

Licensure Examination for Teachers' Performance of Northern Iloilo State University - Main Campus Bachelor of Elementary Education Graduates (2019-2024)

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World Journal of Advanced Research and Reviews, 2025, 28(01), 509-516

Publication history: Received on 30 August 2025; revised on 03 October 2025; accepted on 06 October 2025

Article DOI: <https://doi.org/10.30574/wjarr.2025.28.1.3449>

Abstract

Academic success within teacher education programs bears a significant, positive correlation with a graduate's subsequent performance on the professional licensure examination. This report provides a comprehensive analysis of the performance of Bachelor of Elementary Education (BEED) graduates from Northern Iloilo State University (NISU) - Main Campus in the Licensure Examination for Teachers (LET) from 2019 to 2024 employing time series trends analysis. The findings reveal a consistent and significant outperformance by NISU graduates against the national passing percentage across all examination periods. A clear and upward trajectory in overall passing rates is evident, particularly from late 2022 onwards. This period of sustained high performance coincides directly with the institution's elevation to university status in April 2022. The analysis highlights a notable disparity in performance between first-time takers and repeaters. The consistently high passing rates of first-time examinees—culminating in a perfect 100% in March 2024—serve as a strong testament to the quality of the core academic program and pre-service training. In contrast, the performance of repeaters is volatile and markedly lower, signaling a critical gap in post-graduation support and a significant opportunity for institutional intervention. Based on these findings, it is recommended that the university focus on developing targeted support programs for repeater cohorts. These programs should be data-driven and aim to address specific challenges faced by this group, such as unpreparedness and lack of structured guidance.

Keywords: Teacher Education; Licensure Examination for Teachers (LET); Academic Performance; Time Series Analysis; Graduates; First-Time Takers

1. Introduction

The Licensure Examination for Teachers, or LET, is a crucial professional assessment mandated by Republic Act 7836, the Philippine Teachers Professionalization Act of 1994 (Salendab et al., 2025). It serves as a qualification requirement for all individuals seeking to register as professional teachers in the Philippines. In an academic setting, it is the responsibility and accountability of the members in the academic system to ensure the success of its graduates (Akbaba-Altun & Bulut, 2021). It is necessary for the Teacher Education Institutions (TEIs) to align its curriculum with the necessary competencies in the Licensure Examination for Teachers as its establish their brand of educational quality through their graduates' performance (Amanonce & Maramag, 2020), and will equip graduates as the demands become more globalized and education is increasingly internationalized, and therefore quality assurance mechanism becomes a key to educational excellence (Baylan, 2018). To successfully pass the LET, an examinee must achieve an average rating of at least 75%, with no rating in any of the component subjects falling below 50% (Antiojo, 2017). For elementary-level examinees, the examination consists of two main components: General Education and Professional Education. The General Education component, which includes subjects such as English, Filipino, Mathematics, Science,

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and Social Sciences, accounts for 40% of the examinee's final rating. The Professional Education component, covering courses on child development, teaching principles, curriculum development, and assessment, comprises the remaining 60%. Historically, national passing rates for the LET have been a subject of concern, often remaining below 50% for an extended period. The Second Congressional Commission on Education (EDCOM2) reported that passing rate of elementary education is 33%, and overall passing rate is lower than the others examinations. This trend has underscored a perceived need for greater competency among teacher education graduates and has prompted higher education institutions (HEIs) in the Philippines to implement various initiatives to improve licensure outcomes (Salendab et al., 2025). The Commission on Higher Education (CHED) actively monitors Teacher Education Institutions' compliance with minimum standards based on the Policies, Standards, and Guidelines (PSGs) of the program offering. In recent years, CHED has signaled a firm stance on closing down or phasing out poor-performing and non-compliant teacher education programs, particularly those with persistently low performance in the Licensure Examination for Teachers (LET) (The Second Congressional Commission on Education, 2025). The performance of institutions in this examination is therefore a key metric for evaluating the quality of their teacher education programs.

2. Purpose and Scope of the Study

The primary purpose of this study was to analyze and evaluate the performance of Bachelor of Elementary Education (BEEED) graduates from Northern Iloilo State University (NISU) - Main Campus in the Licensure Examination for Teachers. The analysis focused specifically on the period from 2019 to 2024, providing a comprehensive view of the institution's performance over the last five years. While the primary scope was centered on this timeframe, data from earlier years (2012-2018) are utilized to establish a historical baseline, and data from early 2025 were incorporated to provide a current, forward-looking perspective on recent trends.

