

MODELING LICENSURE EXAMINATION PERFORMANCE AND EMPLOYMENT OUTCOMES AMONG BSED ENGLISH GRADUATES

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ABSTRACT: This study examined the relationships among academic performance, Licensure Examination for Teachers (LET) outcomes, and employment status of Bachelor of Secondary Education graduates of Negros Oriental State University. Using a descriptive correlational design with predictive and tracer components, data were collected from 37 graduates from 2022 to 2025 who took the LET from March 2023 to September 2025. Academic indicators included CBA 1, CBA 2, CBA 3, and GPA, while LET performance covered General Education, Professional Education, Major, and general average. Employment data were also gathered to assess employability and job alignment. Results revealed consistently high LET performance, with institutional passing rates exceeding national averages. Most respondents demonstrated Very Good to Good academic performance and obtained satisfactory to above-average LET ratings. Correlation analysis showed that CBA 3 and GPA had significant moderate relationships with LET Major and overall average, respectively, while CBA 1 and CBA 2 were not significantly related to LET performance. Regression analysis confirmed that only CBA 3 and GPA significantly predicted LET outcomes, with regression assumptions satisfied. Tracer results showed that most graduates secured employment within six months. However, a majority initially entered non-teaching sectors, which may be attributed to the recency of graduation, as some graduates were still in the early transition phase of employment and had not yet secured teaching positions. The findings highlight the importance of higher-level academic performance in licensure success and the evolving nature of early employment outcomes among graduates.

Keywords: LET performance, academic achievement, GPA, competency-based assessment, tracer study, employability

1. INTRODUCTION

Teacher education institutions (TEIs) play a crucial role in preparing future educators who are expected to meet the professional standards required for effective teaching and national development. In the Philippines, one of the primary indicators of the quality of teacher preparation is the performance of graduates in the Licensure Examination for Teachers (LET), which serves as a national qualifying assessment that determines whether individuals possess the minimum competencies required to enter the teaching profession. As emphasized by Bellen *et al.* [1], the LET functions as a standardized measure of teacher competence and institutional effectiveness, making it a key benchmark for evaluating the outcomes of teacher education programs.

Over the years, numerous studies have examined factors influencing LET performance, with particular emphasis on academic achievement and institutional variables. Academic indicators such as grade point average (GPA), course performance, and competency-based assessments have been widely recognized as significant predictors of licensure outcomes [2; 3]. However, findings across studies remain inconsistent. While some research reports a significant positive relationship between academic performance and LET results [2], others reveal weak or non-significant associations [4]; [5], suggesting that additional factors may influence licensure success. Moreover, studies such as Somosot *et al.* [6] highlight that admission test scores and other pre-entry variables may also contribute to LET outcomes, further complicating the predictive landscape.

Beyond academic predictors, institutional and program-related factors have also been identified as influential in shaping LET performance. These include curriculum alignment, quality of pre-service education, availability of review programs, and instructional practices [7-9]. Such findings underscore the multifaceted nature of licensure performance and the need for comprehensive models that integrate both academic and contextual variables.

Furthermore, longitudinal analyses have revealed disparities in LET performance trends, indicating potential gaps in teacher preparation and support systems, particularly among repeat examinees [10; 11].

In addition to licensure outcomes, graduate employability has emerged as another critical measure of TEI effectiveness. Tracer studies have consistently demonstrated that the employability of graduates reflects the relevance and quality of academic programs [12; 13]. High employment rates among teacher education graduates, particularly in teaching-related fields, indicate strong alignment between academic preparation and labor market demands [14; 15]. However, challenges such as delayed employment, job mismatch, and contractual work conditions persist [16; 17], suggesting that licensure success alone does not guarantee immediate or stable employment.

