

LINKING ACADEMIC ACHIEVEMENT, LET RESULTS, AND EMPLOYMENT: A CORRELATIONAL–REGRESSION TRACER STUDY OF BSED FILIPINO GRADUATES

Marissa L. Salgado, Catherine T. Eliaga, Vincent L. Banot

Negros Oriental State University, Negros Oriental, Philippines

Email: bsedfilipino1234@gmail.com

ABSTRACT: *The Licensure Examination for Teachers (LET) is the primary benchmark of teacher competence in the Philippines, determining both professional eligibility and institutional effectiveness. While prior studies have established links between academic achievement and LET performance, there is limited evidence on how academic metrics translate to employment alignment, particularly through tracer studies of teacher education graduates. This study employed a correlational–regression tracer design to examine the predictive role of Grade Point Average (GPA) and Competency-Based Assessments (CBA 1, CBA 2, and CBA 3) on LET performance and employment outcomes of Bachelor of Secondary Education (BSED) Filipino graduates from Academic Year 2023 to 2024. Data from 21 graduates were analyzed using descriptive statistics, Spearman’s rho, regression analysis, and tests of association. Findings revealed that the graduates attained a mean GPA of 90.67 (Good). LET performance averaged 82 in General Education, 78 in Professional Education, and 82 in Major, with an overall mean of 80.40. Correlation results showed that CBA 3 was significantly associated with LET Major scores, while GPA demonstrated a moderate and significant relationship with overall LET ratings. Regression analysis confirmed GPA as the strongest predictor, accounting for 42.9% of the variance in LET averages ($p = 0.001$). Tracer findings indicated that 76% of graduates secured teaching jobs aligned with their degree, though employment gaps varied. GPA was significantly linked to employment alignment, whereas LET performance had no significant association with job relevance. The study concludes that GPA is a strong predictor of both licensure performance and degree-related employment, while LET results alone do not guarantee immediate alignment in the labor market. These findings emphasize the importance of sustained academic rigor, strengthened specialization-focused assessments, and institutional efforts to enhance employability pathways for teacher education graduates.*

Keywords: Grade Point Average, Competency-Based Assessments, Licensure Examination for Teachers, Employment Alignment, Tracer Study, Teacher Education Graduates.

1. INTRODUCTION

The preparation of competent teachers has long been a critical concern in the Philippine education system, particularly with the implementation of the Licensure Examination for Teachers (LET) as the gatekeeping mechanism for professional practice. As mandated by the Professional Regulation Commission (PRC), the LET ensures that only those who have acquired the required knowledge, skills, and dispositions are allowed to enter the teaching profession. Given its role as a benchmark for quality assurance, the performance of teacher education graduates in the LET has consistently been regarded as a measure of institutional effectiveness and program relevance [1; 2].

Over the past decade, teacher education institutions (TEIs) in the country have faced the dual challenge of improving licensure examination performance and strengthening the employability of their graduates. The correlation between academic metrics such as grade point average (GPA), competency-based assessments (CBAs), and licensure ratings has been widely examined, revealing that collegiate academic performance can significantly predict LET outcomes [3; 4]. However, while these studies highlight the academic dimension, there remains a pressing need to examine how licensure performance translates into employment opportunities, particularly within the context of tracer studies that explore graduates’ career trajectories [5; 6].

In the Philippine context, employment outcomes are closely tied to licensure eligibility, with most teaching positions in both public and private schools requiring passing the LET. Studies have shown that graduates’ academic preparation, coupled with their licensure performance, influences not only

their likelihood of employment but also the relevance and stability of their careers in the education sector [7]; [8]. Moreover, with recent national reforms and the heightened demand for qualified teachers, TEIs are increasingly being evaluated not only for their graduates’ academic achievements but also for their capacity to produce employable professionals who can adapt to the evolving needs of the labor market [9].

Given these considerations, this study seeks to establish the link between academic metrics, LET results, and employment outcomes of Bachelor of Secondary Education (BSED) major in Filipino graduates. Specifically, it examines whether performance in CBAs and GPA significantly predicts licensure ratings across General Education, Professional Education, and the Filipino major, and whether academic and licensure performance are associated with graduates’ employment status. By adopting a correlational regression tracer study design, the research not only contributes to the body of knowledge on predictors of licensure performance but also provides empirical evidence for policy formulation and curriculum enhancement in teacher education. Ultimately, the findings aim to inform strategic interventions that will enhance LET performance, employability, and long-term career success of teacher education graduates.

Specifically, it purports to shed light on the following questions:

1. What is the respondent’s profile in terms of:
 - 1.1 CBA 1 final grade;
 - 1.2 CBA 2 final grade;
 - 1.3 CBA 3 final grade;
 - 1.4 GPA;

- 1.5 LET rating in General Education;
- 1.6. LET rating in Professional Education;
- 1.7 LET rating in Major (Filipino), and
- 1.7 LET general average?
2. Is there a relationship between the graduates' performance in
 - 2.1 CBA 1 vs GenEd LET Result;
 - 2.2 CBA 2 vs ProfEd LET Result;
 - 2.3 CBA 3 vs Major (Filipino) LET Result;
 - 2.4 GPA vs LET general average Result?
3. Do graduates' academic achievement in CBA 1, CBA 2, CBA 3, and GPA significantly predict their LET ratings in terms of:
 - 3.1 General Education;
 - 3.2 Professional Education;
 - 3.3 Major (Filipino), respectively; and
 - 3.4 Overall Average?
4. What regression model may be adopted in predicting the ratings in the LET?
5. What is the employment status of BSED Filipino graduates in terms of:
 - 5.1. Type of job;
 - 5.2. Time gap or period spent before first employment; and
 - 5.3. Alignment of first employment to the BSED Filipino degree obtained?
6. Is there a significant association between the graduates' GPA and their employment status?
7. Is there a significant association between the graduates' LET performance and their employment status?
8. What recommendations can be proposed to improve the LET performance and employment of the graduates?