This report disaggregates the data by cohort—distinguishing between first-time examinees and repeaters—to provide a more granular understanding of performance dynamics. The institution's passing rates are benchmarked against the national passing percentage to contextualize its achievements. Furthermore, the analysis integrates external factors, such as the disruptions caused by the COVID-19 pandemic and the significant institutional change of the university's elevation, to provide a nuanced understanding of the trends observed in the data.

3. Methodology

The quantitative data for this report were primarily sourced from the compilation of BEEED LET Results (Professional Regulation Commission, n.d.). Key variables extracted from these sources include the examination periods, the number of passers, failures, and total examinees for both first timer and repeater cohorts, and the corresponding passing percentages. The overall institutional passing percentage and the national passing percentage for each examination period were also extracted for comparative analysis.

To provide essential context and to verify the quantitative findings, supplementary sources were utilized. These included academic articles that discuss the structure and challenges of the LET (Salendab et al., 2025), news articles detailing the impact of the COVID-19 pandemic on examination schedules (Crisostomo, 2020), and official news releases from Northern Iloilo State University regarding its performance and institutional changes (Northern Iloilo State University, n.d.). The integration of these diverse sources allows for a comprehensive and well-rounded analysis that goes beyond the mere presentation of numerical data.

The analysis employed a descriptive approach. The quantitative analysis involves a time-series trend analysis to observe patterns in the passing rates of NISU graduates over time. Time-series trend analysis is a statistical technique used to examine data points collected or recorded at specific time intervals to identify and understand patterns, trends, seasonality, cyclicity, and irregularities in the data over time (Tomov et al., 2023).

A key aspect of this analysis was the classification of the LET takers and cohort performance comparison, which highlights the differences in success between first-time and repeater examinees. The institutional performance was benchmarked directly against the national passing percentage to assess its relative standing.

4. Results and discussion

4.1. Profile of the BEED LET Takers

The data in Table 1 presents the profile of Bachelor of Elementary Education (BEEd) graduates from Northern Iloilo State University who took the Licensure Examination for Teachers (LET) across several examination periods from March 2019 to September 2024.

Table 1 Profile of the Bachelor of Elementary Education LET Takers

	Examination Period											%	
	Mar-2019	Sept-2019	Sept-2021	Jan-2022	Mar-2022	June-2022	Oct-2022	Mar-2023	Sept-2023	Mar-2024	Sept-2024		
First Timers	3	78	24	-	-	-	44	27	32	34	22	264	45.67
Repeaters	102	57	1	20	20	20	51	13	17	5	8	314	54.33
Total	105	135	25	20	20	20	95	40	49	39	30	578	100

A total of 578 BEEd graduates took the LET from 2019-2024. The overall distribution shows that repeaters constituted the majority of the takers, accounting for 314 individuals (54.33%), while first timers made up the remaining 264 (45.67%). The examination period with the highest number of takers was September 2019 (135), which saw a high number of both first timers (78) and repeaters (57), followed by March 2019 (105), which had an exceptionally large number of repeaters (102). Conversely, the periods from January 2022 to June 2022 consistently had the lowest total number of takers (20 each), exclusively comprising repeaters, and no first-time takers took the examination during that time. The data suggests that for most examination periods, repeaters were more numerous than first timers, except for September 2019, September 2021, October 2022, March 2023, September 2023, March 2024, and September 2024, indicating a generally high number of re-takers across the span of the data.

4.2. Comparison between the average LET performance per examination with the National Passing Percentage (NPP)

The LET performance of BEEd graduates in terms of number of passers per examination period were compared with the National Passing Percentage as shown in table 2.

Based on the data comparing NISU-BEED's Licensure Examination for Teachers (LET) performance against the National Passing Percentage (NPP), the university consistently outperformed the national average across all eleven examination periods spanning from March 2019 to September 2024.

