

PREDICTIVE ROLE OF ACADEMIC PERFORMANCE ON LICENSURE EXAMINATION RESULTS AND EMPLOYMENT OUTCOMES OF BSED SOCIAL STUDIES GRADUATES

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ABSTRACT: *The Licensure Examination for Teachers (LET) is widely used as an indicator of the effectiveness of teacher education programs in preparing graduates for professional practice. This study examined the predictive role of academic performance on LET outcomes and the employment status of Bachelor of Secondary Education major in Social Studies graduates of Negros Oriental State University. A quantitative descriptive–correlational research design with predictive and tracer study components was employed. The respondents consisted of 34 graduates who took the LET from March 2023 to September 2025. Data were obtained from institutional academic records and a tracer survey questionnaire. Descriptive statistics, Spearman rho correlation, and regression analysis were utilized to analyze the data. Findings revealed that the graduates consistently achieved LET passing rates higher than the national passing percentages. The respondents generally demonstrated satisfactory to good academic performance in competency-based assessments and overall grade point average. Correlation results showed a significant moderate relationship between CBA 1 and LET General Education as well as between GPA and the LET general average. Regression analysis indicated that CBA 1 and CBA 2 significantly predicted LET performance in General Education and Professional Education, respectively, while GPA strongly predicted the overall LET average. However, CBA 3 did not significantly predict LET performance in the specialization component. Tracer results further indicated that while many graduates secured employment within a few months after graduation, a considerable proportion entered non-teaching sectors. The findings underscore the predictive value of academic achievement in licensure examination performance and highlight varied employment trajectories among teacher education graduates.*

Keywords: Licensure Examination for Teachers, academic performance, competency-based assessment, tracer study, teacher education graduates.

1. INTRODUCTION

Teacher education institutions (TEIs) play a significant role in preparing competent and qualified educators who will contribute to improving the quality of education and national development. In the Philippines, one of the primary indicators used to evaluate the effectiveness of teacher education programs is the performance of graduates in the Licensure Examination for Teachers (LET). The LET serves as a national qualifying examination that determines whether teacher education graduates possess the minimum competencies required to enter the teaching profession. Because of its importance, the performance of graduates in the licensure examination is widely considered a benchmark of institutional effectiveness and professional readiness among teacher education institutions [1; 2].

Several studies have investigated factors influencing LET performance among teacher education graduates. Academic achievement is commonly identified as one of the most important predictors of success in licensure examinations. Indicators such as grade point average (GPA), course grades, and academic standing have been found to be associated with LET performance in different teacher education programs [3]; [4]. These findings suggest that strong academic preparation during undergraduate studies may contribute to higher licensure examination ratings. However, some studies report only weak or moderate relationships between academic achievement and LET performance, indicating that other factors such as review programs, curriculum quality, and institutional support may also influence examination outcomes [5; 6]. Similarly, institutional factors including pre-service training, curriculum design, and review classes have been identified as contributing elements to licensure

examination performance among teacher education graduates [7; 8].

Beyond academic and licensure outcomes, graduate employability has also become an important measure of the effectiveness of higher education programs. Higher education institutions are expected to produce graduates who are not only academically competent but also capable of securing employment aligned with their field of specialization. Tracer studies are therefore widely conducted to assess the employment status, career alignment, and professional development of graduates after completing their academic programs [9]. These studies provide valuable information that can help institutions evaluate program relevance, identify gaps in graduate preparation, and improve curriculum implementation.

Previous tracer studies on teacher education graduates have revealed that while many graduates successfully obtain teaching-related employment, others experience delays in securing teaching positions or pursue careers outside the education sector [10; 11]. These findings suggest that passing the licensure examination alone does not necessarily guarantee immediate employment or alignment with one's field of specialization. Consequently, examining the relationship between academic performance, licensure examination results, and employment outcomes is important in understanding the broader impact of teacher education programs on graduates' professional trajectories.

Despite the growing body of research on licensure examination performance and graduate employability, limited studies have examined these variables simultaneously within a predictive and tracer study framework, particularly among graduates specializing in Social Studies. Understanding how academic indicators such as competency-based assessments

(CBA) and grade point average influence LET performance and subsequent employment outcomes may provide valuable insights for improving teacher education programs. In the context of Negros Oriental State University, this study aims to examine the predictive role of academic performance on Licensure Examination for Teachers results and employment outcomes among Bachelor of Secondary Education major in Social Studies graduates. The findings of this study may provide evidence-based insights that can guide institutional interventions aimed at improving licensure examination performance and enhancing graduate employability. Specifically, it purports to shed light to the following questions:

1. What is the trend in the Licensure Examination for Teachers (LET) performance of BSED Social Studies graduates of Negros Oriental State University over the past four years?
2. What is the respondent's profile in terms of:
 - 2.1 CBA 1 final grade;
 - 2.2 CBA 2 final grade;
 - 2.3 CBA 3 final grade;
 - 2.4 GPA;
 - 2.5 LET rating in General Education;
 - 2.6 LET rating in Professional Education;
 - 2.7 LET rating in Major; and
 - 2.8 LET general average?
3. 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 (Social Studies) LET Result; and
 - 2.4 GPA and LET General Average?
4. 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, and
 - 3.4 GPA respectively?
5. What regression model may be adopted in predicting the ratings in the LET?
6. What is the employment status of BSED Social Studies graduates in terms of:
 - 6.1. Type of job;
 - 6.2. Time gap or period spent before first employment; and
 - 6.3. Alignment of first employment to the BSED Social Studies degree obtained?
7. What recommendations can be proposed to improve the LET performance and employment of the graduates?

2. REVIEW OF RELATED LITERATURE

Licensure Examination for Teachers as an Indicator of Teacher Education Quality

The Licensure Examination for Teachers (LET) is widely recognized as a key indicator of the quality and effectiveness of teacher education programs in the Philippines. The examination serves as a mechanism to determine whether teacher education graduates possess the competencies required to enter the teaching profession. According to Bellen *et al.* [1], the LET is a professional qualifying examination designed to ensure that only individuals who meet the

minimum standards of knowledge and skills are allowed to practice teaching. As such, the performance of graduates in the LET has become an important measure used by Teacher Education Institutions (TEIs) to evaluate the effectiveness of their academic programs.

Similarly, Segumpan *et al.* [2] emphasized that persistent gaps in licensure examination performance highlight the need for stronger alignment between teacher preparation programs and licensure examination standards. Their study analyzing national trends in LET performance revealed variations in passing rates between Bachelor of Elementary Education and Bachelor of Secondary Education graduates, indicating the importance of curriculum alignment, diagnostic assessments, and institutional review programs to enhance licensure examination outcomes.

In the same vein, Sabornido *et al.* [12] analyzed long-term trends in LET performance among BSED graduates and found that first-time takers often performed better than the national average, suggesting that strong teacher preparation programs can significantly influence licensure outcomes. However, the study also noted that re-takers frequently performed below the national average, indicating the need for improved support systems and intervention programs for graduates who fail the examination on their first attempt.

