachers' performance in in-house LET reviews and their licensure exam success, highlighting the importance of these structured review programs in enhancing exam readiness.

To maximize effectiveness, in-house reviews should be complemented by a curriculum closely aligned with LET requirements. Integrate targeted review materials and practice exams into coursework. Research shows this alignment (Lam & Tsui, 2013; CSAI, 2018) boosts student engagement with relevant content, ultimately improving LET readiness.

Strengthened Communication and Support Systems. Strengthening communication and support systems, such as designated coordinators or mentors, who can provide ongoing guidance and assistance to the non-passers. Implementing a tracer system will allow for consistent follow-up with non-passers, offering guidance and support throughout their preparation. Research has shown that such systems, which include tracking student progress and maintaining regular communication, significantly enhance academic performance by providing personalized support and timely interventions (Yao et al., 2020; Bostic, 2024).

Mobilizing student organizations to create peer support networks will provide emotional and academic encouragement. A study on peer support interventions in higher education found that these networks are highly effective in improving student well-being and academic success. Peer support systems offer a comfortable and relatable platform for students to share experiences and strategies, thus enhancing their coping mechanisms and motivation (Suresh et al., 2021; Pointon-Haas et al., 2024). By fostering a supportive community, students are more likely to persist through challenges and achieve better exam outcomes. The Study of Alviento (2018) highlighted how structured student governance can further bolster these peer support networks, fostering a supportive community where students are more likely to persist through challenges and achieve better outcomes, including improved academic performance and enhanced campus engagement.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Emotional and Psychological Support. Emotional and psychological support is crucial in fostering student success, particularly during challenging periods such as preparation for licensure exams like the LET. Offering counseling services can significantly assist students in managing stress and emotional difficulties, ensuring they are well-prepared for examinations. Research underscores the importance of institutional support, including counseling services, in enhancing student well-being and academic performance. For example, studies on higher education students highlight that support from educational institutions, family, and peers enhances students' ability to cope with stress and achieve better academic outcomes (Tan et al., 2021; Chaudhry et al., 2024). Moreover, interventions such as counseling and stress management workshops have positively impacted academic results among Filipino high school students (Cabamalan et al., 2019). These findings emphasize the value of addressing psychological and academic challenges during stressful periods, suggesting implications for educational strategies and the development of comprehensive student support services (Ahmad et al., 2022).

Partnerships with External Review Centers. Partnerships with external review centers can offer subsidized or free review courses, leveraging specialized expertise to aid examinees further. Research demonstrates the benefits of such collaborations. For instance, partnerships between universities and review centers have been shown to provide tailored support that significantly enhances student performance on licensure exams. These partnerships allow students to access specialized resources and instruction that might be unavailable (Awasthy et al., 2020).

Incentive and Recognition Programs. Incentive and recognition programs for top performers and those showing significant improvement will motivate students to dedicate more effort to their preparation. Studies have found that such programs can significantly boost academic performance (Covington, 2000; Vu et al., 2022). For example, financial and non-financial rewards have been shown to improve test scores by providing immediate and tangible incentives for students (Levitt et al., 2016; Harms, 2012). Similarly, recognition programs have

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
enhanced students' motivation and engagement, improving academic outcomes and passing rates (Candelaria, 2019).

**Problem 6. On the basis of the themes generated, what qualitative new theory can be proposed?**

The Qualitative Theory of Educational Resilience in Licensure Examination Preparation (QTE-REL) proposes that a teacher candidate's ability to overcome obstacles is a major factor influencing their success on the Licensure Examination for Teachers (LET). QTE-REL emphasizes the importance of resilience in navigating challenges like financial constraints, personal issues, and academic workload during LET preparation. Candidates who exhibit resilience are more likely to persevere through these difficulties and achieve success.

The theory identifies several key elements. First, resilience factors such as financial limitations, personal challenges, and faculty workload can significantly impact LET preparation and performance. Second, adaptive strategies like seeking free reviews, managing work-life balance, and improving critical thinking skills can help candidates overcome these challenges. Third, collaboration among administrators, faculty, and students is crucial for creating effective support systems for LET takers. Finally, a mixed-methods approach that combines qualitative and quantitative data can provide valuable insights into the experiences of those who fail the LET and inform the development of targeted intervention programs.