Table 2 Bachelor of Elementary Education Licensure Examination for Teachers (LET) performance against the National Passing Percentage (NPP)

Examination Period	Passers			Failures			NISU-BEED Passing Percentage	National Passing Percentage	Difference
	FT	R	T	FT	R	T			
Mar-19	0	36	36	3	6	102	34.29	27.28	7.01
Sep-19	50	9	59	28	48	76	43.70	31.34	12.36
Sep-21	18	1	19	6	0	6	76.00	55.96	20.04
Jan-22	-	16	16	-	4	4	80.00	56.90	23.1
Mar-22	-	10	10	-	10	10	50.00	48.89	1.11
Jun-22	-	14	14	-	6	6	70.00	50.62	19.38

Oct-22	40	21	61	4	30	34	64.21	54.45	9.76
Mar-23	24	4	28	3	9	12	70.00	40.77	29.23
Sep-23	29	8	37	3	9	12	75.51	47.01	28.5
Mar-24	34	2	36	0	3	3	92.31	46.70	45.61
Sep-24	21	5	26	1	3	4	86.67	45.53	41.14
T	216	126	342	48	128	269	55.97		
Average							67.52	45.95	21.57

Note: FT (First Time Takers); R (Repeaters); T (Total); - (No Examinee/Taker)

The overall trend demonstrates NISU-BEED's strong performance, with an average passing percentage of approximately 67.52%, significantly higher than the average NPP of about 45.95%. This resulted in an average difference of 21.57 percentage points in favor of NISU-BEED.

The institution's superior performance was most pronounced in the later periods, peaking in March 2024 with a passing rate of 92.31%, which created the largest performance gap of 45.61 percentage points over the NPP of 46.70%. Conversely, the smallest margin of outperformance occurred in March 2022, where NISU-BEED's 50.00% passing rate was only 1.11 points higher than the national 48.89%.

Regarding the number of passers, the highest total was 59 in September 2019, despite a lower pass rate (43.70%) compared to other periods. The highest pass rate of 92.31% in March 2024 corresponded to 36 total passers. This indicates that while the total number of passers fluctuates with the number of examinees, the institution's passing rate has shown an upward trajectory and a widening positive difference from the National Passing Percentage over time, suggesting improved institutional quality and readiness of its examinees for the LET.

4.3. Comparison of overall performance of NISU BEED graduates against the National Passing Percentage (NPP)

This section presents the core quantitative findings of the report, illustrating the performance of NISU BEED graduates in the licensure examination for teachers. A summary table provides a clear overview of the data for the specified period as shown in Table 3.

Table 3 Overall Performance of NISU BEED graduates in the Licensure Exam

Examination Period	First-Timer % Passed	Repeater % Passed	Overall % Passed	National % Passed	Difference (NISU vs. National)
Mar-2019	0.00	35.29	34.29	27.28	+7.01%
Sept-2019	64.10	15.79	43.70	31.34	+12.36%
Sept-2021	75.00	100.00	76.00	55.96	+20.04%
Jan-2022	-	80.00	80.00	56.90	+23.1%
Mar-2022	-	50.00	50.00	48.89	+1.11%
Jun-2022	-	70.00	70.00	50.62	+19.38%
Oct-2022	90.91	41.18	64.21	54.45	+9.76%
Mar-2023	88.89	30.77	70.00	40.77	+29.23%
Sept-2023	90.63	47.06	75.51	47.01	+28.5%
Mar-2024	100.00	40.00	92.31	46.70	+45.61%
Sept-2024	95.45	62.50	86.67	45.53	+41.14%

The data clearly shows that Northern Iloilo State University's BEED graduates consistently surpassed the national passing rate in every single examination period from 2019 to 2024. For instance, in September 2019, NISU's overall rate was 43.7%, which was 12.36% higher than the national rate of 31.34%. The data from March 2023 demonstrates an

even more pronounced lead, with NISU's 70% overall passing rate nearly 30 percentage points higher than the national rate of 40.77%.

A particularly striking trend is the significant and sustained increase in the margin of outperformance from 2023 onwards. The difference between NISU's overall passing rate and the national average surged from a high of around 20% in 2021-2022 to a remarkable 45.61% in March 2024. This dramatic and continued improvement suggests that a substantial, positive change has occurred within the institution or its academic programs. This is not a random fluctuation but a clear and sustained trajectory toward excellence. The consistently strong performance serves as a powerful indicator that the institution's program quality is well above the national average.

On the other hand, the analysis revealed a stark contrast between the performance of first-time takers and repeaters. The first-timer cohort has consistently demonstrated exceptional performance, achieving rates of 90.91% in October 2022, 88.89% in March 2023, and a near-perfect 95.45% in September 2024. The pinnacle of this success was a perfect 100% passing rate for first-time takers in March 2024. This high success rate for new graduates provides a powerful indicator of the quality and effectiveness of the university's core BEED curriculum, faculty instruction, and on-campus preparation.