Academic Achievement as Predictor of LET Performance

Academic achievement has consistently been identified as one of the most significant predictors of licensure examination performance among teacher education graduates. Numerous studies have examined the relationship between academic indicators such as grade point average (GPA), course grades, and other academic metrics and performance in the LET.

For instance, Valle and Brobo [3] examined the relationship between academic performance and LET results among teacher education graduates and found that academic achievement is closely related to licensure examination performance. Their findings suggest that students who demonstrate strong academic performance during their undergraduate studies are more likely to achieve higher ratings in the LET.

Similarly, Navida and Cocal [4] found that academic performance in professional education subjects significantly predicted LET outcomes among Bachelor of Secondary Education major in Mathematics graduates. The study concluded that students who perform well in professional education courses tend to demonstrate stronger performance in the licensure examination.

Supporting this view, De La Peña *et al.* [13] investigated the relationship between academic achievement and LET performance among BSED Values Education graduates and found that undergraduate academic performance significantly predicted outcomes in the major component of the licensure examination. The study further indicated that while GPA showed predictive value for specialization areas, its relationship with other LET domains may vary depending on program characteristics and institutional factors.

However, some studies have reported weaker relationships between academic achievement and licensure examination performance. Ardina *et al.* [5] found that academic performance showed only a weak correlation with LET

results among teacher education graduates. Similarly, Somosot *et al.* [6] observed that academic performance had only a weak positive relationship with licensure examination results, suggesting that other factors such as admission test scores and student preparedness may also influence LET outcomes.

These findings indicate that while academic performance is an important predictor of licensure examination success, it may not fully explain variations in LET performance across different teacher education programs.

Institutional and Educational Factors Influencing LET Performance

In addition to academic achievement, several institutional and educational factors have been identified as contributors to licensure examination performance. Research suggests that curriculum quality, review programs, pre-service teaching experiences, and instructional strategies may significantly influence graduates' readiness for the licensure examination.

Dela Fuente [7] examined contributing factors to LET performance among pre-service physical science teachers and found that teacher-related factors, review classes, and student-related variables played a significant role in influencing licensure examination outcomes. Similarly, Dimas [8] identified curriculum design, review programs, and pre-service teaching experiences as important factors affecting LET performance among BSED graduates.

Another study by Igcasama *et al.* [14] highlighted the importance of pre-service teaching experiences and institutional support systems in improving licensure examination outcomes. Their findings indicated that in-campus and off-campus teaching experiences were among the strongest factors influencing LET performance among teacher education graduates.

Furthermore, Dela Rosa and Vargas [15] explored the relationship between teachers' attributes and LET performance and found that certain teaching methods, particularly experiential and hands-on approaches, were significantly associated with students' performance in the professional education component of the licensure examination.

Graduate Employability and Tracer Studies in Teacher Education

Beyond licensure examination outcomes, graduate employability has emerged as another important indicator of the effectiveness of teacher education programs. Higher education institutions are increasingly expected to produce graduates who are not only academically competent but also employable in their respective fields.

Tracer studies have therefore become valuable tools for assessing the employment status, career alignment, and professional development of graduates. According to Pentang *et al.* [9], tracer studies provide higher education institutions with valuable data on graduates' employment outcomes, career trajectories, and the relevance of academic preparation to professional practice.

Similarly, Pardo and Relon [11] found that tracer studies help evaluate the quality of teacher education programs by examining graduates' employment characteristics and career alignment. Their findings revealed that many teacher education graduates secure teaching positions within six

months after graduation, although some begin with temporary or contractual positions before obtaining permanent employment.

Other tracer studies have reported similar findings regarding the employment outcomes of teacher education graduates. Pacleb-Ulanday [10] found that teacher education graduates generally exhibit high employability and acquire valuable professional skills during their university education. Likewise, Dumayas *et al.* [16] reported high employment rates among teacher education graduates, particularly among Bachelor of Secondary Education alumni who secured teaching-related positions.

Francisco and Aquino [17] conducted a tracer study among BSED graduates in a state university and found that most graduates were employed locally and that their current jobs were generally aligned with their academic training. Similarly, Roquero [18] reported that graduates of the Master of Arts in Teaching program experienced significant career advancement after completing their graduate studies.

Other studies have also emphasized the importance of aligning teacher education programs with labor market demands. Lardizabal [19] found that graduates' employability is influenced by the skills and competencies developed during their academic programs, while Palao *et al.* [20] reported that the skills acquired by BSED graduates were highly useful in their employment.

Moreover, Estrella *et al.* [21] examined the employability, job satisfaction, and economic status of teacher education graduates and found that professional competencies such as communication skills, classroom management, and content knowledge significantly contributed to graduates' job satisfaction and economic stability.

Tracer studies conducted in other contexts further support the importance of examining graduate employment outcomes. Romadlon and Arifin [22] emphasized that tracer studies provide universities with valuable information about graduates' career trajectories and the compatibility of academic training with industry demands. Similarly, Dizon and Alacyang [23] reported that educational attainment and employment status are significant factors influencing career alignment among humanities and social sciences graduates.

3. SIGNIFICANCE OF THE STUDY

The findings of this study are expected to provide valuable insights into the relationship between academic performance, Licensure Examination for Teachers (LET) results, and employment outcomes among Bachelor of Secondary Education major in Social Studies graduates. Specifically, the study may benefit several stakeholders in the field of teacher education.

Teacher Education Institutions (TEIs). The results of this study may help teacher education institutions evaluate the effectiveness of their academic programs in preparing students for the licensure examination and for professional employment. By identifying the academic indicators that significantly predict LET performance and employment outcomes, institutions may strengthen curriculum design, instructional strategies, and review programs to improve graduates' readiness for the teaching profession.

University Administrators and Academic Leaders. The findings may serve as an empirical basis for institutional policy-making and program development. Insights from the study may guide administrators in implementing interventions, academic support systems, and enhancement programs that could improve licensure examination performance and graduate employability.

Faculty Members. The study may provide teachers and program coordinators with information on how academic performance in competency-based assessments and other academic indicators relate to licensure examination success. This may encourage faculty members to adopt more effective instructional practices and assessment strategies that enhance students' mastery of professional and specialization competencies.

Students and Future Teacher Education Graduates. The results of the study may increase students' awareness of the importance of academic preparation during their undergraduate studies. Understanding the relationship between academic performance and licensure examination success may motivate students to strive for academic excellence and actively prepare for the licensure examination and their future professional careers.

Graduates and Job Seekers. The study may provide valuable information regarding the employment outcomes of teacher education graduates, including the alignment of their employment with their academic training. Such information may help graduates better understand career opportunities and professional pathways available to them after passing the licensure examination.