QTE-REL highlights the importance of building resilience in LET candidates, fostering collaboration and support systems, and encouraging the use of adaptive strategies. It also acknowledges limitations such as generalizability across contexts, subjectivity in interpreting resilience, resource constraints in implementing support systems, and the influence of external factors beyond the theory's scope. Overall, QTE-REL offers a valuable framework for understanding the role of resilience in LET success.

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## CONCLUSIONS

The fluctuating performance trends from 2016 to 2022 suggest the need for continuous evaluation and improvement of preparation methods and curriculum to ensure consistent improvement in LET outcomes. A complex interplay of internal factors such as student dedication and critical thinking skills, as well as external pressures and institutional challenges, significantly impacts LET outcomes. The emotional well-being of LET takers is crucial, with strong familial support emerging as a critical coping mechanism for non-passers. Tailored intervention programs are essential, as evidenced by the successful strategies implemented by other Higher Education Institutions. Finally, the thematic analysis of LET takers' experiences suggests the existence of specific qualities and behaviors that contribute to success in the licensure examination.

## RECOMMENDATIONS

The Andes Soriano College of Bislig (ASCB) may use the insights gained from this study in their ongoing efforts to enhance performance in the Licensure Examination for Teachers (LET). Specifically, the intervention program outlined in this paper could serve as a benchmark for ASCB's management to implement targeted strategies aligned with the Professional Regulation Commission (PRC) syllabus.

The ASCB faculty and Staff may leverage the study's findings to evaluate and refine instructional approaches that contribute to improved LET performance. By drawing on the collective experiences of teachers, administrators, and non-passers, faculty members can develop and implement strategies that foster critical thinking skills and enhance teaching preparation practices with the demands of the LET.

Future researchers may consider broadening the geographical scope of similar studies to include non-passers from State Universities and Colleges (SUCs). This expansion would

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
provide a more comprehensive understanding of the factors influencing LET failure rates across diverse educational contexts.

Employing quantitative research designs alongside qualitative methods could quantify the impact of identified factors on LET outcomes. A mixed-methods approach would offer deeper insights into the complex interplay between various factors contributing to either success or failure in the LET.

ASCB can implement the proposed intervention program to address the challenges faced by LET non-passers and improve pass rates. This program should provide effective solutions and resources, such as study guides or workshops, to support LET takers in overcoming these challenges.

The Qualitative Theory of Educational Resilience in Licensure Examination Preparation (QTE-RELPE) can be used to develop targeted interventions that foster specific factors such as developing positive mindsets and building effective study skills and strategies.

## ACKNOWLEDGMENT

I would like to acknowledge with sincere thanks and heartfelt gratitude and appreciation, the people who contributed much for the fulfillment of this study. First and foremost, I extend my heartfelt gratitude to my adviser, Dr. Fernando T. Herrera, for his invaluable guidance, insightful feedback, and continuous support. His wisdom and encouragement have been instrumental in shaping this work. I am deeply grateful to Assistant Dean of Graduate School Dr. Levita Blorencia Grana for her steadfast support and encouragement. Her leadership and commitment to academic excellence have profoundly influenced my research experience. I am truly grateful to the esteemed panel of experts for their time, constructive criticism, and valuable insights. Their expertise has significantly enriched this study. To my friends, I express my sincere appreciation for their unwavering

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume V, Issue IV

May 2024

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
companionship, understanding, and constant encouragement. Their support has made this journey more enjoyable and fulfilling. Most importantly, I would like to thank my family for their unconditional love, patience, and sacrifices. Their belief in me has been the driving force behind my perseverance. Finally, I give thanks to God for granting me the strength, guidance, and perseverance to complete this research. His presence has been a constant source of inspiration and hope. I am eternally grateful to all those who have contributed to this journey.



\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

## Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## REFERENCES

Adoniou, M., & Gallagher, M. (2017). Professional standards for teachers—what are they good for?. *Oxford review of education*, 43(1), 109-126.

Agsalud, P. L. (2017). Teaching effectiveness of the teacher education faculty members in Pangasinan State University Asingan Campus, Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 5(1), 16-22.