On the contrary, the performance of the repeater cohort is characterized by significant volatility and generally low passing rates. The data shows a wide range of outcomes, from a high of 100% in September 2021 (with only one taker). This stark disparity suggests a critical gap in institutional support for graduates who do not pass the examination on their first attempt. While the academic foundation provided to new graduates appears to be strong, it seems insufficient for those who require a second or subsequent attempt. This indicates that the challenges faced by repeaters are likely related to factors external to the standard curriculum, such as access to resources, structured review, and a supportive learning environment.

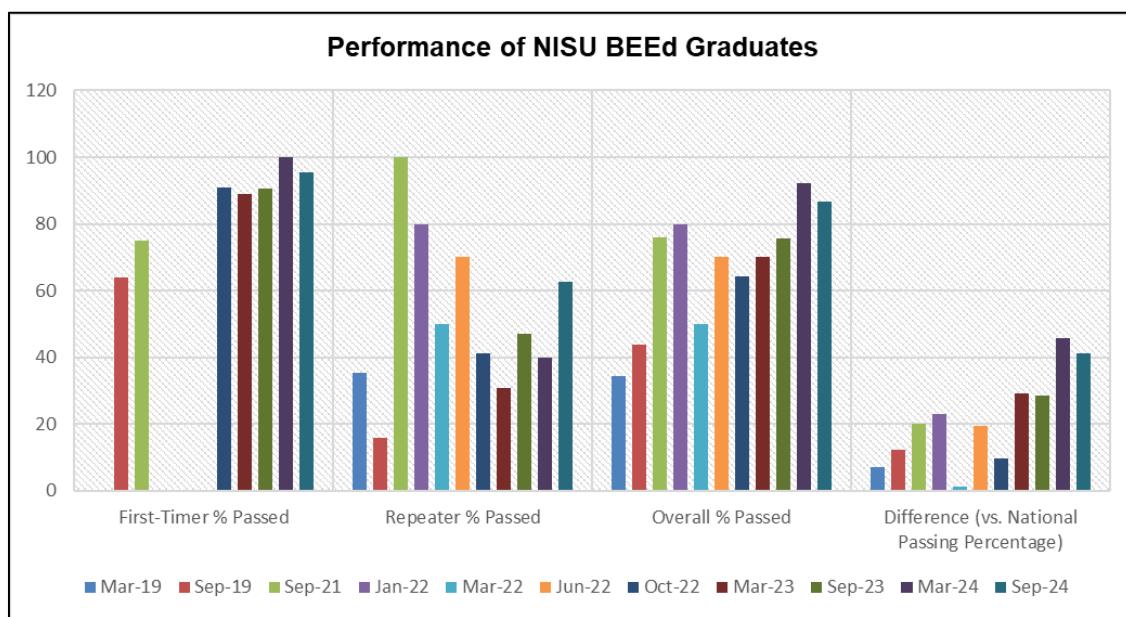


Figure 1 Trends of the Performance of NISU BEED graduates in the Licensure Exam

4.4. Analysis of Key Influencing Factors and Contextual Events

4.4.1. The Impact of the COVID-19 Pandemic

The period under review was significantly impacted by the global COVID-19 pandemic. The Professional Regulation Commission (PRC) announced the postponement of numerous licensure examinations scheduled for late 2020 due to government-imposed restrictions and community quarantines (Crisostomo, 2020). This is directly reflected in the data provided, which shows no LET examinations in 2020 and a shift to irregular schedules with multiple examination dates throughout 2022. The external disruption caused by the pandemic impacted the consistency and preparation of examinees (Salendab, 2024). The fluctuation in passing rates in the immediate post-pandemic period (2021-2022) can be attributed to these unforeseen circumstances.

A significant institutional milestone occurred on April 26, 2022, when the Northern Iloilo Polytechnic State College (NIPSC) was officially elevated to a university and renamed Northern Iloilo State University (NISU). This elevation was a result of meeting stringent academic and institutional criteria set forth by the Commission on Higher Education (CHED). The data from the LET results demonstrates a strong correlation between this strategic institutional change and a marked improvement in graduate performance.

While the institution was already performing well above the national average before this change, the margin of outperformance began to grow dramatically in the examination periods that followed the elevation. For example, the difference between NISU and the national average surged from a range of +9.76% to +23.1% in 2022 to a sustained range of +28.5% to +45.61% in 2023 and 2024. This trend is not merely a coincidental spike but a sustained period of enhanced performance. The institutional elevation to a university likely involved a systemic review and improvement of the curriculum, faculty qualifications, and academic resources. This strategic investment in quality, inherent to the elevation process, appears to be a direct and quantifiable contributor to the sustained excellence observed in the LET results. It demonstrates how a strategic shift in institutional focus and resource allocation can directly lead to improved outcomes for its graduates.

