



PERFORMANCE TRENDS IN LICENSURE EXAMINATION FOR TEACHERS (LET) MATHEMATICS AMONG EDUCATION GRADUATES OF NEUST SAN ISIDRO CAMPUS: 2023–2025

Geraldyn M. Adrales

Nueva Ecija University of Science and Technology

ABSTRACT

Performance trends in the Licensure Examination for Teachers (LET) among Bachelor of Secondary Education (BSE) major in Mathematics graduates from Nueva Ecija University of Science and Technology (NEUST) San Isidro Campus were examined from 2023 to 2025. Employing a descriptive quantitative design, official Professional Regulation Commission data on passing rates and mean scores across General Education, Professional Education, Major (Mathematics), and General Average were analyzed. Findings indicate steady improvement: general average rose from 78.79 (fair) in 2023 to 82.22 (satisfactory) in 2025. Professional Education demonstrated strongest gains (86.15 by 2025), while General Education remained stable (82–84 range). The Major area lagged, advancing from 73.65 (below passing) to 79.62, with early high failure rates signaling content mastery gaps. Strengths reflect robust pedagogical preparation; weaknesses highlight deficiencies in higher-order mathematics skills, aligning with national concerns like low PISA scores. Results underscore needs for curriculum alignment per CHED standards and SDG 4, informing targeted interventions for licensure success and competent educator development.

KEYWORDS: Licensure Examination for Teachers (LET), BSE Mathematics, Curriculum Enhancement, Teacher Education Quality

I INTRODUCTION

Mathematics proficiency is a critical determinant of economic competitiveness and innovation in the 21st century. However, international assessments continue to highlight persistent learning gaps across countries. The Trends in International Mathematics and Science Study (TIMSS) 2023 reports that many education systems fail to achieve advanced benchmarks necessary for science, technology, engineering, and mathematics (STEM) readiness. Similarly, results from the Programme for International Student Assessment (PISA) 2022 reveal that the Philippines obtained a mean mathematics score of 355, significantly below the Organisation for Economic Co-operation and Development (OECD) average of 472 (OECD, 2023). Such outcomes point to systemic challenges in developing higher-order thinking skills and underscore the critical role of teacher quality in improving student achievement. As emphasized by Darling-Hammond et al. (2017), effective teachers are among the most influential school-based factors affecting learners' academic performance.

In the Philippine context, the Licensure Examination for Teachers (LET) serves as a key measure of teacher preparedness and the effectiveness of teacher education institutions. Secondary-level LET passing rates from 2023 to 2025 ranged between 56% and 72%, indicating variability in graduate competencies. In response, the Commission on Higher Education (CHED) implemented policies such as CMO No. 74, s. 2017, which mandates the strengthening of content and pedagogical knowledge in mathematics and science education to align with Professional Regulation Commission (PRC) standards. These reforms are consistent with the findings of Maria Teresa Tatto, who emphasizes the importance of aligning

teacher education curricula with content knowledge demands and instructional quality to improve teaching effectiveness.

At the institutional level, the Nueva Ecija University of Science and Technology (NEUST) San Isidro Campus demonstrated relatively strong performance among Science and Mathematics majors, achieving a 79.12% LET passing rate in 2025. Despite this, analyzing LET performance trends from 2023 to 2025 is essential to identify strengths, address inconsistencies such as the performance peak in 2024, and ensure sustained program effectiveness. According to Linda Darling-Hammond, systematic evaluation of teacher preparation outcomes provides critical evidence for improving curriculum design and instructional practices.

Furthermore, advancing educational quality aligns with Sustainable Development Goal 4 (SDG 4), which aims to enhance learning outcomes and promote equitable access to quality education (United Nations, 2015). Empirical evidence suggests that data-driven analyses of licensure examination performance can guide targeted interventions and institutional reforms (Goe & Stickler, 2008; Tatto et al., 2018). However, limited localized studies have examined longitudinal LET performance trends in specific institutions, particularly among Science and Mathematics majors.

Thus, this study addresses this gap by analyzing the LET performance trends of Bachelor of Secondary Education (BSE) Science/Mathematics graduates at NEUST San Isidro from 2023 to 2025. The findings aim to provide evidence-based insights for curriculum enhancement, improved instructional strategies, and strengthened academic support systems, ultimately contributing to the development of globally competitive mathematics educators.



II. STATEMENT OF THE PROBLEM

This study aimed to evaluate the performance of BSE major in Mathematics graduates in the Licensure Examination for Teachers from 2023 to 2025.

Specifically, this study sought to answer the following questions:

1. **What are the LET passing rates of BSE major in Mathematics graduates from 2023 to 2025?**
2. **What are the mean performance scores of graduates in the following LET areas?**
 - 2.1 General Education
 - 2.2 Professional Education
 - 2.3 Major Area (Mathematics)
3. **What areas of strengths and weaknesses can be identified based on the LET results of the graduates?**
4. **What curriculum enhancement strategies can be proposed based on the findings of the study?**
5. **What implications do the LET performance results have for the improvement of the teacher education program, particularly in terms of curriculum development, instructional practices, and academic support for students?**

III. METHODOLOGY

This study employed a **descriptive quantitative research design** to analyze the performance trends of graduates in the Licensure Examination for Teachers (LET). The descriptive approach was used to systematically examine and describe the mean performance scores of graduates across the three major examination components. This design was appropriate for identifying patterns and trends in licensure examination results over a specified period.

Data Source

The data used in this study were obtained from official records of the Nueva Ecija University of Science and Technology San Isidro Campus, particularly from the College of Education. The study focused on graduates of the Bachelor of Secondary Education Major in Mathematics who took the LET from 2023 to 2025.

The official LET results were formally requested by the Chairman of the College of Education from the Professional Regulation Commission in Manila. The records included the **mean performance scores of the graduates in the three major components of the examination**, namely: General Education, Professional Education, and Major Area (Mathematics).