2. REVIEW OF RELATED LITERATURE

Academic Performance as a Predictor of Licensure Examination for Teachers (LET)

The performance of teacher education graduates in the LET has long been viewed as a reflection of their academic preparation in college. Several studies highlight the significant correlation between grade point average (GPA) and LET outcomes. Amanonce and Maramag [1] revealed that graduates' academic achievement, measured through weighted averages and pre-board examinations, strongly predicts their LET performance. Similarly, Ampo [2] underscored that higher academic performance translates to better LET results, thus validating the evaluative mechanisms within teacher education institutions (TEIs).

In a more quantitative approach, Makiling *et al.* [3] mathematically demonstrated that professional education and general education performance are the strongest predictors of LET success among BSED graduates. Fiscal and Roman [4] also confirmed that pre-licensure or mock examinations are reliable predictors of actual LET performance, particularly in general and professional education domains. These findings establish that academic indicators serve as early measures of licensure readiness.

Competency-Based Assessments and LET Performance

Beyond traditional GPA measures, competency-based assessments (CBAs) have emerged as institutional tools for gauging preparedness for national licensure. Studies emphasize that assessment-driven instruction significantly

influences licensure results. Segumpan *et al.* [10] highlighted that LET performance reflects the effectiveness of pre-service teacher preparation programs, recommending intensive competency alignment. Bacalso *et al.* [11] further proposed intervention programs in response to weaknesses in major subjects revealed through LET outcomes.

Similarly, Repayo *et al.* [12] argued that academic predictors, including admission and qualifying exam scores, substantially impact licensure performance. Their study proposed path analysis models for improving admission-to-licensure pipelines. These insights support the argument that institutionalized CBAs, aligned with LET domains, strengthen both academic performance and licensure success.

Institutional and Program-Related Factors

Program quality, curriculum design, and institutional support also play crucial roles in LET performance. Dimas [13] identified curriculum and in-house reviews as major contributors to LET success, while noting facilities and resources as weaker factors. Bullag and Hucalinas [14] observed that institutional programs with stronger teacher preparation consistently exceeded national passing averages. Similarly, Francisco and Aquino [15] emphasized that program assessment components, such as course assessments and practice teaching, significantly correlate with LET results.

Patulin *et al.* [8] affirmed that institutional preparation extends beyond academics, as alumni highlighted the importance of mentoring, professional development, and workplace adaptation. These program-related findings align with the need for teacher education institutions to continuously refine curricula in response to licensure outcomes.

Employment Outcomes of Teacher Education Graduates

While licensure performance ensures eligibility, employment outcomes remain the ultimate indicator of graduate success. Pentang *et al.* [5] conducted a tracer study at Western Philippines University and confirmed that most graduates were employable and their academic preparation was relevant to their current jobs. Similarly, Pardo and Relon [7] reported that graduates in North Luzon were able to secure teaching positions within six months, though many faced challenges related to low salaries and provisional appointments.

Other tracer studies highlighted employability patterns. Silongan *et al.* [16] noted that only 72.3% of BSED Filipino graduates in Davao del Norte were employed, with many working outside their field. Vidania *et al.* [6] also documented job mismatch and underemployment among Isabela State University graduates despite high LET passing rates. Likewise, Macalinao *et al.* [17] traced declining passing trends in Batangas, yet emphasized BEEd graduates' better employment placement compared to BSED.

Arbis *et al.* [18] reported high employability of BSED graduates at St. Paul University Surigao, confirming that most landed in teaching-related jobs. Similarly, Souphanthong *et al.* [19] revealed strong alignment between program-acquired skills and workplace demands in Laos, underscoring the global relevance of tracer studies.

Curriculum Relevance and Labor Market Alignment

Tracer studies further highlight the importance of aligning curriculum to labor market needs. Toquero and Ulanday [9] found that graduates in Mindanao assessed their curricula as highly relevant to their employment, though job mismatch still existed. Pentang *et al.* [5] and Pardo and Relon [7] emphasized that curriculum revisions must integrate 21st-century skills, including communication and classroom management, to enhance employability.

Fabunan [20] reinforced this by stressing employability as an outcome of an effective curriculum, while Patulin *et al.* [8] linked job satisfaction to workplace environment and professional opportunities. Collectively, these studies emphasize that graduate employability is shaped not only by licensure success but also by curriculum responsiveness.

Global and Comparative Perspectives

International perspectives on tracer studies provide comparative insights. Souphanthong *et al.* [19] in Thailand documented strong correlations between program competencies and employment outcomes. These mirror Philippine studies that highlight the demand for continuous curriculum review and graduate tracking. Furthermore, Vidania *et al.* [6] and Makiling *et al.* [3] stress that predictive models combining academic performance and tracer data can enhance program evaluation globally.

3. SIGNIFICANCE OF THE STUDY

This research holds substantial importance as it bridges the connection between academic performance, licensure examination outcomes, and employment trajectories of BSED Filipino graduates. Its findings will generate empirical insights that can guide educational institutions, policymakers, and other stakeholders in enhancing teacher education programs and employment readiness.

For Teacher Education Institutions (TEIs).

The results will provide evidence-based inputs for curriculum review, program alignment, and intervention design. By identifying which academic metrics significantly predict licensure examination performance, TEIs can strengthen competency-based assessments, refine instructional strategies, and improve preparatory review programs. This will ultimately raise the quality of instruction and institutional passing rates in the LET.

For Future Teacher Education Graduates.

The study will benefit pre-service teachers by highlighting the academic areas most critical to LET performance and subsequent employability. Understanding the predictive value of CBAs and GPA can motivate students to take their academic performance seriously, while also preparing them for employment expectations in the teaching profession.

For Educational Policymakers and Regulatory Agencies.

Findings can support the Professional Regulation Commission (PRC), the Commission on Higher Education (CHED), and the Department of Education (DepEd) in formulating policies that align licensure standards with pre-service training. The integration of tracer study results into policy development ensures that teacher education reforms remain responsive to national and regional labor market demands.

For Employers and the Labor Market.