Recent studies have begun to explore the linkage between academic performance, licensure outcomes, and employment, highlighting the need for integrative approaches. For instance, Salgado *et al.* [18] found that GPA significantly predicts LET performance and employment alignment, whereas LET results alone may not directly translate into job relevance. Similarly, tracer studies emphasize the importance of both technical and transferable skills in enhancing graduates' employability and career progression [19; 20]. These findings suggest that understanding graduate outcomes requires a holistic perspective that goes beyond isolated variables.

Despite the growing body of literature, there remains a limited number of studies that simultaneously examine trends in LET performance, academic predictors, and employment outcomes within a unified analytical framework, particularly among BSED English graduates in specific institutional contexts. Most existing studies focus either on licensure performance or employability, with few integrating both domains using correlational and regression approaches. This

gap highlights the need for comprehensive research that models the relationships among academic indicators, licensure outcomes, and employment status. Specifically, it purports to shed light on the following questions:

1. What is the trend in the Licensure Examination for Teachers (LET) performance of BSED English 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 (English) 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 English 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 English 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 (LET) as a Measure 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 institutions (TEIs) in the Philippines. It serves as a standardized mechanism to assess whether graduates possess the minimum competencies required for professional teaching practice. According to Bellen *et al.* [1], the LET has been extensively studied using descriptive-correlational and documentary analyses, with most research focusing on identifying predictors of licensure performance. Similarly, Dela Fuente [9] emphasized that LET performance reflects institutional prestige and educational quality, as high passing rates signal the ability of TEIs to produce competent graduates.

Empirical studies also highlight trends and disparities in LET outcomes. Segumpan *et al.* [10] reported variations in passing rates between Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) graduates, with

BSEd showing relatively stronger performance. Likewise, Sabornido *et al.* [11] found that although BSEd graduates often outperform national averages among first-time takers, performance declines among repeat examinees, indicating gaps in sustained support mechanisms. These findings reinforce the importance of examining both performance trends and underlying factors influencing licensure outcomes.

Academic Achievement as a Predictor of LET Performance

A significant body of literature identifies academic achievement as a major predictor of LET performance. Studies by Navida and Cocal [2] revealed that academic performance in general education, professional education, and specialization subjects significantly correlates with LET results, with professional education emerging as a strong predictor. Similarly, Valle and Brobo [3] found that graduates with strong academic performance tend to perform better in licensure examinations, particularly in professional education components.

However, not all studies report consistent findings. Ardina *et al.* [4] observed only a weak relationship between academic performance and LET outcomes, suggesting that academic excellence alone may not guarantee licensure success. Likewise, De la Peña *et al.* [5] found that GPA significantly predicts performance in specialization subjects but has limited predictive power for other LET domains. Supporting this, Somosot *et al.* [6] reported only weak correlations between academic performance and LET results, indicating the influence of additional variables such as admission test scores.

Further studies also explored other academic and instructional factors. Dela Rosa and Vargas [21] found minimal association between teachers' attributes and LET performance, except for experiential teaching methods, which showed some influence. Meanwhile, Dimas [7] and Igcasama *et al.* [8] highlighted the role of curriculum, pre-service education, and in-house review programs as critical contributors to licensure success. These findings suggest that LET performance is influenced by a combination of academic, instructional, and institutional factors rather than academic achievement alone.

Institutional and Program-Related Factors Affecting LET Performance

Beyond individual academic performance, institutional factors significantly affect LET outcomes. Studies have identified curriculum alignment, quality of facilities, and effectiveness of review programs as key determinants. Dimas [7] found that curriculum design, in-house review, and pre-service education strongly influence LET performance, while facilities and resources have comparatively weaker effects. Similarly, Igcasama *et al.* [8] reported that pre-service training and motivation are major contributors to licensure success, consistent with attribution theory.

Dela Fuente [9] also emphasized the importance of teacher-related and student-related factors, particularly the role of intensive review classes and laboratory facilities in enhancing performance. These findings align with the broader literature indicating that institutional support systems, including structured review programs and curriculum enhancements, are essential for improving licensure outcomes.