Data Collection Procedure

Prior to data collection, permission was obtained from the university administration and the College of Education to

access the institutional records relevant to the study. The official LET performance data of BSE English graduates were then compiled and organized according to the year of examination.

The collected data consisted of the **mean performance scores for each examination component for the years 2023, 2024, and 2025**. These data were verified and tabulated to facilitate analysis of performance patterns across the three-year period. To ensure confidentiality and ethical research practice, only aggregated data were used and no individual identities of the examinees were disclosed.

Statistical Analysis

The collected data were analyzed using descriptive statistical methods to determine the performance trends of graduates in the LET.

Mean Performance Score

The mean performance scores were used to determine the average performance of graduates in each of the three major components of the LET: General Education, Professional Education, and Major Area (Mathematics). The mean was computed using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

where:

$\bar{X}$ = mean score

$\sum X$ = sum of the scores

N = number of examinees

The computed mean scores provided an overview of the graduates' overall performance in each examination component.

Trend Analysis

Trend analysis was conducted to determine the pattern of performance across the years **2023 to 2025**. The mean performance scores of each LET component were compared annually to identify whether the performance exhibited an **increasing, decreasing, or stable trend** over the specified period.

The results of the trend analysis were presented in tabular form to clearly illustrate the changes in mean scores across the three examination areas. This analysis enabled the identification of areas of strength and weakness among the graduates, which served as the basis for determining implications for curriculum enhancement in the teacher education program of the Nueva Ecija University of Science and Technology San Isidro Campus.



IV . RESULTS AND DISCUSSIONS

I. LET passing rates of BSE Major in Mathematics graduates from 2023–2025

Table 1. LET Passing rates of BSE -Mathematics Major for SY 2023

2023		MATHEMATICS		
Rating	General Education	Professional Education	Major	General Average
90 And Above	0	0	0	0
85-89.99	5	6	0	1
80-84.99	11	11	5	9
75-79.99	7	6	5	13
74.99 And Below	0	0	13	0
TOTAL	23	23	23	23

The LET passing rates of BSE Mathematics majors for SY 2023 reveal a distribution of scores that is generally concentrated within the average to below-average ranges, with notable disparities between the General Education, Professional Education, and Major components. Across all components, no examinees attained scores in the 90 and above category, indicating the absence of exceptional or top-tier performance among the cohort.

In terms of **General Education**, the majority of examinees obtained scores within the 80–84.99 range, followed by those in the 75–79.99 and 85–89.99 ranges. None scored below 74.99. This pattern suggests that graduates possess a relatively strong foundation in general academic competencies, including communication, analytical reasoning, and basic mathematical literacy. The clustering of scores in the mid-to-high ranges indicates that the cohort has achieved acceptable proficiency in general education domains, which are typically reinforced through a broad and structured curriculum. Similar patterns have been observed in studies where foundational competencies tend to yield higher performance due to repeated exposure and integration across coursework (Cadosales et al., 2023).

A comparable distribution is evident in **Professional Education**, where most examinees fall within the 80–84.99 range, followed by the 85–89.99 and 75–79.99 categories. The absence of scores below 74.99 suggests that the cohort generally meets the minimum pedagogical competency standards. However, the relatively limited number of examinees in the higher performance bracket indicates that while foundational teaching knowledge is present, higher-level application of pedagogical theories, instructional design, and assessment strategies may not be fully developed. This finding aligns with literature emphasizing that professional education outcomes are influenced by the quality of instructional practices, experiential learning opportunities, and alignment with competency-based standards in teacher education programs (Derouich, 2025).

In contrast, the **Major (Mathematics)** component exhibits a markedly different and concerning pattern. A substantial proportion of examinees ($n = 13$) scored below 74.99, indicating failure in the subject-specific component. Only a small number achieved scores within the 80–84.99 ($n = 5$) and 75–79.99 ($n = 5$) ranges, with none reaching the higher score categories. This distribution highlights significant

challenges in mastering advanced mathematical concepts, problem-solving skills, and conceptual understanding required for licensure. The high failure rate in the major field suggests gaps in content mastery and possibly insufficient depth of instruction or practice in specialized mathematics topics. Prior research has consistently shown that subject-specific competence is a critical determinant of licensure success, and deficiencies in content knowledge are strongly associated with lower examination performance (Senosa & Sagge, 2025).

When examining the **General Average**, which reflects the integrated performance across all components, the majority of examinees are concentrated in the 75–79.99 range, followed by the 80–84.99 range, with only one examinee reaching the 85–89.99 category. No examinee achieved a score of 90 and above. The dominance of scores in the lower ranges indicates that the overall performance of the cohort is moderate, with limited evidence of high academic

achievement. The General Average is heavily influenced by the poor performance in the Major component, suggesting that weaknesses in subject specialization significantly affect overall licensure outcomes.

The observed performance pattern underscores a **disconnect between general/pedagogical competencies and subject-specific mastery**. While examinees demonstrate adequate performance in General and Professional Education, the Major (Mathematics) component remains a critical area of concern. This imbalance suggests that curriculum delivery may need to place greater emphasis on strengthening content knowledge, particularly in mathematics, through enhanced instructional strategies, targeted remediation, and intensive review programs.

These findings are consistent with broader studies on teacher licensure performance, which highlight the importance of curriculum alignment, instructional quality, and academic preparedness in influencing examination outcomes. Research published in Scopus-indexed journals indicates that graduates from teacher education programs perform better in licensure examinations when there is strong alignment between program outcomes and licensure competencies, as well as when institutions implement outcome-based education frameworks and continuous assessment mechanisms (Cadosales et al., 2023; Derouich, 2025). Furthermore, licensure performance has been shown to correlate with both content mastery and pedagogical



competence, reinforcing the need for balanced development across all domains of teacher preparation (Senosa & Sagge, 2025).