By linking LET performance with employment outcomes, this study will provide valuable insights into the readiness of graduates for teaching roles in both public and private schools. Employers can use the results to improve recruitment practices, align job requirements with graduates' competencies, and strengthen industry-academe partnerships.

Ethical Considerations

The study strictly adhered to ethical standards and the provisions of the Data Privacy Act of 2012. Respondents were fully informed of the study's objectives and procedures, and they were assured that their participation was voluntary and that they could withdraw at any time without penalty. Confidentiality of responses was guaranteed, and data were reported only in aggregate form to avoid disclosing personally identifiable information. Academic and licensure records were accessed only with explicit consent, and the findings were used solely for academic and institutional purposes.

For Researchers and Scholars.

The study contributes to the growing body of literature on licensure examinations, predictive validity of academic metrics, and graduate employability. Its correlational-regression approach offers a framework for future studies seeking to explore similar relationships across different disciplines and contexts.

For the Community and Society.

Ultimately, this research benefits the broader educational community by ensuring that teacher education programs produce not only licensure-ready but also employable and competent graduates. Improving LET performance and employability translates to higher quality teaching, better learning outcomes for pupils, and stronger human capital development for the nation.

4. METHODOLOGY

Research Design

This study employed a correlational-regression tracer design to determine the relationships among academic metrics, Licensure Examination for Teachers (LET) performance, and employment status of Bachelor of Secondary Education majors in Filipino graduates. The correlational approach was used to examine the association between academic indicators such as GPA and competency-based assessments (CBA 1, CBA 2, and CBA 3) with LET results, while regression analysis identified the significant predictors of licensure performance. The tracer design, on the other hand, provided insights into the graduates' employment outcomes, thereby linking academic preparation and licensure achievement to workplace realities.

Respondents of the Study

The respondents consisted of BSED Filipino graduates from Negros Oriental State University (NORSU) who completed their program and took the LET between Academic Year 2023 and Academic Year 2025. Only graduates who had taken the LET during this period and who consented to provide access to their academic and licensure records were included in the study. Graduates who did not take the LET or who opted not to participate were excluded from the sample.

Sampling Technique

The study adopted purposive sampling, as the target

respondents were specifically those who were BSED Filipino graduates and LET takers within the defined period. The final set of participants included only those who voluntarily agreed to participate and whose records were verifiable through institutional and licensure examination documents.

Research Instruments

Two main instruments were used in gathering data. The first was documentary data, which included the respondents' CBA grades, overall GPA, and official LET results in General Education, Professional Education, Major in Filipino, and overall rating. Access to these records was granted only with written consent. The second was a tracer study questionnaire, adapted from the Commission on Higher Education (CHED) Graduate Tracer Study format and modified to suit the objectives of this research. It contained sections on demographic profile, employment status, relevance of academic preparation to job placement, and open-ended recommendations for program improvement. The instrument underwent content validation by experts in teacher education and licensure preparation, and a pilot test was conducted to ensure reliability, with internal consistency measured using Cronbach's alpha coefficient.

Data Gathering Procedure

Permission to conduct the study was secured from the College of Teacher Education and the Research Ethics Committee. The respondents were contacted through alumni associations, social media platforms, and institutional records. Before data collection, informed consent was obtained from all participants, and they were assured of confidentiality and voluntary participation. Academic and consistently well across the three CBAs, although the strongest performance was observed in CBA 1 and CBA 2, which assessed general education and professional education

licensure records were accessed only upon signed authorization. The tracer study questionnaire was administered either online or in person, depending on the accessibility of the graduates.

Data Analysis

The study utilized both descriptive and inferential statistics in analyzing the data. Descriptive statistics such as mean, percentage, and frequency distribution were employed to summarize academic performance, LET ratings, and employment profiles. For inferential analysis, the Spearman rank-order correlation was used to measure the association between CBA results, GPA, and LET performance. Multiple linear regression was applied to determine which academic variables significantly predicted LET results across General Education, Professional Education, Major in Filipino, and overall performance. Furthermore, the Chi-square test of association was used to analyze the relationship between GPA and employment status, as well as LET performance and employment outcomes. All statistical analyses were carried out using the Statistical Package for the Social Sciences (SPSS), with a significance level set at $p < 0.05$.

Table 1.1 presents the final grades of the respondents in Competency-Based Assessments (CBA 1, CBA 2, and CBA 3), together with their corresponding verbal descriptions. The results indicate that the mean score for CBA 1 was 87.90, interpreted as Very Satisfactory. For CBA 2, the mean grade was 87.86, also described as Very Satisfactory. Meanwhile, CBA 3 obtained a slightly lower mean of 86.90, interpreted as Satisfactory.

The findings suggest that the graduates performed well. These results imply that respondents demonstrated commendable mastery of foundational and pedagogical knowledge, aligning with the observations of Makiling et al. (2025), who emphasized that strong academic preparation in these domains contributes to licensure readiness.

RESULTS AND DISCUSSION

Table 1.1 CBA Final Grades

| Respondents | CBA 1 Final Grade | VD | CBA 2 Final Grade | VD | CBA 3 Final Grade | VD |
|-------------|-------------------|----|-------------------|----|-------------------|----|
| 1 | 83 | FS | 86 | S | 83 | FS |
| 2 | 83 | FS | 83 | FS | 83 | FS |
| 3 | 90 | G | 94 | VG | 95 | E |
| 4 | 83 | S | 84 | FS | 83 | FS |
| 5 | 90 | FS | 94 | VG | 95 | E |
| 6 | 89 | VS | 94 | VG | 95 | E |
| 7 | 87 | S | 94 | VG | 95 | E |
| 8 | 87 | S | 86 | S | 85 | S |
| 9 | 93 | VG | 89 | VS | 85 | S |
| 10 | 84 | FS | 86 | S | 88 | VS |
| 11 | 94 | VG | 84 | FS | 83 | FS |
| 12 | 87 | S | 84 | FS | 83 | FS |
| 13 | 90 | G | 84 | FS | 83 | FS |
| 14 | 88 | VS | 84 | FS | 83 | FS |
| 15 | 84 | FS | 86 | S | 83 | FS |
| 16 | 89 | VS | 94 | VG | 95 | E |
| 17 | 94 | VG | 95 | E | 88 | VS |

| | | | | | | |
|------|-------|----|-------|----|-------|----|
| 18 | 90 | G | 85 | S | 83 | FS |
| 19 | 89 | VS | 85 | S | 84 | FS |
| 20 | 87 | S | 87 | S | 90 | G |
| 21 | 85 | S | 87 | S | 83 | FS |
| Mean | 87.90 | VS | 87.86 | VS | 86.90 | S |