Tracer Studies and Graduate Employability

Tracer studies are widely used to assess the employability and career outcomes of graduates, serving as indicators of program relevance and institutional effectiveness. According to Hapsari and Putra [22], tracer studies provide systematic data on graduates' employment status, job alignment, and utilization of competencies acquired during college. Similarly, Romadlon and Arifin [23] highlighted that tracer studies help evaluate graduate profiles and institutional performance, despite challenges in data collection and respondent tracking.

Empirical tracer studies consistently report high employability rates among teacher education graduates. Reyes *et al.* [13] found that over 90% of BSEd graduates were employed, predominantly in teaching positions, indicating strong alignment between academic preparation and labor market demands. Likewise, Pentang *et al.* [12] and Fabunan [14] reported that most graduates are employed in education-related fields and that their academic preparation is relevant to their current jobs.

However, other studies highlight challenges in employment outcomes. Estrella *et al.* [16] found that although graduates demonstrate strong competencies and job satisfaction, many experience delays in securing employment and face financial limitations. Similarly, Pardo and Relon [17] reported that graduates often begin with contractual or provisional teaching positions with relatively low salaries. Dumayas *et al.* [20] also noted that while employability rates are high, securing permanent positions remains a challenge, particularly for BEEd graduates.

Additional tracer studies further emphasize employment alignment and skill relevance. Francisco and Aquino [15] found that most graduates are employed locally in jobs aligned with their degree, while Pacleb-Ulanday [19] highlighted the importance of employability skills such as communication and interpersonal competencies. Lardizabal [24] and Palao *et al.* [25] also underscored the role of practical skills, instructional strategies, and learning resources in enhancing graduate employability.

Linking Academic Performance, LET Outcomes, and Employment

Recent studies have begun integrating academic achievement, licensure performance, and employment outcomes into a unified framework. Salgado *et al.* [18] demonstrated that GPA significantly predicts both LET performance and employment alignment, whereas LET results alone do not necessarily guarantee job relevance. Similarly, De la Peña *et al.* [5] found that academic performance has limited predictive power for employment, suggesting the influence of other factors such as skills and labor market conditions.

Martirez *et al.* [26] emphasized that employment status and job alignment are critical indicators of the effectiveness of teacher training programs, highlighting the need for continuous curriculum enhancement. Likewise, Pardo and Relon [17] and Dumayas *et al.* [20] stressed the importance of aligning academic preparation with labor market demands to ensure sustainable career outcomes.

Studies focusing on graduate alignment further support this perspective. Dizon and Alacyang [27] found that employment alignment is influenced by educational attainment and

employment status, while Priajana and Sumadi [28] highlighted the importance of aligning competencies with workplace demands. Roquero [29] also reported strong correlations between advanced education and career progression, indicating the long-term impact of academic preparation on employability.

3. SIGNIFICANCE OF THE STUDY

This study is significant as it provides a comprehensive analysis of the relationships among academic achievement, competency-based assessments, Licensure Examination for Teachers (LET) performance, and employment outcomes of Bachelor of Secondary Education (BSED) English graduates. By integrating these variables into a single analytical framework, the study contributes to a deeper understanding of how academic and institutional factors influence both licensure success and employability, thereby addressing existing gaps in teacher education research.

The findings of this study will be beneficial to several stakeholders:

Teacher Education Institutions (TEIs). The results will provide empirical evidence on the effectiveness of academic and competency-based assessments in predicting LET performance and employment outcomes. This will enable TEIs to evaluate and enhance their curriculum, assessment practices, and review programs to better align with licensure requirements and labor market demands.

Curriculum Developers and Academic Planners. The study will offer insights into which academic indicators significantly influence licensure performance and employment alignment. These findings can guide the refinement of course content, competency-based assessments, and instructional strategies to improve student preparedness and professional readiness.

Faculty Members and Instructors. The results will help educators identify areas where students need further academic support and intervention. By understanding the predictors of LET performance, faculty members can strengthen instructional delivery, assessment design, and mentoring practices to enhance student outcomes.