In summary, the SY 2023 LET results for BSE Mathematics majors indicate **adequate performance in general and professional education but significant deficiencies in the major subject area**, resulting in overall moderate outcomes. The concentration of scores in the lower

ranges, particularly in the Major component, highlights the need for targeted interventions to improve content mastery, enhance instructional approaches, and strengthen academic support systems. Addressing these gaps is essential to improving licensure examination performance and ensuring that graduates are adequately prepared for professional teaching practice

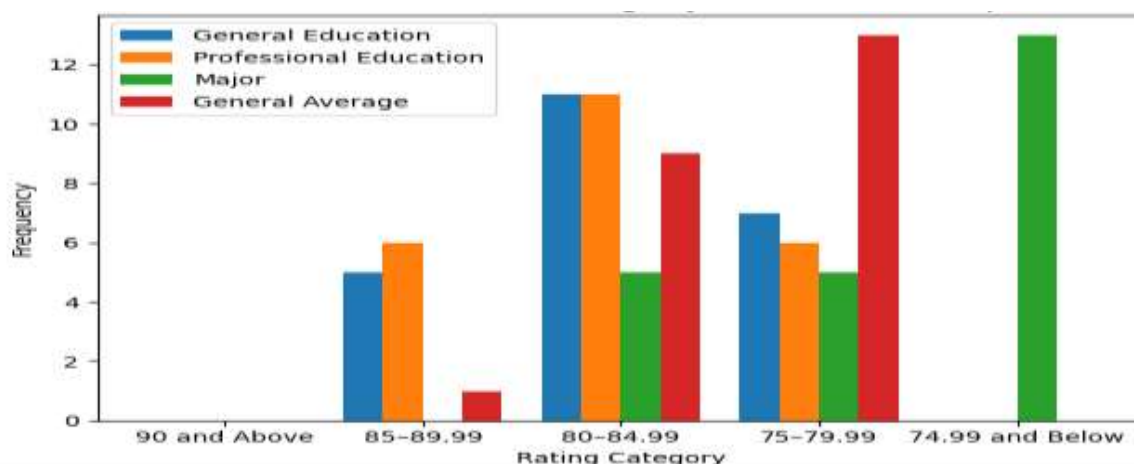


Figure 1. Distribution of LET Ratings of BSE-English Major Graduates by Examination Component, SY 2023.

Based on Figure 1, the trend bar graph shows the distribution of Licensure Examination for Teachers (LET) Mathematics ratings across four examination components: General Education, Professional Education, Major, and General Average. The distribution indicates that the majority of examinees achieved ratings within the **75–84.99 performance range**, reflecting moderate levels of competency among the graduates who participated in the examination.

In the **General Education** component, the highest frequency of examinees (11 out of 23) obtained ratings within the **80–84.99 range**, followed by seven examinees in the **75–79.99 range** and five examinees in the **85–89.99 category**. None of the examinees reached the **90 and above rating level**, indicating that while most candidates demonstrated satisfactory mastery of foundational knowledge areas such as communication, mathematics, and general sciences, very few attained exceptional levels of performance. A similar distribution pattern was observed in the **Professional Education** component, where the majority of examinees (11) also fell within the **80–84.99 range**, while six examinees obtained ratings in the **85–89.99 category** and another six were within the **75–79.99 range**. The parallel trend between General Education and Professional Education suggests that the teacher education program provided relatively balanced preparation in both academic foundations and pedagogical competencies. Previous studies have emphasized that strong grounding in both domains contributes significantly to licensure examination success, as these competencies form the core knowledge base required for effective teaching practice (Dagdag et al., 2023).

However, the trend bar graph reveals a contrasting pattern in the **Major (Mathematics specialization)** component. A substantial proportion of examinees (13 out of 23) obtained ratings within the **74.99 and below category**, indicating considerable difficulty in the

specialized subject area. Only five examinees achieved ratings within the **80–84.99 range**, while another five were within the **75–79.99 range**, and none reached ratings of **85 and above**. This result highlights a potential gap in content mastery among teacher education graduates in mathematics. Specialization examinations typically demand deeper conceptual understanding and advanced problem-solving abilities, which may explain the relatively lower performance levels observed in this component. Similar findings have been reported in studies examining licensure examination outcomes, which indicate that discipline-specific knowledge often presents greater challenges compared with general and pedagogical competencies (Balinario et al., 2023).

The **General Average** ratings further reinforce this trend. The largest proportion of examinees (13) obtained ratings within the **75–79.99 range**, followed by nine examinees in the **80–84.99 category**, and only one examinee in the **85–89.99 range**. Notably, none of the examinees attained a rating of **90 and above**, suggesting that although most candidates were able to meet the minimum passing requirement, relatively few demonstrated high-level mastery of the competencies assessed in the licensure examination. The clustering of examinees near the passing threshold may reflect the demanding nature of licensure examinations, which evaluate a wide range of professional competencies necessary for effective teaching. According to recent research on teacher licensure assessments, such score distributions often indicate that while teacher education programs are able to prepare graduates to meet minimum standards, additional academic enrichment and targeted review programs may be necessary to achieve higher levels of performance (Frontiers in Education, 2023).

Taken together, the results presented in **Figure 1** suggest that graduates demonstrated relatively satisfactory performance in **General Education and Professional**



Education, but encountered greater challenges in the **Mathematics specialization component**. This finding has important implications for teacher education programs, particularly in strengthening content-based instruction in mathematics courses. Enhancing curricular alignment with

licensure examination competencies, providing structured review programs, and incorporating more problem-solving and higher-order thinking activities in mathematics instruction may help address these gaps and improve future licensure outcomes.