Legend:

95 & above Excellent (E)

92-94 Very Good (VG)

90-91 Good (G)

88-89 Very Satisfactory (VS)

85-87 Satisfactory (S)

83-84 Fairly Satisfactory (FS)

On the other hand, performance in CBA 3, which focused on specialization in Filipino, was slightly lower, falling into the Satisfactory range. While many respondents achieved Excellent ratings in CBA 3 (e.g., Respondents 3, 5, 6, 16, and 17), a significant proportion scored within the Fairly Satisfactory level, lowering the overall mean. This result indicates that while the graduates showed solid preparation in their major, there remain gaps in mastery that may require targeted academic interventions. Similar patterns were noted by Bacalso *et al.* [11], who highlighted the need for reinforcement in specialization courses to strengthen alignment with licensure requirements.

Overall, the CBA results reflect that the graduates possess adequate competency across general, professional, and major domains, with stronger preparation in general and professional education compared to their specialization. These results underscore the importance of continuous curricular support and review programs to address the relatively weaker performance in major subjects, which remain a crucial determinant of Licensure Examination for Teachers (LET) success [10; 6].

Table 1.2 GPA

| Respondent | GPA | Verbal Description |
|------------|-------|--------------------|
| 1 | 89.63 | Good |
| 2 | 89.29 | Very Satisfactory |
| 3 | 91.05 | Good |
| 4 | | Good |
| 5 | 93.36 | Very Good |
| 6 | 92.86 | Very Good |
| 7 | 88.99 | Very Satisfactory |
| 8 | 89.38 | Very Satisfactory |
| 9 | 91.93 | Very Good |
| 10 | 91.44 | Good |
| 11 | 91.54 | Very Good |
| 12 | 89.23 | Very Satisfactory |
| 13 | 89.61 | Good |
| 14 | 88.41 | Very Satisfactory |
| 15 | 91.24 | Good |
| 16 | 91.83 | Very Good |
| 17 | 91.75 | Very Good |
| 18 | 90.76 | Good |
| 19 | 90.53 | Good |
| 20 | 91.54 | Very Good |
| 21 | 89.96 | Good |
| Mean | 90.67 | Good |

Legend:

95 & above Excellent (E)

92-94 Very Good (VG)

90-91 Good (G)

88-89 Very Satisfactory (VS)

85-87 Satisfactory (S)

83-84 Fairly Satisfactory (FS)

Table 1.2 presents the Grade Point Average (GPA) of the respondents, with values ranging from 88.41 to 93.36. The computed mean GPA was 90.67, which falls under the category of Good. Most of the respondents demonstrated consistent academic performance, with several obtaining ratings in the Very Good range, indicating commendable mastery of coursework and satisfactory preparation during their teacher education program.

The distribution of GPAs reveals that a significant number of graduates scored within the Good to Very Good range, reflecting strong academic achievement. This suggests that the respondents maintained high scholastic performance throughout their pre-service education. According to Amanonce and Maramag [1], academic achievement, measured through GPA, is one of the strongest indicators of success in the Licensure Examination for Teachers (LET). Similarly, Makiling et al. [3] affirmed that performance in both professional and general education courses strongly predicts licensure results, underscoring the value of sustained academic performance in college.

The findings are consistent with Ampo [2], who reported that higher GPA levels translate to improved LET outcomes, as institutional assessments closely align with licensure standards. In this study, the predominance of “Good” and “Very Good” GPAs implies that graduates are well-prepared to meet the competencies assessed in the LET. Furthermore, Fiscal and Roman [4] highlighted that academic performance, particularly in pre-licensure evaluations, serves as a reliable predictor of actual licensure results, further validating the importance of GPA as an academic benchmark.

It is also worth noting that no respondent fell within the lower GPA categories of Satisfactory or Fairly Satisfactory, which indicates a generally high level of performance among BSED Filipino graduates. This aligns with the assertion of Bullag and Hucalinas [14] that consistent academic rigor and quality instruction within TEIs contribute to surpassing national standards in teacher licensure examinations. Likewise, the results parallel the findings of Vidania et al. [6], who observed that strong academic records are associated not only with LET performance but also with employability and job placement.

Table 1.3 LET Ratings

| Respondent | LET Rating in General Education | LET Rating in Professional Education | LET Rating in Major (Filipino) | LET general average |
|------------|---------------------------------|--------------------------------------|--------------------------------|---------------------|
| 1 | 82 | 78 | 82 | 80.40 |
| 2 | 85 | 80 | 87 | 83.80 |
| 3 | 81 | 81 | 83 | 82.80 |
| 4 | 90 | 89 | 91 | 90.00 |
| 5 | 91 | 86 | 90 | 88.60 |
| 6 | 77 | 76 | 78 | 77.00 |
| 7 | 87 | 87 | 85 | 86.20 |

| | | | | |
|------|----|----|----|-------|
| 8 | 90 | 90 | 88 | 85.60 |
| 9 | 89 | 87 | 88 | 87.80 |
| 10 | 81 | 82 | 81 | 81.44 |
| 11 | 80 | 82 | 83 | 82.00 |
| 12 | 81 | 81 | 81 | 81.00 |
| 13 | 85 | 87 | 82 | 84.60 |
| 14 | 85 | 85 | 84 | 84.60 |
| 15 | 88 | 86 | 87 | 86.80 |
| 16 | 88 | 81 | 86 | 84.40 |
| 17 | 85 | 85 | 89 | 88.60 |
| 18 | 84 | 85 | 84 | 84.40 |
| 19 | 88 | 90 | 88 | 88.80 |
| 20 | 85 | 86 | 85 | 86.40 |
| 21 | 85 | 84 | 85 | 84.76 |
| Mean | 82 | 78 | 82 | 80.40 |

Table 1.3 presents the Licensure Examination for Teachers (LET) ratings of the respondents in General Education, Professional Education, Major (Filipino), and overall performance. The results show that the respondents obtained a mean rating of 82 in General Education, 78 in Professional Education, 82 in the Major field, and an overall average of 80.40.