Future Researchers. The findings of this study may serve as a reference for future studies related to licensure examination performance, academic predictors, and graduate employability in teacher education programs. It may also encourage further research exploring other factors that influence licensure examination success and employment outcomes among education graduates.

4. METHODOLOGY

Research Design

This study employed a quantitative descriptive–correlational research design with predictive and tracer study components to examine the predictive role of academic performance on Licensure Examination for Teachers (LET) results and employment outcomes of Bachelor of Secondary Education major in Social Studies graduates of Negros Oriental State University. The descriptive component was used to determine the profile of the respondents in terms of their academic performance, LET ratings, and employment status. The correlational component examined the relationship between academic indicators and LET performance, while regression analysis was utilized to determine whether academic performance significantly predicts licensure examination outcomes. In addition, a tracer study approach was used to determine the employment outcomes of the graduates.

Research Respondents

The respondents of the study consisted of 34 Bachelor of Secondary Education major in Social Studies graduates of Negros Oriental State University who had taken the Licensure Examination for Teachers during the following

examination periods: March 2023, September 2023, March 2024, September 2024, March 2025, and September 2025.

Although the total number of graduates during the specified period was higher, only thirty-four (34) were included in the study because some graduates had not yet taken the licensure examination during the data collection period, while others did not respond to the tracer survey or could not be reached. Thus, the study utilized available respondents with complete academic records and LET results for analysis.

Sources of Data

The study utilized both institutional records and tracer survey responses as sources of data. Academic performance indicators such as Competency-Based Assessment (CBA 1, CBA 2, CBA 3) final grades and Grade Point Average (GPA) were obtained from university academic records with proper authorization.

The Licensure Examination for Teachers (LET) ratings, including scores in General Education, Professional Education, Major (Social Studies), and the overall LET general average, were obtained from official documents or records provided by the graduates.

Data regarding the employment outcomes of the graduates, including type of job, time gap before first employment, and alignment of employment with the BSED Social Studies degree, were gathered using a researcher-developed tracer survey questionnaire.

Research Instrument

A researcher-made tracer survey questionnaire was utilized to collect information about the graduates' employment status and career outcomes. The questionnaire included items that gathered data on the respondents' employment type, the duration before obtaining their first employment after graduation, and whether their current job is aligned with their academic preparation in Social Studies education.

The instrument was structured to ensure clarity and relevance to the objectives of the study and was designed to capture information necessary for analyzing graduate employability and career alignment.

Data Gathering Procedure

Prior to the data collection process, permission was secured from the appropriate university authorities to access the academic records of the graduates. After obtaining approval, the researcher gathered the graduates' academic performance data and LET results from institutional records.

The tracer survey questionnaire was then distributed to the graduates through online platforms and direct communication. Follow-up messages were sent to increase the response rate. Only responses from graduates who had taken the Licensure Examination for Teachers during the identified examination periods and who provided complete information were included in the final analysis.

Statistical Treatment of Data

The data gathered in this study were analyzed using appropriate statistical techniques. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the respondents' academic performance, LET ratings, and employment outcomes.

To determine the relationship between academic performance and LET performance, Spearman's rank-order correlation was employed. Regression analysis was used to determine

whether academic indicators such as CBA 1, CBA 2, CBA 3, and GPA significantly predict LET ratings in terms of General Education, Professional Education, Major, and overall LET general average.

RESULTS AND DISCUSSION

1.1 Trend in the Licensure Examination for Teachers (LET) Performance of BSED Social Studies Graduates of Negros Oriental State University Over the Past Four Years

	March 2023	September 2023	March 2024	September 2024	March 2025	September 2025
OVERALL	6 out of 6 100%	2 out of 2 100%	13 out of 13 100%	4 out of 4 (100)	19 out of 19 (100%)	14 out of 15 (93.33)
NATIONAL PASSING PERCENTAGE	46.95%	56.27%	58.78%	56.89 %	62.27%	72.62%

The trend in the Licensure Examination for Teachers (LET) performance of Bachelor of Secondary Education major in Social Studies graduates of Negros Oriental State University from March 2023 to September 2025 demonstrates consistently high passing rates across the six examination periods. As shown in Table 1.1, the graduates achieved a 100% passing rate in five examination periods, specifically in March 2023 (6 out of 6), September 2023 (2 out of 2), March 2024 (13 out of 13), September 2024 (4 out of 4), and March 2025 (19 out of 19). In the September 2025 LET, the graduates obtained a 93.33% passing rate, with 14 out of 15 examinees successfully passing the licensure examination. Overall, the results indicate that the LET performance of BSED Social Studies graduates from the university consistently exceeded the national passing percentages during the same examination periods.

When compared with the national passing percentages, which ranged from 46.95% to 72.62%, the university’s graduates performed significantly higher than the national average in all six examination periods. This suggests that the teacher education program in Social Studies has been effective in preparing graduates for the licensure examination. Similar findings were reported by Sabornido *et al.* [12], who found that graduates of teacher education programs in certain institutions consistently outperformed the national passing rates in the LET, indicating the strength of their academic preparation and institutional support systems. High licensure examination performance is often associated with effective teacher preparation programs, rigorous academic training, and strong institutional commitment to producing competent educators.

The consistently high passing rates may also reflect the quality of academic preparation received by the graduates during their undergraduate studies. Academic performance has been widely recognized as a significant predictor of licensure examination success among teacher education graduates. For instance, Valle and Brobo [3] found that strong academic achievement among teacher education students is associated with higher performance in the LET. Similarly, Navida and Cocal [4] emphasized that students who perform well in professional education courses and specialization subjects tend to demonstrate better outcomes in the licensure examination.

Moreover, the results of the present study align with the findings of Segumpan *et al.* [2], who emphasized that strong licensure examination performance reflects the effectiveness of teacher preparation programs and the alignment of curricular content with the competencies assessed in the LET. Teacher education institutions that emphasize academic rigor, specialization mastery, and structured review programs are more likely to produce graduates who perform well in licensure examinations.

Despite the slight decline observed in September 2025, where the passing rate decreased to 93.33%, the performance of the graduates remained substantially higher than the national passing percentage of 72.62%. This indicates that the BSED Social Studies program of Negros Oriental State University continues to demonstrate strong licensure examination outcomes, further reinforcing the institution’s capacity to prepare future educators who meet national professional standards.

Table 2.1 CBA Final Grades

Grade	CBA 1		CBA 2		CBA 3		GPA	
	f	%	f	%	f	%	f	%
95 & above Excellent (E)	2	5.9	1	2.9	5	14.7	0	0
92-94 Very Good (VG)	8	23.5	1	2.9	7	20.6	2	5.9
90-91 Good (G)	6	17.7	5	14.7	10	29.4	17	50
88-89 Very Satisfactory (VS)	3	8.8	12	35.3	1	2.9	12	35.3
85-87 Satisfactory (S)	10	29.4	14	41.2	9	26.5	3	8.8
83-84 Fairly Satisfactory (FS)	5	14.7	1	2.9	2	5.9	0	0.00
Total	34	100	34	100	34	100	34	100

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 2.1 presents the distribution of the respondents’ final grades in Competency-Based Assessment (CBA 1, CBA 2, CBA 3) and Grade Point Average (GPA). The data provide an overview of the academic performance of BSED Social Studies graduates of Negros Oriental State University prior to taking the Licensure Examination for Teachers.