Table 2. LET Passing rates of BSE -Mathematics Major for SY 2024

Rating	General Education	Professional Education	Major	General Average
90 And Above	1	1	0	0
85-89.99	10	9	0	3
80-84.99	8	7	5	9
75-79.99	2	4	10	9
74.99 And Below	0	0	6	0
TOTAL	21	21	21	21

Based on Table 2, the distribution of ratings in the Licensure Examination for Teachers (LET) for BSE–Mathematics graduates in 2024 reveals varying levels of performance across the four examination components: General Education, Professional Education, Major, and General Average. The results indicate that the majority of examinees obtained ratings within the **80–84.99 and 75–79.99 ranges**, reflecting moderate to satisfactory levels of competency among the graduates who took the licensure examination.

In the **General Education** component, the largest number of examinees (10 out of 21) obtained ratings within the **85–89.99 range**, followed by eight examinees in the **80–84.99 category**, two in the **75–79.99 range**, and one examinee achieving a rating of **90 and above**. None of the examinees fell below the passing mark. This distribution suggests strong performance in foundational academic competencies, indicating that the graduates demonstrated adequate mastery of general knowledge areas required for teaching. Previous studies have emphasized that strong academic preparation in general education courses significantly contributes to success in licensure examinations because these competencies form the cognitive foundation necessary for professional teaching practice (Dionio et al., 2025).

A similar trend is observed in the **Professional Education** component. Most examinees obtained ratings within the **85–89.99 range (9 examinees)** and **80–84.99 range (7 examinees)**, while four examinees were in the **75–79.99 category**, and one examinee achieved **90 and above**. This pattern suggests that the graduates demonstrated a relatively strong level of competence in pedagogical knowledge, instructional strategies, and educational theories that are essential for effective teaching. Research on teacher licensure performance has shown that academic performance in professional education courses is one of the strongest predictors of LET success because it reflects mastery of teaching methodologies and classroom practices (Navida & Cocal, 2022).

However, the distribution of scores in the **Major (Mathematics specialization)** component presents a contrasting trend. The largest proportion of examinees (10 out of 21) obtained ratings within the **75–79.99 range**, followed by six examinees in the **74.99 and below category**, and five

examinees in the **80–84.99 range**. Notably, none of the examinees achieved ratings in the **85–89.99 or 90 and above categories**. This pattern suggests that the specialization component posed greater difficulty for examinees compared with the general and professional education components. Specialized subject examinations often require higher levels of conceptual understanding, analytical reasoning, and problem-solving skills, which may explain the lower distribution of scores in this area. Studies on licensure examination outcomes indicate that subject specialization is frequently the most challenging component because it demands deeper disciplinary mastery beyond general academic and pedagogical knowledge (Balinario et al., 2023).

The **General Average** ratings further reflect the overall performance trend of the examinees. The majority of graduates were clustered within the **80–84.99 and 75–79.99 categories**, with nine examinees each, followed by three examinees in the **85–89.99 range**, and none obtaining ratings below the passing mark. The absence of examinees in the **74.99 and below category** for the general average indicates that most candidates were able to meet the minimum passing requirement for the licensure examination. Nevertheless, the relatively small number of examinees achieving high distinction suggests that while the graduates demonstrated adequate competency, only a few attained exceptional levels of mastery in the examination.

Overall, the results presented in Table 2 indicate that **BSE–Mathematics graduates performed relatively well in General Education and Professional Education**, while **performance in the specialization (Major) component remained comparatively lower**. This finding suggests the need for strengthened mathematics content preparation in teacher education programs. Enhancing curricular alignment, providing intensive licensure examination review programs, and integrating higher-order problem-solving activities into mathematics courses may help improve specialization competency and future licensure examination outcomes. Strengthening these aspects is crucial because the success of graduates in licensure examinations serves as a key indicator of the effectiveness of teacher education institutions in preparing competent and qualified educators for the profession (Acoba, 2024).

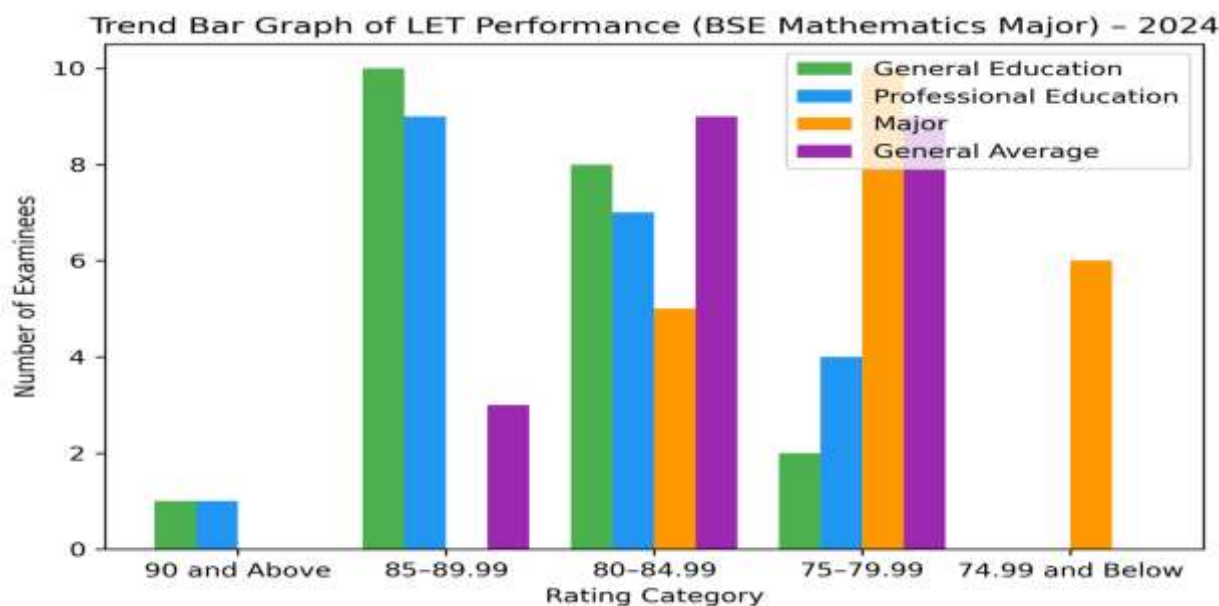


Figure 2. Distribution of LET Ratings of BSE-English Major Graduates by Examination Component, SY 2024.