The figures indicate that the respondents tended to perform slightly better in General Education and Major subjects compared to Professional Education, which registered the lowest mean. This trend is consistent with the findings of Amanonce and Maramag [1], who observed that graduates often perform more favorably in content-based subjects than in pedagogical domains. Similarly, Dimas [13] stressed that professional education courses require enhanced institutional support and rigorous review mechanisms, as performance in this area is frequently identified as a weak point for many graduates.

High-performing respondents, such as Respondents 4 and 5, achieved ratings of 90 and above across components, reflecting strong mastery of both content and pedagogy. This supports Ampo [2], who emphasized that consistent academic excellence and strong study habits contribute significantly to favorable licensure outcomes. Conversely, a few graduates, such as Respondent 6, obtained scores in the mid-70s, which are notably lower than the rest of the cohort. Bacalso et al. [11] explained that such variability is common, often linked to differences in pre-service preparation, review engagement, and personal readiness.

The overall mean rating of 80.40 provides an indication of moderate performance across all domains. While this demonstrates that most respondents achieved passing levels, the relatively lower performance in Professional Education suggests the need for strengthening teacher education programs in pedagogical knowledge and practice. This aligns with the recommendations of Makiling et al. [3], who highlighted that professional education competencies are central predictors of LET performance, and improvements in this area could raise the overall licensure success of graduates.

As emphasized by Pentang et al. [5] and Pardo and Relon [7], licensure results are not only indicators of institutional quality but also predictors of employability. Graduates with higher and more balanced LET ratings are better positioned to secure stable teaching positions, while those with marginal

results may face challenges in employment, particularly in competitive teaching contexts.

Table 2.1 Relationship Between the Respondents' CBA 1, 2, and 3 grades and Their LET Rating

| GPA vs LET Ratings | Spearman Rho | Degree of Relationship | p-value | decision |
|----------------------------|--------------|------------------------|---------|--|
| CBA 1 vs GenEd | 0.327 | Low | 0.148 | Non-Significant, Fail to Reject the Null |
| CBA 2 vs ProfEd | 0.192 | Negligible | 0.404 | Non-Significant, Fail to Reject the Null |
| CBA 3 vs Major | 0.528 | Moderate | 0.014 | Significant, Reject the Null |
| GPA vs LET general average | 0.622 | Moderate | 0.003 | Significant, Reject the Null |

*Adapted from Calmorin

An $r \pm 0.00$ denotes zero correlation.

An r from 0.01 to ± 0.20 deals on negligible correlation

An r from ± 0.21 to ± 0.40 denotes low or slight relationship.

An r from ± 0.41 to ± 0.70 indicates marked or moderate correlation.

An r from ± 0.71 to ± 0.90 shows high relationship.

An r from ± 0.91 to ± 0.99 denotes very high correlation.

An $r \pm 1.0$ indicates perfect relationship.

Table 2.1 presents the relationship between the respondents' Competency-Based Assessments (CBA 1, CBA 2, and CBA 3) and Grade Point Average (GPA) with their Licensure Examination for Teachers (LET) results. The analysis used Spearman's rho to measure the degree of relationship, with results showing both significant and non-significant associations.

The correlation between CBA 1 and the LET General Education component yielded an $r = 0.327$, which indicates a low positive relationship; however, the relationship was not statistically significant ($p = 0.148$). This suggests that performance in CBA 1, which measures general education competencies, does not strongly translate into LET General Education outcomes. Similar findings were noted by Fiscal and Roman [4], who stressed that while pre-board or mock tests may help familiarize students with exam formats, their predictive value is sometimes limited when preparation is inconsistent.

For CBA 2 and LET Professional Education, the correlation was even weaker at $r = 0.192$, described as a negligible positive relationship, and likewise non-significant ($p = 0.404$). This result aligns with Dimas [13], who emphasized that professional education domains often require more intensive and contextualized review. The negligible relationship indicates that CBA 2 scores alone are insufficient predictors of LET Professional Education performance, highlighting the need for enriched practice teaching, review programs, and integration of pedagogical theories with applied strategies.

On the other hand, the correlation between CBA 3 and the LET Major (Filipino) showed a moderate positive relationship ($r = 0.528$), which was statistically significant (p

= 0.014). This implies that higher performance in specialization-focused CBAs is meaningfully associated with better results in the LET Major component. The finding corroborates the results of Makiling *et al.* [3], who reported that performance in major subjects is one of the strongest predictors of licensure success. Similarly, Segumpan *et al.* [10] observed that alignment of content mastery in major fields with licensure standards improves passing rates.

Finally, the correlation between GPA and the overall LET average produced the strongest relationship, with a moderate positive correlation ($r = 0.622$) that was statistically significant ($p = 0.003$). This result indicates that graduates with higher GPAs are more likely to achieve higher overall LET ratings. The finding reinforces the studies of Amanonce and Maramag [1] and Ampo [2], who both concluded that GPA is a consistent predictor of LET performance. Likewise, Vidania *et al.* [6] stressed that graduates with strong academic records tend to have higher employability prospects, since GPA not only predicts licensure outcomes but also reflects sustained academic discipline and competency.