For CBA 1, the largest proportion of respondents obtained grades within the Satisfactory (85–87) category with 10 graduates (29.41%), followed by those in the Very Good (92–94) category with 8 respondents (23.53%) and the Good (90–91) category with 6 respondents (17.65%). A smaller number of graduates achieved Fairly Satisfactory (83–84) grades with 5 respondents (14.71%), while Very Satisfactory (88–89) grades were obtained by 3 respondents (8.82%). Only 2 graduates (5.88%) attained an Excellent (95 and above) rating. This distribution suggests that most of the graduates performed within the satisfactory to very good range in their first competency-based assessment.

In CBA 2, the majority of respondents obtained grades in the Satisfactory (85–87) category with 14 graduates (41.18%), followed by Very Satisfactory (88–89) with 12 respondents (35.29%). A smaller proportion of respondents achieved Good (90–91) ratings with 5 graduates (14.71%). Only 1 respondent (2.94%) attained grades in the Very Good (92–94) category, while another 1 respondent (2.94%) obtained an Excellent (95 and above) rating. Similarly, 1 respondent (2.94%) received a Fairly Satisfactory (83–84) grade. These results indicate that the majority of graduates demonstrated satisfactory academic performance in the second competency-based assessment.

For CBA 3, a greater proportion of the respondents achieved higher academic ratings compared to the earlier assessments. The largest group of respondents obtained Good (90–91) grades with 10 graduates (29.41%), followed by Satisfactory (85–87) with 9 respondents (26.47%) and Very Good (92–94) with 7 respondents (20.59%). In addition, 5 respondents (14.71%) obtained Excellent (95 and above) ratings. Only 2 respondents (5.88%) received Fairly Satisfactory (83–84) grades, while 1 respondent (2.94%) obtained a Very Satisfactory (88–89) rating. The results suggest an improvement in academic performance among several respondents in the third competency-based assessment.

With respect to the overall Grade Point Average (GPA), the majority of respondents obtained Good (90–91) ratings with 17 graduates (50.00%), followed by Very Satisfactory (88–89) with 12 respondents (35.29%). Only 3 respondents (8.82%) achieved Satisfactory (85–87) grades, while 2 graduates (5.88%) obtained Very Good (92–94) ratings. Notably, none of the respondents achieved Excellent (95 and above) or Fairly Satisfactory (83–84) ratings in their overall GPA. This indicates that most of the graduates maintained good academic standing during their undergraduate studies.

Overall, the results reveal that the respondents generally exhibited good to satisfactory academic performance in their competency-based assessments and overall GPA. Academic achievement has been widely identified as an important factor influencing licensure examination performance among teacher education graduates. Previous studies have found that higher academic performance during undergraduate studies is associated with better outcomes in the Licensure Examination for Teachers [3; 4]. However, some studies suggest that the relationship between academic performance and LET results may vary depending on other institutional and instructional factors [5; 6].

Table 2.2 LET Ratings

Rating	General Education		Professional Education		Major Social Studies		Average	
	F	%	F	%	F	%	F	%
92-93	3	8.82	2	5.88	0	0.00	0	0.00
90-91	7	20.59	6	17.65	2	5.88	2	5.88
88-89	9	26.47	5	14.71	2	5.88	9	26.47
85-87	4	11.76	10	29.41	7	20.59	7	20.59
83-84	5	14.71	5	14.71	6	17.65	4	11.76
79-82	4	11.76	4	11.76	9	26.47	9	26.47
75-78	2	5.88	2	5.88	8	23.53	3	8.82

70-74	0	0.00	0	0.00	0	0.00	0	0.00
65-69	0	0.00	0	0.00	0	0.00	0	0.00
Total	34	100	34	100	34	100	34	100

Table 2.2 presents the distribution of the respondents' ratings in the Licensure Examination for Teachers (LET) in terms of General Education, Professional Education, Major in Social Studies, and overall average. The table provides an overview of the performance of BSED Social Studies graduates in the different components of the licensure examination.

In the General Education component, the highest proportion of respondents obtained ratings within the 88–89 range with 9 graduates (26.47%), followed by those who achieved 90–91 with 7 respondents (20.59%). A total of 5 respondents (14.71%) obtained ratings within 83–84, while 4 respondents (11.76%) each obtained ratings in the 85–87 and 79–82 ranges. Additionally, 3 respondents (8.82%) achieved ratings within 92–93, indicating relatively strong performance among several graduates in the general education component of the examination. Only 2 respondents (5.88%) obtained ratings within 75–78, and none received ratings below the passing range.

For the Professional Education component, the largest group of respondents obtained ratings within the 85–87 range with 10 graduates (29.41%), followed by 6 respondents (17.65%) who achieved 90–91 ratings. Meanwhile, 5 respondents (14.71%) obtained ratings within both 88–89 and 83–84 categories. In addition, 4 respondents (11.76%) received ratings within 79–82, while 2 respondents (5.88%) obtained ratings within the 92–93 and 75–78 ranges. These results suggest that most respondents performed within the satisfactory to good range in the professional education component of the LET.

In the Major in Social Studies component, the ratings were more varied. The largest proportion of respondents obtained ratings within the 79–82 range with 9 graduates (26.47%), followed by those who achieved 75–78 with 8 respondents (23.53%). A total of 7 respondents (20.59%) obtained ratings within 85–87, while 6 respondents (17.65%) obtained ratings within 83–84. Only 2 respondents (5.88%) achieved ratings within 90–91, and another 2 respondents (5.88%) obtained ratings within 88–89. Notably, none of the respondents achieved ratings within the 92–93 range in the specialization component, suggesting that performance in the major subject area may have been relatively lower compared to other LET components.

In terms of the overall LET average, the largest proportion of respondents obtained ratings within the 88–89 and 79–82 ranges with 9 graduates each (26.47%). This was followed by 7 respondents (20.59%) who obtained averages within the 85–87 category and 4 respondents (11.76%) within the 83–84 range. Only 2 respondents (5.88%) achieved averages within 90–91, while 3 respondents (8.82%) obtained averages within the 75–78 range. These findings indicate that the majority of respondents obtained LET averages within the passing range, reflecting generally satisfactory performance in the licensure examination.