Based on Figure 2, the trend bar graph illustrates the distribution of ratings obtained by BSE Mathematics graduates in the Licensure Examination for Teachers (LET) in 2024 across four examination components: General Education, Professional Education, Major, and General Average. The figure reveals that the majority of examinees obtained ratings within the **80–84.99** and **75–79.99** performance ranges, indicating moderate to satisfactory levels of competency among the graduates who took the examination.

In the **General Education** component, the largest proportion of examinees (10 out of 21) obtained ratings in the **85–89.99** range, followed by eight examinees in the **80–84.99** category, two in the **75–79.99** range, and one examinee achieving a rating of **90 and above**. Notably, no examinee fell below the passing mark. This pattern suggests that the graduates demonstrated relatively strong mastery of foundational knowledge areas, which include communication skills, mathematics, and general sciences. Such findings support the notion that a strong academic foundation significantly contributes to success in teacher licensure examinations because these competencies form the cognitive base necessary for effective professional practice (Dagdag et al., 2023).

A comparable trend is observed in the **Professional Education** component. The majority of examinees were clustered within the **85–89.99** (9 examinees) and **80–84.99** (7 examinees) categories, while four examinees obtained ratings within the **75–79.99** range and one examinee achieved **90 and above**. This distribution indicates that most graduates possessed adequate pedagogical knowledge and understanding of instructional strategies, educational psychology, and assessment practices. Previous studies have emphasized that performance in professional education courses is strongly associated with licensure examination outcomes because these courses equip future teachers with essential teaching competencies and classroom management skills (Navida & Cocal, 2022).

In contrast, the **Major (Mathematics specialization)** component demonstrates a noticeably different pattern. The trend bar graph shows that the highest number of examinees (10 out of 21) obtained ratings within the **75–79.99** range, followed by six examinees in the **74.99 and below** category, and five examinees in the **80–84.99** category. None of the examinees achieved ratings within the **85–89.99** or **90 and above** categories, indicating that the specialization component posed greater difficulty compared with the other examination areas. This result may reflect the rigorous nature of mathematics specialization examinations, which require higher-order thinking skills, advanced problem-solving abilities, and deeper conceptual understanding of mathematical concepts. Research on licensure examination outcomes consistently shows that subject specialization components tend to be the most challenging because they assess discipline-specific mastery rather than general academic or pedagogical knowledge (Balinario et al., 2023).

The **General Average** ratings further reflect the overall performance trend of the examinees. The majority of graduates were clustered within the **80–84.99** and **75–79.99** ranges, with nine examinees each, followed by three examinees in the **85–89.99** category, while none fell below the passing mark. This distribution suggests that although most graduates were able to meet the minimum passing requirements for the licensure examination, only a small proportion achieved

higher performance levels. Such clustering around the passing threshold has been observed in licensure examinations and may indicate the need for stronger academic preparation, targeted review programs, and improved alignment between teacher education curricula and licensure examination competencies (Acoba, 2024).

Overall, the trend illustrated in **Figure 2** indicates that BSE Mathematics graduates demonstrated relatively stronger performance in **General Education** and **Professional Education**, while performance in the **Mathematics**



specialization component remained comparatively lower. These findings highlight the importance of strengthening mathematics content instruction within teacher education programs. Institutions may consider enhancing curriculum alignment with licensure examination competencies, incorporating more higher-order problem-solving activities in mathematics courses, and providing structured licensure review

programs to improve future examination performance. Strengthening these areas is essential because the success of graduates in licensure examinations is widely recognized as an important indicator of the effectiveness and quality of teacher education institutions in preparing competent and qualified educators for the teaching profession.

Table 3. LET Passing rates of BSE -Mathematics Major for SY 2025

Rating	General Education	Professional Education	Major	General Average
90 And Above	0	2	0	0
85-89.99	7	7	0	4
80-84.99	2	3	9	5
75-79.99	4	1	2	4
74.99 And Below	0	0	2	0
TOTAL	13	13	13	13

Table 3 presents the distribution of ratings obtained by BSE Mathematics graduates in the Licensure Examination for Teachers (LET) during SY 2025 across four examination components: General Education, Professional Education, Major, and General Average. The results show varying levels of performance across the examination areas, with most examinees obtaining ratings within the **85–89.99 and 80–84.99 performance ranges**, indicating generally satisfactory competency among the graduates.

In the **General Education** component, the highest proportion of examinees (7 out of 13) obtained ratings within the **85–89.99 range**, followed by four examinees in the **75–79.99 category** and two examinees in the **80–84.99 range**. No examinee obtained a rating below the passing mark. This pattern suggests that the graduates demonstrated adequate mastery of foundational academic competencies such as communication, mathematics, and general sciences. Strong performance in this component may reflect the effectiveness of general education coursework in teacher preparation programs. Research indicates that academic preparation in general education subjects plays a crucial role in licensure examination performance because these competencies provide the cognitive foundation required for professional teaching practice.

A similar pattern is observed in the **Professional Education** component. Most examinees obtained ratings within the **85–89.99 range (7 examinees)**, followed by three examinees in the **80–84.99 category**, two examinees achieving **90 and above**, and one examinee in the **75–79.99 range**. These results indicate that the majority of graduates possessed strong pedagogical knowledge and understanding of teaching strategies, classroom management, and assessment practices. Studies on teacher education emphasize that performance in professional education courses significantly influences licensure examination outcomes because these courses develop essential pedagogical competencies necessary for effective teaching practice.