In sum, the results of this analysis confirm that while general and professional education CBAs do not strongly predict LET outcomes, performance in specialization-focused assessments and overall GPA are significant predictors of licensure success. This pattern underscores the importance of strengthening both academic performance and specialized content mastery in teacher education programs to improve LET results and enhance graduate employability [5; 7].

3.1 Regression Analysis on the Predictive Relationship of Academic Metrics (CBA 1, CBA 2, CBA 3, GPA) and LET Performance

| Dependent Variable | Predictor | R ² | Adj. R ² | F-statistic | p-value | Interpretation |
|----------------------|-----------|----------------|---------------------|-------------|---------|-----------------|
| LET General Ed | CBA1 | 0.099 | 0.051 | 2.08 | 0.166 | Not significant |
| LET Professional Ed | CBA2 | 0.001 | -0.052 | 0.01 | 0.914 | Not significant |
| LET Major (Filipino) | CBA3 | 0.160 | 0.116 | 3.62 | 0.073 | Not significant |
| LET Average | GPA | 0.429 | 0.398 | 14.24 | 0.001 | Significant |

The regression results in Table 3.1 reveal varying degrees of predictive power among academic metrics in relation to Licensure Examination for Teachers (LET) performance.

For CBA 1 and LET General Education, the model obtained an R^2 of 0.099, indicating that only about 9.9% of the variance in General Education scores can be explained by CBA 1 performance. The regression was not statistically significant ($F = 2.08$, $p = 0.166$), suggesting that CBA 1 does not reliably predict LET General Education results. This aligns with Fiscal and Roman [4], who noted that while pre-assessment tests may familiarize students with exam content, they often lack strong predictive validity without consistent reinforcement.

Similarly, the regression between CBA 2 and LET Professional Education yielded negligible explanatory power ($R^2 = 0.001$, $\text{Adj. } R^2 = -0.052$) and was not significant ($F = 0.01$, $p = 0.914$). This indicates that CBA 2 performance has virtually no predictive influence on Professional Education outcomes in the LET. This result echoes Dimas [13], who emphasized that pedagogical performance often requires

broader review strategies, mentorship, and experiential learning, beyond what course-based assessments can capture. For CBA 3 and LET Major (Filipino), the regression model explained 16.0% of the variance ($R^2 = 0.160$), which represents a moderate effect. However, the result was not statistically significant ($F = 3.62$, $p = 0.073$). While the finding falls just short of significance, it suggests a potential predictive relationship worth noting, since specialization-focused assessments are more aligned with licensure content. This agrees with Makiling *et al.* [3], who observed that mastery of major courses provides the strongest basis for LET Major performance, though small sample sizes or variability can sometimes mask significance.

Lastly, the regression between GPA and the LET Overall Average produced the strongest result, with an R^2 of 0.429 and a significant p-value of 0.001. This indicates that GPA accounts for approximately 42.9% of the variance in LET overall performance and serves as a significant predictor of licensure success. This supports Amanonce and Maramag [1] and Ampo [2], who both concluded that GPA is a consistent and reliable predictor of LET performance across different contexts, as it reflects cumulative mastery of both content and pedagogy.

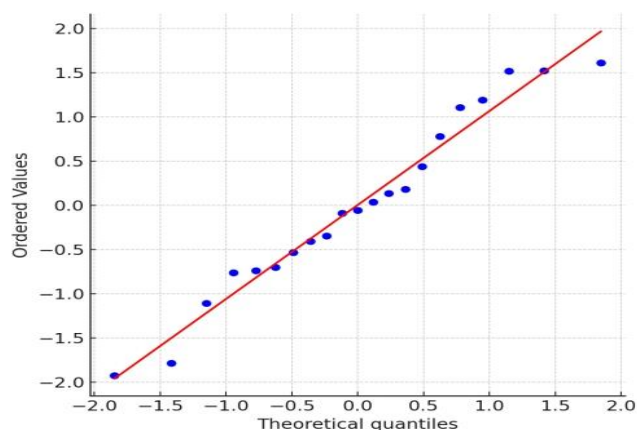


Figure 4.1 P-P Plot of Regression Standardized Residuals for GPA Predicting LET Average

Figure 4.1 illustrates the P-P Plot of regression standardized residuals for the model predicting LET Average from GPA. The distribution of points closely aligns with the diagonal reference line, thereby confirming that the residuals approximate a normal distribution. This outcome indicates that the assumption of normality, a key requirement in regression analysis, has been satisfactorily met (Field, 2018). Meeting this assumption affirms that the regression estimates are unbiased and that hypothesis testing for the coefficients is valid.

The regression model, $\text{LET Average} = -61.49 + 1.66 (\text{GPA})$, yielded an R^2 value of 0.429 with a statistically significant p-value of 0.001. This suggests that GPA explains approximately 42.9% of the variance in LET Average. Such findings reinforce the position of Amanonce and Maramag [1], who reported that grade point average strongly predicts licensure examination results. Similarly, Ampo [2] and Vidania *et al.* [6] highlighted that GPA reflects cumulative mastery of academic competencies, which translates into

better performance in standardized licensure tests. The strong association between GPA and LET Average also echoes Pentang *et al.* [5], who asserted that sustained academic achievement, rather than discrete assessments, provides a more stable predictor of licensure success.

Overall, the model demonstrates that GPA is not only a statistically significant predictor but also a practically meaningful indicator of licensure examination outcomes. The confirmation of regression assumptions through the P-P plot further strengthens the robustness of the model, underscoring the importance of sustained scholastic achievement in teacher education programs as a basis for licensure readiness.