The results of this study support previous research which indicates that LET performance among teacher education graduates often varies across examination components. For

instance, Valle and Brobo [3] observed that graduates tend to perform better in professional education and general education components compared to their major specialization subjects. Similarly, Navida and Cocal [4] reported that performance in professional education courses is closely associated with LET outcomes, highlighting the importance of pedagogical preparation in teacher education programs. Furthermore, the variability in ratings across the LET components suggests that multiple factors may influence licensure examination performance, including academic preparation, specialization mastery, and review program effectiveness. Ardina et al. [5] noted that the relationship between academic performance and LET outcomes may vary depending on institutional factors and instructional practices. Similarly, Dela Fuente [7] emphasized that review programs, curriculum quality, and pre-service teaching experiences play important roles in shaping licensure examination success among teacher education graduates.

Table 3.1 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 LET GenEd	0.567	Moderate	0.001	Significant, Reject the null
CBA 2 vs LET ProfEd	0.328	Low	0.058	Non-significant, Fail to reject the null
CBA 3 vs LET Major	0.035	Negligible	0.844	Non-significant, Fail to reject the null
GPA and LET General Average	0.494	Moderate	0.003	Significant, Reject the null

*Adapted from Calmorin

An r ± 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 ± 1.0 indicates perfect relationship.

Table 3.1 presents the results of the Spearman rho correlation analysis examining the relationship between the respondents' academic performance in Competency-Based Assessments (CBA 1, CBA 2, and CBA 3) and their corresponding Licensure Examination for Teachers (LET) ratings. The analysis also includes the relationship between the respondents' Grade Point Average (GPA) and their overall LET general average.

The results indicate that CBA 1 and LET General Education have a moderate positive relationship with a Spearman rho value of 0.567 and a p-value of 0.001, which is lower than the 0.05 level of significance. This implies that the relationship between CBA 1 and LET General Education ratings is statistically significant. Consequently, the null hypothesis is rejected. This finding suggests that higher performance in the first competency-based assessment tends to correspond with higher ratings in the General Education component of the LET. The result supports the findings of Valle and Brobo [3], who reported that academic performance during

undergraduate studies is associated with licensure examination performance. Similarly, Navida and Cocal [4] emphasized that strong academic preparation in teacher education programs contributes significantly to licensure examination outcomes.

In contrast, the relationship between CBA 2 and LET Professional Education shows a low positive correlation with a Spearman rho value of 0.328 and a p-value of 0.058. Since the p-value is greater than the 0.05 level of significance, the relationship is not statistically significant, and the null hypothesis is therefore accepted. This finding indicates that although there is a slight positive relationship between CBA 2 performance and Professional Education LET ratings, the association is not strong enough to be considered statistically significant. Similar results were observed in the study of Ardina et al. [5], which reported only a weak relationship between academic performance and LET results, suggesting that other factors may influence licensure examination outcomes.

Meanwhile, the relationship between CBA 3 and LET Major (Social Studies) shows a negligible correlation with a Spearman rho value of 0.035 and a p-value of 0.844, indicating no statistically significant relationship between the two variables. This means that the academic performance of the respondents in CBA 3 does not appear to be associated with their performance in the specialization component of the licensure examination. This finding supports the observations of Somosot *et al.* [6], who reported that certain academic indicators may not strongly predict licensure examination performance and that other variables such as admission scores, review preparation, or institutional factors may influence examination outcomes.

Furthermore, the results show that the relationship between GPA and LET General Average demonstrates a moderate positive correlation, with a Spearman rho value of 0.494 and a p-value of 0.003, which is statistically significant at the 0.05 level. This result indicates that higher overall academic performance during undergraduate studies tends to correspond with higher overall LET ratings. Thus, the null hypothesis is rejected. This finding aligns with previous research indicating that academic achievement is an important predictor of licensure examination performance among teacher education graduates [13; 3].

Overall, the results suggest that certain academic indicators, particularly CBA 1 and GPA, demonstrate meaningful relationships with LET performance, while others such as CBA 2 and CBA 3 show limited or negligible associations. These findings imply that although academic achievement plays an important role in predicting licensure examination outcomes, other academic, institutional, and preparation-related factors may also contribute to graduates' success in the LET. As emphasized by Dela Fuente [7] and Dimas [8], factors such as review programs, curriculum alignment, and pre-service teaching experiences may influence licensure examination performance in addition to academic achievement.

Table 4.1 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
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LET General Ed	CBA1	0.22	0.20	9.05	0.005	Significant predictor
LET Professional Ed	CBA2	0.13	0.10	4.78	0.036	Significant predictor
LET Major (P.E)	CBA3	0.08	0.05	2.89	0.099	Not significant
LET Average	GPA	0.40	0.38	21.32	0.000	Strong significant predictor

Table 4.1 presents the results of the regression analysis conducted to determine whether selected academic metrics namely CBA 1, CBA 2, CBA 3, and GPA can significantly predict the performance of BSED Social Studies graduates in the Licensure Examination for Teachers (LET).

The results show that CBA 1 significantly predicts LET performance in General Education with an R^2 value of 0.22, indicating that approximately 22% of the variation in LET General Education scores can be explained by the respondents' CBA 1 grades. The model is statistically significant with an F statistic of 9.05 and a p value of 0.005, which is lower than the 0.05 level of significance. This finding suggests that academic performance in CBA 1 serves as a meaningful predictor of graduates' performance in the General Education component of the LET. This result supports previous studies indicating that strong academic preparation during undergraduate training contributes to success in licensure examinations [3]. Similarly, Pentang et al. [9] emphasized that academic achievement during teacher education programs is closely associated with graduates' professional competency and licensure outcomes.

In terms of CBA 2 and LET Professional Education, the results also show a statistically significant predictive relationship. The model produced an R^2 value of 0.13, which means that 13% of the variation in Professional Education LET scores can be explained by the respondents' CBA 2 grades. The F statistic of 4.78 with a p value of 0.036 indicates that the model is statistically significant at the 0.05 level. This suggests that performance in CBA 2 has a meaningful contribution in predicting graduates' performance in the Professional Education component of the licensure examination. These findings align with the study of Pardo and Relon [11], which emphasized that professional education competencies acquired during teacher education programs play an important role in graduates' employment readiness and licensure performance.

However, the regression results indicate that CBA 3 is not a significant predictor of LET Major (Social Studies) performance. Although the model produced an R^2 value of 0.08, indicating that about 8% of the variation in the LET Major scores could be explained by CBA 3, the model is not statistically significant as reflected by an F statistic of 2.89 and a p value of 0.099, which is greater than the 0.05 significance level. This suggests that academic performance in CBA 3 does not significantly predict graduates' performance in the specialization component of the licensure examination. Similar findings were reported by Palao et al. [20], who noted that although teacher education graduates acquire useful skills from their academic programs, not all academic indicators strongly predict licensure examination

outcomes due to the influence of other factors such as review preparation, examination readiness, and institutional support. Meanwhile, the results reveal that GPA is a strong and significant predictor of the overall LET average. The regression model yielded an R^2 value of 0.40, indicating that 40% of the variation in LET average scores can be explained by the respondents' GPA. The F statistic of 21.32 with a p value of 0.000 confirms that the relationship is highly significant. This finding suggests that overall academic performance during undergraduate studies plays a substantial role in determining graduates' success in the licensure examination. This result supports the findings of Estrella *et al.* [21], who emphasized that academic competencies acquired during teacher education programs contribute significantly to professional success and career outcomes. Likewise, Romadlon and Arifin [22] highlighted that tracer studies consistently demonstrate the importance of academic preparation in shaping graduates' employability and professional development.