The **Major(Mathematics specialization)** component, however, presents a different distribution. The largest proportion of examinees (9 out of 13) obtained ratings within

the **80–84.99 range**, followed by two examinees in the **75–79.99 category** and two examinees in the **74.99 and below category**, while none achieved ratings in the **85–89.99 or 90 and above ranges**. Although most examinees passed the specialization component, the absence of higher distinction scores suggests that while graduates demonstrated satisfactory knowledge in mathematics, advanced mastery of specialized content may still require further strengthening. Previous studies have noted that specialization subjects often pose greater challenges in licensure examinations because they demand deeper conceptual understanding and analytical reasoning compared with general or pedagogical knowledge domains.

The **General Average** ratings further reflect the overall performance trend of the examinees. Most graduates were clustered within the **80–84.99 category (5 examinees)**, followed by **85–89.99 and 75–79.99 ranges (4 examinees each)**. Notably, none of the examinees obtained ratings below the passing mark. This distribution indicates that the majority of graduates successfully met the minimum requirements of the licensure examination, reflecting adequate preparation from the teacher education program. The performance of graduates in licensure examinations is widely regarded as an important indicator of the effectiveness of teacher education institutions in preparing competent and professionally qualified teachers.

Overall, the results presented in **Table 3** suggest that BSE Mathematics graduates in SY 2025 demonstrated relatively strong performance in **General Education and Professional Education**, while the **Mathematics specialization component showed moderate levels of mastery**. These findings highlight the need for continuous improvement in mathematics content instruction, including the integration of higher-order thinking activities, problem-solving approaches, and strengthened curriculum alignment with licensure examination competencies. Enhancing these aspects may further improve future licensure examination performance and contribute to the development of highly competent mathematics educators.

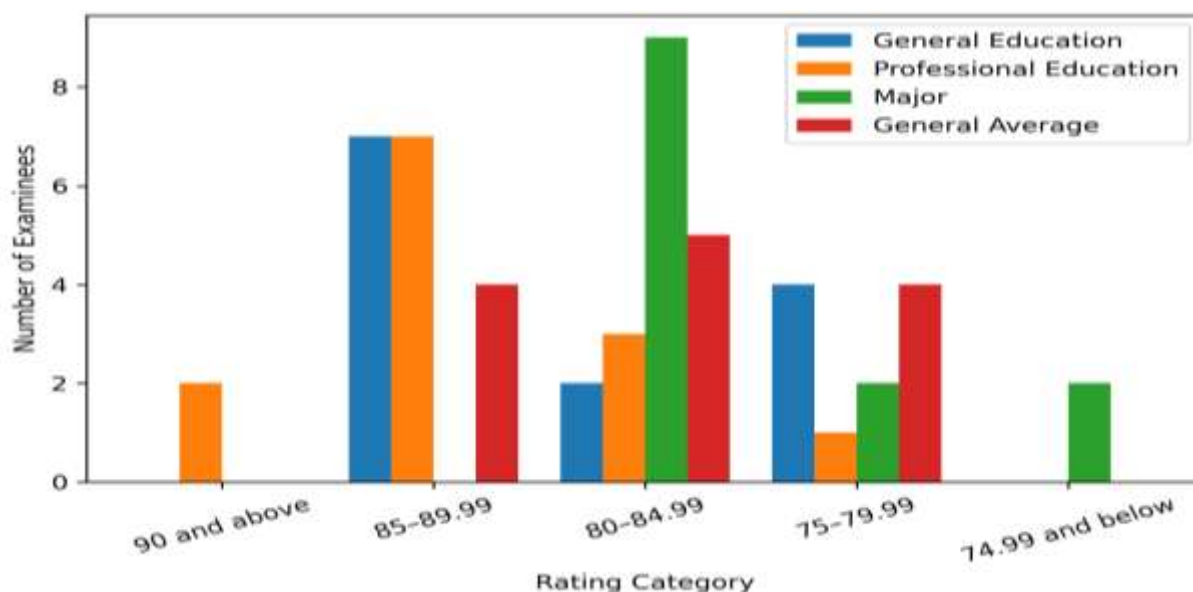


Figure 3. Distribution of LET Ratings of BSE-Mathematics Major Graduates by Examination Component, SY 2025.

Based on Figure 3, the trend bar graph illustrates the distribution of ratings obtained by BSE Mathematics graduates in the Licensure Examination for Teachers (LET) during SY 2025 across four examination components: General Education, Professional Education, Major, and General Average. The overall pattern of the graph indicates that most examinees achieved ratings within the **85–89.99** and **80–84.99** ranges, suggesting satisfactory levels of competency among the graduates who participated in the licensure examination.

In the **General Education** component, the highest number of examinees (7 out of 13) obtained ratings in the **85–89.99 category**, followed by four examinees in the **75–79.99 range** and two in the **80–84.99 range**, while none obtained ratings below the passing mark. This distribution suggests that the graduates demonstrated relatively strong mastery of foundational academic competencies. Academic preparation in general education subjects has been identified as a significant factor influencing success in licensure examinations because these competencies provide the cognitive foundation necessary for professional teaching practice (Dionio et al., 2025).

A similar trend is observed in the **Professional Education** component, where the majority of examinees (7) also obtained ratings within the **85–89.99 range**, followed by three examinees in the **80–84.99 category**, two achieving **90 and above**, and one examinee in the **75–79.99 range**. This distribution suggests that most graduates demonstrated adequate pedagogical competence, including knowledge of teaching strategies, educational psychology, and classroom management. Studies examining licensure examination outcomes have shown that academic performance in professional education courses significantly predicts LET success because these courses develop the pedagogical competencies required for effective teaching practice.

However, the **Major (Mathematics specialization)** component presents a different pattern in the trend graph. The largest proportion of examinees (9 out of 13)

obtained ratings in the **80–84.99 range**, followed by two examinees in the **75–79.99 category**, and two examinees in the **74.99 and below category**. Notably, none of the examinees achieved ratings in the **85–89.99 or 90 and above ranges**. This trend indicates that while the majority of graduates were able to pass the specialization component, relatively fewer demonstrated higher levels of mastery in mathematics content. Prior research on LET performance has noted that specialization subjects tend to be the most challenging component of the licensure examination because they require deeper conceptual understanding and analytical reasoning compared with general and pedagogical knowledge domains.