5.1 Employment Status of BSED Filipino Graduates

| Respondent s | Employment Type / Sector | Time Gap Before First Employment | Related to the BSED Filipino Degree |
|-----------------|-----------------------------|--|---|
| 1 | Private School | 1 year | Aligned with the Degree |
| 2 | Private School | 2 years | Aligned with the Degree |
| 3 | BPO | Already employed before LET | Not Aligned with the Degree |
| 4 | State University | 2 months | Aligned with the Degree |
| 5 | Private School | 1 year and 1 month | Aligned with the Degree |
| 6 | Private School | 10 months | Aligned with the Degree |
| 7 | BPO | Already employed before LET | Not Aligned with the Degree |
| 8 | BPO | 2 ½ months | Not Aligned with the Degree |
| 9 | State University | 1 ½ months | Aligned with the Degree |
| 10 | Private School | 1 year | Aligned with the Degree |
| 11 | Private School | 5 months | Aligned with the Degree |
| 12 | NORSU Main | 2 months | Aligned with the Degree |
| 13 | Public School | 3 months | Not Aligned with the Degree |
| 14 | None | N/A | Not Aligned with the Degree |
| 15 | State University | 1 year | Aligned with the Degree |
| 16 | Private School | 2 months | Aligned with the Degree |
| 17 | Private School | 2 months | Aligned with the Degree |
| 18 | Private School | 2 weeks | Aligned with the Degree |
| 19 | CHED | 2 months | Aligned with the Degree |
| 20 | Private School | 1 month | Aligned with the Degree |
| 21 | State University | 1 year | Aligned with the Degree |

Table 5.1 presents the employment profile of BSED Filipino graduates in terms of type of employment, length of time before securing their first job, and whether their employment was aligned with their degree. The findings reveal that the majority of respondents were employed in teaching positions

in private schools and higher education institutions (e.g., State University, NORSU, CHED), with time gaps ranging from two weeks to two years before gaining employment. A smaller proportion entered non-teaching roles, particularly in BPO industries, or reported no relevant employment. Out of the 21 graduates, 16 (76%) secured teaching-related jobs aligned with their BSED Filipino degree, while 5 (24%) were either in unrelated employment or unemployed.

The average time gap before first employment was approximately 6–8 months, though a number of graduates were employed within 2 months after graduation, especially those entering private schools. This suggests that while employment opportunities for Filipino majors exist, there are delays in absorption into the workforce, possibly due to competition for limited plantilla items in the public school system [13;17]. The dominance of private school employment also reflects a broader national trend where graduates often begin their careers in private institutions due to the limited availability of public school teaching positions [10;12].

Interestingly, graduates employed in BPO and other non-teaching sectors illustrate the issue of job–degree mismatch. Studies by Toquero and Ulanday [9] and Vidania *et al.* [6] have emphasized that teacher education graduates sometimes accept non-teaching jobs due to financial necessity, the allure of higher salaries in non-education sectors, or delays in licensure recognition. This reflects a structural challenge in aligning academic preparation with labor market opportunities.

The fact that over three-fourths of the respondents were employed in teaching jobs related to their degree indicates that the BSED Filipino program generally prepares graduates for employability within their field, a finding consistent with Pentang *et al.* [5] and Pardo & Relon [7], who reported that the majority of teacher education graduates eventually secure teaching positions. However, the delays in employment highlight the importance of strengthening linkages between higher education institutions and schools, as recommended by Fabunan [20], to ensure smoother school-to-work transitions.

Table 6.1 presents the statistical analyses conducted to determine whether GPA is associated with the employment status of BSED Filipino graduates. The independent samples t-test revealed a statistically significant difference between the GPAs of graduates whose first employment was aligned with their degree and those whose employment was not aligned, $t(19) = 2.889$, $p = 0.019$. This result was confirmed by the non-parametric Mann–Whitney U Test, $U = 69$, $p = 0.019$, which likewise indicated that aligned graduates had significantly higher GPAs. The point-biserial correlation further demonstrated a moderate, positive, and significant association between GPA and employment status ($r = 0.506$, $p = 0.019$), suggesting that higher GPAs increase the likelihood of securing employment aligned with the BSED Filipino degree.

Table 6.1 Results of Statistical Tests for GPA and Employment Status

| Test | Statistic | p-value | Interpretation |
|-------------------------------|-----------------|---------|--------------------------------------|
| Independent Samples t-test | $t(19) = 2.889$ | 0.019 | Significant difference between |

| | | | groups |
|----------------------------|-----------|-------|---|
| Mann–Whitney U Test | U = 69 | 0.019 | Significant difference between groups |
| Point-biserial correlation | r = 0.506 | 0.019 | Moderate, positive, significant association |

These findings imply that academic performance, as measured by GPA, plays a role not only in predicting licensure performance but also in influencing employment alignment. Graduates with higher GPAs were more competitive in securing teaching positions related to their field, supporting the assertion of Amanonce and Maramag [1] and Makiling *et al.* [3] that strong academic records enhance graduates' readiness and employability. Similarly, Vidania *et al.* [6] emphasized that GPA serves as a reliable measure of cumulative academic achievement, which employers often view as a proxy for competence. Nevertheless, as Toquero and Ulanday [9] noted, while GPA contributes significantly, structural labor market conditions such as the availability of teaching posts and licensure requirements also remain decisive factors in shaping employment outcomes.

7.1 Results of Statistical Tests for LET Performance and Employment Status

| Test | Statistic | p-value | Interpretation |
|----------------------------|---------------|---------|--|
| Independent Samples t-test | t(19) = 0.002 | 0.998 | No significant difference between groups |
| Mann–Whitney U Test | U = 41 | 0.967 | No significant difference between groups |
| Point-biserial correlation | r = 0.000 | 0.999 | No association |

Table 7.1 presents the results of statistical analyses examining the association between LET performance and the employment status of BSED Filipino graduates. The independent samples t-test revealed no significant difference in LET averages between graduates whose first employment was aligned with their degree and those whose employment was not aligned, $t(19) = 0.002$, $p = 0.998$. Similarly, the Mann–Whitney U Test confirmed the absence of group differences, $U = 41$, $p = 0.967$. The point-biserial correlation further demonstrated no relationship between LET performance and employment status ($r = 0.000$, $p = 0.999$). Both groups recorded an identical mean LET average of 84.76.