Overall, the regression analysis indicates that certain academic indicators particularly CBA 1, CBA 2, and GPA serve as meaningful predictors of LET performance, while CBA 3 does not significantly predict performance in the specialization component of the examination. These findings suggest that while academic performance plays an important role in licensure examination outcomes, other academic and institutional factors may also influence graduates' success in the LET. Such insights highlight the importance of strengthening academic preparation, curriculum alignment, and review support programs within teacher education institutions to further enhance licensure examination performance among graduates.

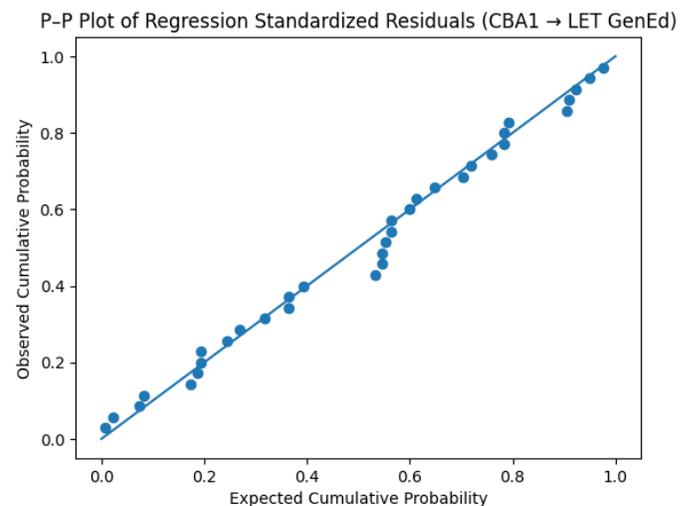


Figure 5.1 P-P Plot of Regression Standardized Residuals for CBA 1 Predicting LET General Education Rating

Figure 5.1 presents the Normal Probability–Probability (P–P) Plot of Regression Standardized Residuals for the regression model examining the predictive relationship between CBA 1 and the LET General Education rating. The P–P plot is used to assess whether the residuals of the regression model follow a normal distribution, which is an important assumption in regression analysis.

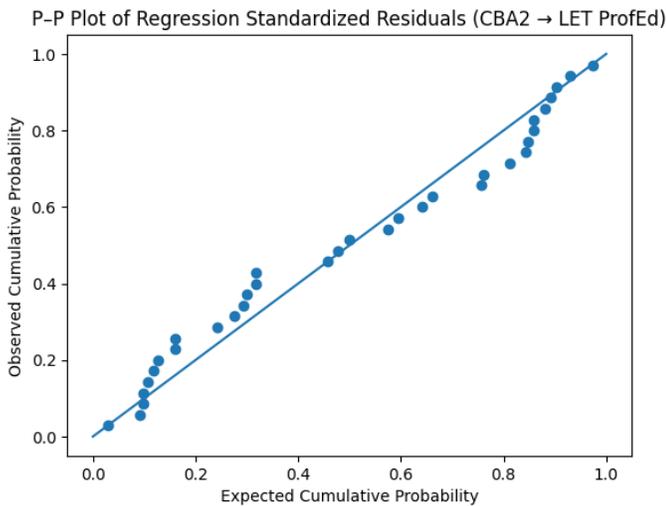


Figure 5.2 P–P Plot of Regression Standardized Residuals for CBA 2 Predicting LET Professional Education Rating

As illustrated in the figure, the plotted residual points generally closely follow the diagonal reference line, indicating that the observed cumulative probabilities correspond well with the expected cumulative probabilities under a normal distribution. The clustering of the data points along the diagonal line suggests that the residuals are approximately normally distributed. Although slight deviations are visible in some areas of the plot, these deviations are minimal and randomly distributed, indicating that there is no serious violation of the normality assumption. The regression model used to predict the LET General Education rating from CBA 1 grades can be expressed using the regression equation: $LET\ GenEd = 31.28 + 0.619 (CBA\ 1)$ This equation indicates that the predicted LET General Education rating increases by approximately 0.619 points for every one-point increase in the CBA 1 grade. The constant value 31.28 represents the estimated LET General Education rating when the CBA 1 score is zero, which serves as the intercept of the regression line. The positive coefficient of 0.619 demonstrates a positive predictive relationship between academic performance in CBA 1 and LET General Education outcomes.

The alignment of the residual points along the diagonal line in the P–P plot further confirms that the regression model is statistically appropriate and satisfies the normality assumption, thereby supporting the validity of the predictive relationship identified in the regression analysis. This finding strengthens the result presented in Table 3.1, which showed that CBA 1 is a significant predictor of LET General Education performance.

The result supports previous studies indicating that academic performance during teacher education programs can significantly influence licensure examination outcomes. For example, Pentang *et al.* [9] emphasized that strong academic preparation contributes to graduates’ competency and professional examination performance. Similarly, Valle and Brobo [3] found that higher academic achievement among teacher education students is associated with better performance in the Licensure Examination for Teachers.

Overall, the P–P plot demonstrates that the regression model meets the assumption of normally distributed residuals, and the regression equation $LET\ GenEd = 31.28 + 0.619 (CBA\ 1)$ confirms that CBA 1 serves as a meaningful predictor of LET General Education ratings among the graduates included in the study.

Figure 5.2 presents the Normal Probability–Probability (P–P) Plot of Regression Standardized Residuals for the regression model examining the predictive relationship between CBA 2 and the LET Professional Education rating. The P–P plot is used to determine whether the standardized residuals of the regression model follow a normal distribution, which is a key assumption in regression analysis.

As illustrated in the figure, the data points generally align closely with the diagonal reference line, indicating that the observed cumulative probabilities are consistent with the expected cumulative probabilities of a normal distribution. Although minor deviations from the diagonal line are present in some sections of the plot, these deviations are small and randomly distributed. This pattern suggests that the residuals of the regression model are approximately normally distributed and that the normality assumption required for regression analysis is satisfied.

The regression model used to predict LET Professional Education performance based on CBA 2 grades is expressed through the regression equation:

$$LET\ Professional\ Education = 33.84 + 0.57 (CBA\ 2)$$

This equation indicates that the predicted LET Professional Education rating increases by approximately 0.57 points for every one-point increase in the CBA 2 grade. The intercept value 33.84 represents the estimated LET Professional Education score when the CBA 2 grade is zero, while the regression coefficient 0.57 indicates a positive predictive relationship between the two variables. This implies that higher performance in CBA 2 tends to correspond with higher ratings in the Professional Education component of the licensure examination.