Alan, F. A. O., & Mariquit, T. M. (2022). Inquiry-Based Online General Education Mathematics (GEM) Reviewer Promoting Mock Licensure Examination for Teachers Performance. *American Journal of Educational Research*, 10(5), 276-281.

Barlis, J., and Fajardo, J. (2015). Predictors of performance of the Maritime Academy of Asia and the Pacific (MAAP) in the OIC Navigational Watch Licensure Examination. *Journal of Shipping and Ocean Engineering*, 5, 88-101.

Cabamalan, A. M. C., Ingente, A. C., Bebania, K. X. C., Riberal, J. L. N., Pascual, J. L. R., & Miguel, J. A. (2019). The Effects of Stress on the Academic Performance of Grade 12 STEM Students at Bestlink College of the Philippines. *Ascendens Asia Singapore–Bestlink College of the Philippines Journal of Multidisciplinary Research*, 1(1).

Cuadra, L. J., Aure, M. R. K. L., & Gonzaga, G. L. (2019). The use of tracer study in improving undergraduate programs in the university. *Asia Pacific Higher Education Research Journal (APHERJ)*, 6(1).

Dagdag, J. (2018). Predictors of performance in the Licensure Examination for Agriculturists: Bases for a proposed plan of action. *Asia Pacific Journal of Multidisciplinary Research*, 6(2), 113-120.

De Guzman, C. M., Fajardo, A., Hubag, F. M., & Custodio, B. (2017). Ergonomic Assessment of Environmental Conditions in Public Elementary School Classrooms in Quezon City,

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Philippines. In *Advances in Ergonomics Modeling, Usability & Special Populations: Proceedings of the AHFE 2016 International Conference on Ergonomics Modeling, Usability & Special Populations, July 27-31, 2016, Walt Disney World®, Florida, USA* (pp. 403-411). Springer International Publishing.

Ferrer R., Buted, D., and Ferrer, I. (2015). Performance of BSEd science graduates in licensure examination for teachers: basis for a regression model. *Asia Pacific Journal of Multidisciplinary Research*, 3(5), 1-6.

Fulgado, J. S. (2020). Board Performance and Preparation Interventions among the Teacher Education Graduates in Eastern Rizal. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(1), 317-330.

Jackson Albee, J., & Piveral, J. A. (2003). Management process for defining and monitoring teacher dispositions. *International Journal of Educational Management*, 17(7), 346-356.

Jay-cen, T. (2020). School profile and licensure examination performance of Teacher Education graduates in Northern Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 8(4).

Kalaw, M. T. B. (2017). Trend of De La Salle Lipa Education Graduates' Performance in the Licensure Examination for Teachers. *International Journal of Evaluation and Research in Education*, 6(2), 138-149.

Maloloy-on, M. C., Igcasama, A. M. C., Layao, J. A., & Magallano, S. M. C. (2021). Factors Affecting the Licensure Examination for Teachers (LET) Performance of Saint Michael College of Caraga from 2017-2019. *SMCC Higher Education Research Journal (Teacher Education Journal)*, 3(1), 1-1.

Pachejo, S. and Allaga, W. (2013). Academic predictors of the licensure examination for teachers' performance of the Rizal Technological University teacher education graduates. *International Journal of Educational Research and Technology*, 4(4), 31-40.

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Quiambao, D., Baking, E., Buenviaje, L., Nuqui, A., and Cruz, R. (2015). Predictors of board exam performance of the DHVTSU college of education graduates. *Journal of Business & Management Studies*, 1(1), 1-4.

Rosado, L. A., Amaro-Jiménez, C., Pant, M., Curtis, M. D., & Nandakumar, V. (2020). Identifying barriers impeding bilingual and ESL teacher candidates' success on state licensure exams. *NABE Journal of Research and Practice*, 10(3-4), 84-93.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of teacher Education*, 62(4), 339-355.

Tarun, I., Gerardo, B., and Tanguilig, B. (2014). Generating Licensure Examination Performance Models Using PART and JRip Classifiers: A Data Mining Application in Education. *International Journal of Computer and Communication Engineering*, Vol. 3, No. 3.

Visco, D. (2015). Predictors of performance in the licensure examination for teachers of the graduates of higher education institutions in Abra. *International Journal of Management Research and Business Strategy*, 4(1), 181-191.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*