These findings indicate that LET performance does not significantly determine whether graduates secure jobs aligned with their BSED Filipino degree. Even graduates who performed well in the licensure examination were equally likely to enter non-teaching or unrelated jobs, while some with average scores were able to obtain teaching-related employment. This suggests that employment outcomes are shaped more by structural labor market conditions—such as the availability of teaching positions, public school hiring freezes, or opportunities in private and non-teaching sectors—than by licensure exam results alone [9; 7].

This outcome also supports the findings of Dimas [13] and Macalinao *et al.* [17], who emphasized that while passing the LET is a requirement for professional practice, it does not

guarantee immediate alignment between graduates' academic preparation and their employment. Instead, employability is mediated by broader factors such as institutional linkages, recruitment policies, and economic demands.

In sum, the results demonstrate that LET performance, unlike GPA, is not a significant predictor of employment alignment, highlighting the need for teacher education institutions to not only prepare graduates for licensure but also strengthen their employability pathways through career support, partnerships, and training programs.

CONCLUSION

This study set out to link academic metrics, LET results, and early employment outcomes among BSED Filipino graduates. Overall, the cohort demonstrated solid collegiate performance, with GPAs concentrated in the Good to Very Good range ($M = 90.67$). LET outcomes were adequate across components, with higher means in General Education and Major relative to Professional Education, and an overall LET mean of 80.40.

Correlation and regression analyses clarified which academic indicators meaningfully relate to licensure performance. Specialization achievement was the only CBA signal that consistently mattered: CBA 3 correlated moderately and significantly with LET Major results, indicating that discipline-specific mastery aligns with specialization performance in the licensure. In contrast, CBA 1 and CBA 2 showed negligible to low and non-significant relationships with their counterpart LET components. GPA emerged as the strongest global academic predictor: it correlated moderately with overall LET average and, in simple regression, significantly explained variance in LET average, with model assumptions satisfied by the residual diagnostics.

Tracer findings showed that most graduates obtained degree-aligned teaching roles, primarily in private schools and higher education institutions, although the time to first job varied widely, clustering around half a year. Statistical tests revealed that GPA was significantly associated with employment alignment. Graduates in degree-aligned roles had higher GPAs than those in non-aligned or non-teaching roles. By contrast, LET performance showed no association with employment alignment; mean LET averages were essentially identical for aligned and non-aligned groups.

Taken together, the results support a two-track interpretation. First, sustained academic achievement in college, reflected by GPA and supported by specialization strength in CBA 3, is the clearest signal for licensure success, particularly for overall performance and the Major component. Second, early employment alignment appears to track cumulative academic performance more than licensure scores per se, suggesting that employers may treat GPA as a summary indicator of readiness while licensure functions as a threshold requirement rather than a differentiator among new graduates. Within the bounds of a modest sample from a single program and a recent testing window, the study contributes empirical evidence that distinguishes between predictors of licensure performance and predictors of rapid, degree-aligned employment. Program-level academic rigor and specialization mastery relate to passing and stronger LET

performance, while GPA bears a distinct relationship to landing a first job that matches one's training. These findings sharpen the understanding of how pre-service academic signals map onto both licensure and labor-market outcomes in the transition from campus to classroom.

RECOMMENDATIONS

Based on the findings of the study, several recommendations are advanced to strengthen the academic preparation, licensure readiness, and employability of BSED Filipino graduates.

Curriculum, Assessment, and Instruction. Teacher Education Institutions (TEIs) should reinforce the design and delivery of professional education courses, as this domain emerged as the weakest component in the LET. More rigorous pedagogical training, such as lesson study, microteaching with structured feedback, and simulation of classroom tasks, can help improve students' mastery of teaching competencies. Competency-Based Assessments (CBAs) should also be realigned with the LET Table of Specifications, with particular attention to CBA 3, which demonstrated predictive value for performance in the Major (Filipino) component. Strengthening specialization-focused assessments will ensure that graduates are not only content-competent but also licensure-ready.

LET Preparation and Academic Supports. To improve licensure outcomes, TEIs should establish evidence-based review programs that include calibrated pre-board examinations, item analyses, and individualized study plans. Students should undergo multiple review cycles consisting of diagnostic tests, remedial tutorials, and timed LET-type drills. Learning analytics may also be employed to identify at-risk students early and provide targeted mentoring or tutoring, thereby sustaining improvements in GPA and LET readiness.

Employability and Career Readiness. Findings on employment alignment suggest that GPA is a stronger determinant of employability than LET results. Institutions should therefore implement career-bridging programs to shorten the gap between graduation and first employment. Initiatives may include pre-graduation job fairs, career bootcamps on résumé writing and demo teaching, and partnerships with private schools and government institutions for job placements. Moreover, offering micro-credentials in related fields such as educational technology or literacy support can provide alternative career pathways for graduates awaiting plantilla teaching positions.

Faculty and Institutional Development. Faculty members should be trained in standards-based test construction, item-response theory, and the use of assessment analytics to ensure that examinations and CBAs reliably predict LET performance. Program-level review sessions or "data retreats" can be institutionalized each term to evaluate academic, CBA, and licensure outcomes and to adjust instructional strategies. Such cycles of continuous quality improvement will help TEIs refine their practices in a systematic and evidence-based manner.

Policy and Partnerships. Stronger alignment among the Commission on Higher Education (CHED), Professional Regulation Commission (PRC), and Department of Education

(DepEd) is needed to ensure curricular coherence with licensure expectations. TEIs are encouraged to participate in regional and national consultations on LET competency standards and to advocate for domain-level feedback from PRC after each licensure cycle. Furthermore, providing scholarships, review subsidies, and exam fee support for students with financial limitations can help reduce inequities in licensure preparation.

Monitoring, Evaluation, and Research. Finally, tracer studies should be conducted regularly to monitor graduates' employment status, job alignment, and career trajectories. The integration of predictive modeling using GPA and specialization-focused CBAs can be institutionalized as an early warning system to identify students at risk of poor licensure performance or delayed employment. These mechanisms will enable TEIs to refine their interventions continuously and to demonstrate accountability in producing graduates who are both licensure-ready and employable.

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