The distribution of residuals along the diagonal line in the P–P plot confirms that the regression model is statistically appropriate and supports the regression findings presented in Table 3.1, which indicated that CBA 2 is a significant predictor of LET Professional Education performance. This finding highlights the importance of professional education competencies acquired during undergraduate teacher preparation programs.

Previous studies have emphasized that strong preparation in professional education courses contributes significantly to the development of teaching competencies and success in licensure examinations. For instance, Pentang *et al.* [9] noted that the quality of academic preparation in teacher education programs is closely related to graduates’ licensure examination outcomes and professional readiness. Similarly, Pardo and Relon [11] emphasized that teacher education programs that effectively develop pedagogical competencies tend to produce graduates who perform well in professional certification examinations and demonstrate higher employability.

Overall, the P–P plot demonstrates that the regression model satisfies the assumption of normally distributed residuals, and the regression equation $LET\ Professional\ Education = 33.84$

+ 0.57 (CBA 2) confirms that CBA 2 serves as a meaningful predictor of LET Professional Education ratings among the graduates included in this study.

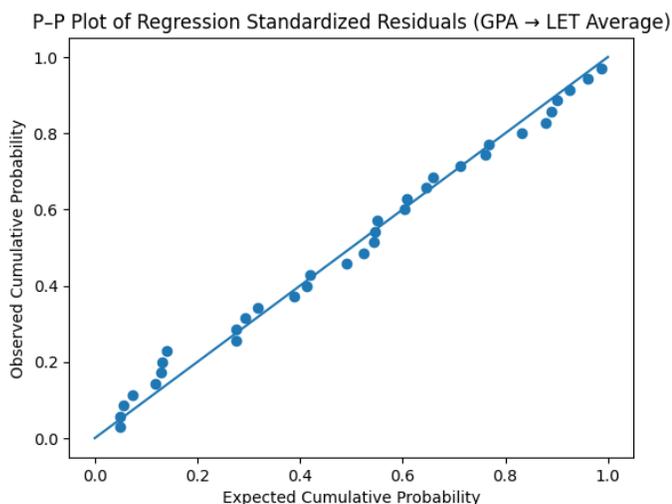


Figure 5.3 P–P Plot of Regression Standardized Residuals for GPA Predicting LET General Average Rating

Figure 5.3 presents the Normal Probability–Probability (P–P) Plot of Regression Standardized Residuals for the regression model examining the predictive relationship between the respondents’ Grade Point Average (GPA) and their LET General Average rating. The P–P plot is used to determine whether the standardized residuals of the regression model follow a normal distribution, which is an essential assumption for validating regression analysis.

As shown in the figure, the data points closely follow the diagonal reference line, indicating that the observed cumulative probabilities correspond closely with the expected cumulative probabilities of a normal distribution. The distribution of the points along the diagonal line suggests that the residuals are approximately normally distributed. Only minimal deviations from the diagonal line are observed, and these deviations appear to be random rather than systematic. This pattern indicates that the normality assumption for the regression residuals is satisfied, thereby supporting the validity of the regression model.

The regression model used to predict the LET General Average rating based on GPA can be expressed through the following regression equation: $LET\ Average = -7.29 + 1.02 (GPA)$. This regression equation indicates that the predicted LET General Average increases by approximately 1.02 points for every one-point increase in GPA. The intercept value -7.29 represents the estimated LET average when the GPA is zero, which serves as the baseline of the regression model. The positive coefficient 1.02 demonstrates a strong positive predictive relationship between GPA and LET General Average, suggesting that higher academic performance during undergraduate studies is associated with higher licensure examination results.

The alignment of the standardized residuals along the diagonal line in the P–P plot confirms that the regression model is statistically appropriate and that the results of the regression analysis are reliable. This finding supports the

regression results presented earlier in Table 3.1, which indicated that GPA is a strong and significant predictor of the LET General Average.

These findings are consistent with previous research emphasizing the role of academic performance in predicting licensure examination outcomes among teacher education graduates. For instance, Pentang et al. [9] highlighted that academic achievement during undergraduate teacher preparation programs contributes significantly to professional competence and licensure examination success. Similarly, Valle and Brobo [3] reported that higher academic performance among teacher education students is associated with better outcomes in the Licensure Examination for Teachers.

Furthermore, tracer studies have shown that strong academic preparation not only contributes to licensure examination success but also enhances graduates’ professional readiness and employability in the teaching profession [22; 21]. The results of this study therefore reinforce the importance of maintaining strong academic standards in teacher education programs.

Overall, the P–P plot confirms that the regression model satisfies the assumption of normally distributed residuals, and the regression equation $LET\ Average = -7.29 + 1.02 (GPA)$ demonstrates that GPA serves as a strong predictor of LET General Average performance among the BSED Social Studies graduates included in this study.

Table 6.1 Employment Status of BSED Social Studies Graduates

Variable	Category	f	%
First Employment After Graduation	Private School	13	38.24
	BPO	7	20.59
	Government (DSWD / State College)	3	8.82
	Online ESL Teaching	1	2.94
	Private Tutor	1	2.94
	Private Company / Business	1	2.94
	Virtual Assistant	1	2.94
	Self-employed	1	2.94
	Private Institution	1	2.94
	Not Yet Employed	5	14.71
Time Gap Before First Employment	No time gap / already working	1	2.94
	Less than 1 month	4	11.76
	1–3 months	12	35.29
	4–8 months	8	23.53
	9–12 months	3	8.82
	More than 1 year	2	5.88
Relevance of First Employment to Degree	Not yet employed	4	11.76
	Yes (Related to BSED Social Studies)	14	41.18

Current Employment Sector	No (Not related)	20	58.82
	DepEd	4	11.76
	Private Schools / Colleges	8	23.53
	BPO Industry	4	11.76
	Government Agencies	2	5.88
	Private Companies / Business	3	8.82
	Self-employed / Private Tutor	2	5.88
	Online / Virtual Work	2	5.88
	Not Yet Employed	9	26.47

Table 6.1 presents the employment outcomes of the BSED Social Studies graduates, including their first employment after graduation, time gap before obtaining employment, relevance of employment to their degree, and current employment sector. The results provide insights into the transition of graduates from higher education to the labor market.