The **General Average** ratings further illustrate the overall performance pattern of the graduates. Most examinees were clustered in the **80–84.99 range (5 examinees)**, followed by **85–89.99 and 75–79.99 categories (4 examinees each)**. Importantly, none of the graduates obtained ratings below the passing mark in terms of general average, indicating that the majority successfully met the minimum licensure requirements. The performance of graduates in licensure examinations is widely considered an important indicator of the effectiveness of teacher education institutions in preparing future educators for professional practice.

Overall, the trend presented in **Figure 3** suggests that BSE Mathematics graduates in SY 2025 demonstrated relatively strong performance in **General Education and Professional Education**, while the **Mathematics specialization component showed moderate levels of mastery**. These findings highlight the importance of strengthening mathematics content preparation within teacher education programs. Enhancing curriculum alignment, implementing structured licensure review programs, and integrating higher-order problem-solving activities in mathematics courses may contribute to improved specialization performance and better licensure outcomes in future examinations.



2. Mean performance scores of graduates LET by Area (SY 2023-2025)

Table 4. Mean Performance Scores of BSE–Mathematics Major Graduates in LET by Area (SY 2023–2025)

YEAR	General Education	Professional Education	Major	General Average
2023	81.70	82.39	73.65	78.79
2024	84.14	83.62	75.67	80.66
2025	82.85	86.15	79.62	82.22

Legend:

- Ratings follow the standard LET scoring system, where ≥ 75 is passing.
- **Description** is based on LET grading interpretation:
 - 90 and above – Outstanding
 - 85–89.99 – Very Satisfactory
 - 80–84.99 – Satisfactory
 - 75–79.99 – Fair
 - Below 75 – Did Not Meet Standard

The results across the three-year period point to a **gradual but meaningful improvement** in the LET performance of BSE–Mathematics graduates. From 2023 to 2025, the general average increased from 78.79 to 82.22, indicating that graduates have moved from a borderline passing level toward a more stable and satisfactory performance range. This pattern suggests that the program’s preparation mechanisms—whether through coursework, instruction, or review initiatives—are becoming more effective over time.

A closer look at the component scores reveals that **Professional Education stands out as the most improved and consistently strongest area**. By 2025, it reached a very satisfactory level, which may reflect stronger emphasis on teaching strategies, assessment practices, and classroom readiness. This aligns with existing literature emphasizing that well-developed pedagogical competence plays a central role in teaching effectiveness and student learning outcomes (Blömeke et al., 2022).

In comparison, **General Education performance remained relatively steady**, with only minor fluctuations

across the years. While this consistency suggests that graduates possess the necessary foundational knowledge, the slight dip observed in 2025 may indicate variations in how content is delivered or retained. As noted in prior studies, performance in general domains is often shaped by factors such as instructional design and student engagement (Caballero et al., 2025).

However, the **Major component in Mathematics continues to present a challenge**. Although there is visible improvement—from below passing in 2023 to fair performance in 2025—it remains the lowest among all areas. This suggests that while students are improving, they may still struggle with deeper conceptual understanding and complex problem-solving tasks. Such findings are consistent with research highlighting that gaps in subject matter mastery can limit both examination performance and teaching capability (Ogunleye, 2023).

Taken together, the results point to a program that is **strong in pedagogy but still developing in content specialization**, particularly in Mathematics.

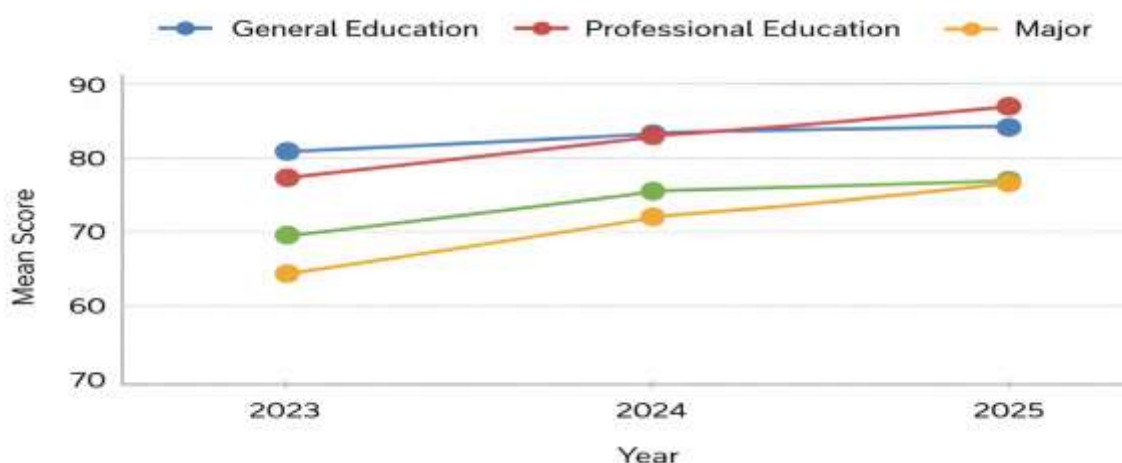


Figure 4. Trend of mean performance of Licensure Examination for Teachers (LET) of BSE Mathematics graduates by examination component from 2023 to 2025.

The line graph illustrates the trend of mean performance of BSE Mathematics graduates in the Licensure Examination for Teachers (LET) from 2023 to 2025 across the three examination components: General Education,

Professional Education, and Major, including the overall general average.

Overall, the data demonstrate a **steady upward trend in the general average**, increasing from **78.79 in 2023 to 82.22 in 2025**. This improvement suggests a gradual enhancement in



the preparedness of graduates for the licensure examination. Studies on teacher licensure outcomes indicate that improvements in academic preparation and institutional review programs contribute to increasing performance trends among teacher education graduates (Pelayo et al., 2026).