The analysis consistently demonstrates that Northern Iloilo State University's BEED program is a standout performer in the field of teacher education. The program has not only proven its resilience in the face of external challenges like a pandemic but has also achieved a significant and sustained level of excellence. The continuous outperformance of the national passing rate in every examination period is a powerful testament to the quality of education provided. This achievement is particularly noteworthy given that national passing rates have often been described as "dreadfully low" (Salenlab et al, 2024). The university's ability to consistently graduate a high percentage of successful examinees positions it as a leading institution for teacher education in the region.

The exceptional performance of first-time examinees is a key indicator of the BEED program's effectiveness. These individuals, who are fresh from the university's curriculum, demonstrate a high level of preparedness and a strong foundational understanding of the subjects required for the LET (Antiojo, 2017). The near-perfect and, in one instance, perfect passing rates for this cohort indicate that the core curriculum and pedagogical approaches are highly effective. This success is not accidental; it is a direct reflection of the quality of pre-service training, the competence of the faculty, and the rigor of the academic program. The consistent success of first timers serves as a powerful validation of the university's direct teaching methods and curriculum design.

The low and volatile passing rates among repeaters present the most significant challenge and, simultaneously, the greatest opportunity for improvement. The disparity between the performance of first timers and repeaters is a classic symptom of a lack of a structured, post-graduation support system. While the initial curriculum successfully prepares many students for their first attempt, those who are not successful appear to be left to their own devices for re-preparation. Failed examinees revealed that their challenges are often related to factors such as time management, general unpreparedness, and the lack of a strong support system (Mapindan & Villocino, 2025; Olvina et al., 2023). These are not academic deficiencies inherent to the curriculum but rather external factors that the institution can address.

5. Conclusion

The performance of Northern Iloilo State University's BEED graduates in the Licensure Examination for Teachers from 2019 to 2024 is a compelling story of resilience and sustained excellence. The institution has not only navigated significant external challenges but has also achieved a remarkable level of success, consistently and significantly outperforming the national passing rate. This success is primarily driven by the exceptional performance of its first-time takers, which serves as a powerful endorsement of the quality of its foundational academic program.

While the university has reached a new peak of excellence, a critical opportunity for further improvement lies in addressing the challenges faced by its repeater cohorts. By strategically focusing on this area, the institution can further elevate its overall passing rates and provide a more comprehensive support system for all its graduates. The positive trajectory observed in the data, particularly since its elevation to university status, positions NISU as a leader in teacher education, with a clear path toward even greater success in the years to come.

Recommendations

Based on the findings and conclusions, this study recommends that the university may create and fund a dedicated, non-generic review program for graduates who have not yet passed the licensure examination for teachers. This program

may utilize diagnostic examinations to pinpoint specific subject weaknesses and deliver personalized study plans. Key components may include one-on-one coaching, emulating successful external review centers, and psychological support to help repeaters manage the stress and disappointment associated with previous failures. This support system is vital for addressing the significant performance gap observed in this cohort. Also, the BEED program may analyze and institutionalize regular curriculum review and performance review process to ensure sustainable success. Specific strategies, review materials, pedagogical methods and best practices may be integrated in the curriculum to a sustainable outcome.

Compliance with ethical standards

Acknowledgments

The researchers extend their sincere gratitude to the administration of Northern Iloilo State University (NISU) for their invaluable support and permission to conduct this study. We are particularly indebted to the Office of the Research & Development Services for providing the necessary resources that made this comprehensive analysis possible. This report is a direct reflection of the institution's commitment to self-assessment and continuous improvement. We also recognize the dedication of the BEED graduates whose performance on the Licensure Examination for Teachers is the core subject of this paper.

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of ethical approval

This research was conducted in strict adherence to the highest ethical standards. The authors affirm that all procedures contributing to this work comply with the ethical standards of the relevant national and institutional committees on human experimentation. The study primarily utilized secondary data—specifically, official, anonymized, and aggregated licensure examination performance results provided by the Northern Iloilo State University (NISU) - Main Campus administration. Since the data are non-identifiable and concern institutional performance metrics rather than individual personal information, the research was determined to be exempt from a full ethics review concerning direct human participant involvement.

Statement of informed consent

No personally identifiable information was collected, accessed, or analyzed, and therefore, individual informed consent was not applicable.

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