In terms of first employment after graduation, the largest proportion of graduates obtained employment in private schools with 13 respondents (38.24%), indicating that private educational institutions serve as the primary entry point for newly graduated teachers. This was followed by graduates who entered the Business Process Outsourcing (BPO) industry with 7 respondents (20.59%). A smaller number of graduates obtained employment in government institutions such as the Department of Social Welfare and Development (DSWD) and state colleges with 3 respondents (8.82%). Other forms of employment included online ESL teaching, private tutoring, private companies, virtual assistant work, self-employment, and employment in private institutions, each representing 2.94% of the respondents. However, 5 graduates (14.71%) were not yet employed at the time of the study. These findings suggest that while many graduates pursue teaching-related careers, others enter alternative employment sectors while waiting for opportunities in the education field. Similar trends were observed by Pentang *et al.* [9], who reported that teacher education graduates often seek employment in both teaching and non-teaching sectors due to the competitive nature of the education labor market.

With regard to the time gap before obtaining first employment, the majority of respondents secured employment within a relatively short period after graduation. The largest group of graduates obtained employment within 1–3 months with 12 respondents (35.29%), followed by those who secured employment within 4–8 months with 8 respondents (23.53%). Meanwhile, 4 graduates (11.76%) obtained employment in less than one month, while 3 respondents (8.82%) secured employment within 9–12 months. A smaller number of graduates 2 respondents (5.88%) reported waiting more than one year before obtaining employment. Additionally, 1 respondent (2.94%) was already working at the time of graduation, while 4 respondents (11.76%) were not yet employed. These findings indicate that most graduates are able to enter the workforce within a few months after graduation. Previous tracer studies

have similarly shown that many teacher education graduates obtain employment within the first year after graduation, although delays may occur due to limited teaching positions or waiting periods for government hiring [11].

In terms of the relevance of first employment to the BSED Social Studies degree, the results reveal that 14 respondents (41.18%) obtained jobs related to their field of study, while 20 respondents (58.82%) were employed in positions not directly related to their degree. This finding suggests that a considerable number of graduates initially accept non-teaching jobs while waiting for opportunities in the teaching profession. According to Estrella *et al.* [21], teacher education graduates often face delays in obtaining permanent teaching positions, which may lead them to seek alternative employment while pursuing career opportunities aligned with their professional training.

Regarding the current employment sector, the results show that 8 graduates (23.53%) are employed in private schools or colleges, while 4 respondents (11.76%) are employed in the Department of Education (DepEd). Another 4 graduates (11.76%) work in the BPO industry, and 3 respondents (8.82%) are employed in private companies or businesses. Additionally, 2 graduates (5.88%) are employed in government agencies, while 2 respondents (5.88%) are self-employed or working as private tutors. Similarly, 2 graduates (5.88%) are engaged in online or virtual work, reflecting the growing role of digital employment opportunities. However, 9 respondents (26.47%) reported that they were not yet employed at the time of the study. These results highlight the diversity of employment pathways among teacher education graduates and the challenges associated with securing teaching positions in the public education sector.

The findings of this study are consistent with previous tracer studies which indicate that while teacher education graduates possess the competencies necessary for teaching, employment outcomes may vary depending on the availability of teaching positions and labor market conditions [19; 9]. Tracer studies have also emphasized that graduates may temporarily engage in alternative employment sectors while waiting for opportunities in the teaching profession [22].

Overall, the results suggest that although a substantial proportion of graduates are able to obtain employment shortly after graduation, many initially enter non-teaching sectors or experience delays before securing positions aligned with their degree. This highlights the importance of strengthening career support mechanisms, professional development opportunities, and partnerships between teacher education institutions and educational agencies to improve employment outcomes among teacher education graduates.

CONCLUSION

This study concludes that the Bachelor of Secondary Education major in Social Studies program of Negros Oriental State University demonstrated strong outcomes in terms of licensure examination performance, with graduates consistently outperforming the national passing percentages across the six LET examination periods from March 2023 to September 2025. The program’s sustained high passing rates indicate that it has been effective in preparing graduates for

the professional demands of the Licensure Examination for Teachers and in maintaining a level of academic preparation that exceeds national benchmarks.

The academic profile of the respondents further shows that most graduates attained generally satisfactory to good performance in CBA 1, CBA 2, CBA 3, and GPA. Their LET ratings likewise indicate generally satisfactory performance across General Education, Professional Education, Major in Social Studies, and overall LET average, although the specialization component appeared relatively weaker compared with the other examination areas. This suggests that while the graduates were adequately prepared for licensure, the strength of preparation was not uniform across all domains of the examination.

In terms of relationship, the findings establish that CBA 1 has a significant moderate relationship with LET General Education ratings, while GPA has a significant moderate relationship with the LET General Average. In contrast, CBA 2 and CBA 3 did not show statistically significant relationships with LET Professional Education and LET Major ratings, respectively. These results indicate that not all academic indicators exert the same degree of association with licensure outcomes, and that some components of undergraduate academic performance are more closely linked to LET results than others.

The regression analysis further confirms that CBA 1 significantly predicts LET General Education performance, CBA 2 significantly predicts LET Professional Education performance, and GPA serves as a strong significant predictor of the overall LET average. However, CBA 3 did not significantly predict LET Major performance. Taken together, these findings suggest that academic achievement has meaningful predictive value for licensure success, particularly when viewed through broader academic indicators such as GPA, but that specialization performance in the LET may also be shaped by other factors beyond classroom grades alone.

The diagnostic plots also support the statistical validity of the regression models for CBA 1, CBA 2, and GPA, showing that the residuals were approximately normally distributed. This strengthens the conclusion that the significant predictive models generated in the study are appropriate and reliable for explaining selected dimensions of LET performance among BSED Social Studies graduates.

With respect to employment outcomes, the study concludes that the graduates generally entered the workforce within a relatively short period after graduation, most commonly within one to three months. However, their transition to employment did not always occur within jobs aligned with their degree. Private schools emerged as the most common first and current place of employment, while a considerable proportion of graduates entered non-teaching sectors such as the BPO industry or remained unemployed at the time of the study. More than half of the respondents reported that their first employment was not related to their BSED Social Studies degree, indicating that licensure success and academic preparation do not automatically translate into immediate degree-aligned employment.

RECOMMENDATIONS

Curriculum and Instruction

Based on the findings of the study, several recommendations are proposed to enhance both licensure examination performance and employment outcomes of BSED Social Studies graduates.

The College of Teacher Education may strengthen academic support for licensure preparation, particularly in the specialization area of Social Studies where LET performance appeared relatively lower. Academic indicators such as CBA results and GPA may be used as early markers to identify students who may require additional academic assistance and targeted review sessions.

Faculty members may further align course content, instructional strategies, and competency-based assessments with the competencies measured in the Licensure Examination for Teachers. Enhancing mastery in specialization subjects may help improve performance in the major component of the LET.

The institution may also strengthen structured review programs, diagnostic examinations, and remediation activities for graduating students to sustain the consistently high LET passing rates of the program.

In terms of employment outcomes, the university may establish stronger partnerships with the Department of Education, private schools, and other educational institutions to provide clearer employment pathways for graduates. Career guidance and employment preparation programs may also help graduates transition more effectively into teaching-related careers.

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