In the **General Education component**, the mean score increased from **81.70 in 2023 to 84.14 in 2024**, followed by a slight decline to **82.85 in 2025**. Despite this minor decrease, the scores remained within the satisfactory performance range, suggesting that graduates maintain adequate mastery of foundational knowledge across disciplines. Research indicates that strong general education competencies support critical thinking and interdisciplinary knowledge essential for effective teaching performance in licensure examinations.

The **Professional Education component** exhibited the most consistent improvement, rising from **82.39 in 2023 to 86.15 in 2025**. This upward trend may reflect strengthened teacher training programs, improved pedagogical preparation, and exposure to modern instructional strategies within the teacher education curriculum. Teacher education research highlights that professional education courses significantly influence LET performance since they directly assess pedagogical competence and teaching methodologies.

Meanwhile, the **Major (Mathematics specialization)** component recorded the most notable increase, improving from **73.65 in 2023 to 79.62 in 2025**. This improvement suggests enhanced mastery of mathematical content knowledge among graduates. Previous studies emphasize that specialization courses are often the most challenging part of the LET, and improvements in this area indicate better alignment of curriculum and review programs with licensure examination competencies.

The increasing trend in the **general average** reflects the combined improvement across the three examination domains, indicating that the teacher education program may have strengthened its curriculum, review initiatives, and academic support mechanisms. According to Acoba (2024), teacher education institutions can improve licensure examination performance through systematic curriculum enhancement, targeted interventions, and data-driven academic monitoring of students.

Overall, the observed pattern suggests **progressive improvement in LET performance among BSE Mathematics graduates**, particularly in professional and specialization competencies. This trend indicates that the program is gradually strengthening its capacity to prepare graduates for professional teaching certification.

3.The Areas of Strengths and Weaknesses identified based on the LET results of the graduates

The findings clearly suggest that **pedagogical preparation is a key strength of the program**. The consistently high and improving scores in Professional Education indicate that graduates are well-equipped with the skills needed for teaching, including instructional planning and classroom management. This supports the argument that strong pedagogical foundations are critical to effective teaching practice (Blömeke et al., 2022).

Another area of strength is the **stable performance in General Education**, which reflects a solid base of interdisciplinary knowledge. This is important, as teachers are expected to integrate concepts across subject areas in real classroom settings.

On the other hand, the **area of greatest concern is Mathematics content knowledge**. Despite improvements, the scores in the Major component lag behind the other domains. This suggests that students may not be achieving the level of mastery required for both licensure success and effective teaching. Previous studies emphasize that insufficient content knowledge can hinder not only test performance but also the ability to teach concepts clearly and confidently (Ogunleye, 2023). Furthermore, the development of pedagogical content knowledge depends heavily on a strong grasp of subject matter (Sakaria et al., 2023).

4. Curriculum Enhancement Strategies

Given these findings, it becomes necessary to **revisit and strengthen the Mathematics component of the curriculum**. One important step is ensuring that course content is closely aligned with LET competencies, particularly those that assess higher-order thinking skills. Alignment between curriculum and licensure standards has been shown to improve examination outcomes (Repuya, 2025).

In addition, the program may benefit from **more structured and sustained review interventions**, rather than relying solely on short-term preparation. Embedding review strategies within regular coursework could help reinforce learning and improve retention. Research supports the use of formative assessment as a way to continuously monitor and support student progress, especially in mathematics (Maskos et al., 2025).

Equally important is the role of faculty. Strengthening **faculty development initiatives**—particularly in teaching advanced mathematical concepts—can help improve both content delivery and student understanding. As highlighted in the literature, teacher competence is closely linked to both subject mastery and instructional effectiveness (Sakaria et al., 2023).

Finally, incorporating **more engaging and student-centered approaches**, such as problem-based learning, may help students develop deeper conceptual understanding and confidence in mathematics.

5.Implications for Program Improvement

The results of this study carry several implications for the ongoing development of the teacher education program. First, there is a clear need to **achieve a better balance between pedagogy and content specialization**. While the program is evidently successful in developing teaching skills, equal attention must be given to strengthening subject matter expertise, particularly in Mathematics.

Second, the findings highlight the importance of **adopting more responsive and evidence-based instructional practices**. Approaches such as formative assessment, differentiated instruction, and the integration of technology can enhance both teaching and learning experiences (Maskos et al., 2025; Caballero et al., 2025).



Third, the role of **academic support systems cannot be overlooked**. Providing structured support—such as mentoring, tutoring, and targeted remediation—can help address learning gaps and improve student outcomes. Studies have shown that consistent academic support is a key factor in licensure examination success (Repuya, 2025).

Overall, the findings suggest that program improvement should be **data-driven, targeted, and continuous**, with particular emphasis on strengthening Mathematics content while maintaining strong pedagogical preparation.

V. CONCLUSION

The LET performance of BSE Mathematics graduates exhibited progressive enhancement from 2023 to 2025, with general averages shifting from fair (78.79) to satisfactory (82.22) levels. Professional Education emerged as the strongest domain, evidencing effective pedagogical training, whereas mathematics specialization persisted as the principal weakness despite incremental gains. General Education scores remained consistently stable, affirming solid foundational competencies yet revealing imbalances in content-pedagogy integration essential for licensure standards.

VI. RECOMMENDATIONS

To address identified gaps, the mathematics curriculum should be revised for explicit alignment with LET competencies, with priority given to higher-order problem-solving and conceptual depth. Intensive, sustained licensure review programs must be established, incorporating formative assessments and remedial modules tailored to specialization weaknesses. Faculty development in advanced mathematics pedagogy should be enhanced alongside student mentoring and tutoring initiatives for at-risk cohorts. Finally, technology-enhanced, student-centered instructional strategies ought to be integrated to strengthen content mastery and learner engagement.

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