Students and Future LET Takers. The study will provide students with evidence-based insights on the importance of academic performance and competency-based learning in achieving licensure success and securing employment. This may encourage greater academic engagement, motivation, and preparation for the licensure examination.

School Administrators and Policy Makers. The findings will serve as a basis for developing policies and programs aimed at improving licensure performance and graduate employability. This includes strengthening in-house review programs, enhancing pre-service training, and aligning institutional goals with national education standards.

Employers and the Education Sector. The study will offer valuable information on the competencies and qualifications of teacher education graduates, helping employers better understand the preparedness of graduates entering the workforce. This may also promote stronger collaboration between TEIs and industry partners to ensure alignment between training and employment requirements.

Future Researchers. This study will contribute to the existing body of literature by providing a comprehensive

model that links academic performance, licensure outcomes, and employment. Future researchers may use this study as a reference for further investigations, particularly in exploring additional variables or applying similar models in other disciplines and institutional contexts.

4. METHODOLOGY

Research Design

This study employed a descriptive correlational research design with a predictive and tracer component. The descriptive approach was utilized to present the profile of the respondents in terms of academic performance, Licensure Examination for Teachers (LET) results, and employment status. The correlational design was used to determine the relationships between academic indicators, specifically Competency-Based Assessments (CBA 1, CBA 2, CBA 3) and Grade Point Average (GPA), and LET performance. In addition, regression analysis was applied to identify significant predictors of LET outcomes and to develop a predictive model. A tracer study approach was likewise incorporated to examine the employment status, job alignment, and time gap before employment among the graduates.

Respondents of the Study

The respondents of the study consisted of 37 Bachelor of Secondary Education majors in English graduates from Negros Oriental State University covering the academic years 2022 to 2025. Out of the total 47 graduates within this period, only those who had taken the Licensure Examination for Teachers and responded to the tracer survey questionnaire were included in the study. The LET results considered were from the examination periods of March 2023, September 2023, March 2024, September 2024, March 2025, and September 2025. The remaining graduates were excluded because they had not yet taken the licensure examination or did not participate in the data collection process.

Data Gathering Procedure

Data for this study were obtained from two primary sources. Academic data, including CBA 1, CBA 2, CBA 3 final grades, and GPA, were retrieved from official institutional records. Likewise, LET ratings in General Education, Professional Education, Major, and General Average were collected and verified through available records. For the tracer component, a structured questionnaire was administered to gather information on employment status, type of job, time gap before first employment, and alignment of employment with the degree obtained. The questionnaire was distributed through online platforms and direct communication with the graduates. Prior to data collection, necessary permissions were secured from the concerned offices, and respondents were informed of the purpose of the study. Confidentiality and anonymity were strictly maintained throughout the process.

Research Instruments

The study utilized a researcher-developed tracer questionnaire and institutional data records. The questionnaire was designed to collect information related to the employment status of the graduates, including the type of employment, waiting time before securing the first job, and the degree of alignment between their employment and academic preparation. In addition, a data recording sheet was

used to systematically compile secondary data such as CBA 1, CBA 2, CBA 3 final grades, GPA, and LET ratings in General Education, Professional Education, Major, and overall average.

Statistical Treatment of Data

The data gathered in the study were analyzed using appropriate statistical tools. Descriptive statistics such as frequency, percentage, mean, and standard deviation were used to describe the academic performance, LET results, and employment status of the respondents. Spearman's rank-order correlation was employed to determine the relationships between CBA 1 and LET General Education, CBA 2 and LET Professional Education, CBA 3 and LET Major, and GPA and LET General Average. This nonparametric test was chosen due to the small sample size and the possibility of non-normal data distribution. Furthermore, multiple regression analysis was utilized to determine the predictive power of academic variables such as CBA 1, CBA 2, CBA 3, and GPA on LET performance and to develop a regression model for predicting LET outcomes.

RESULTS AND DISCUSSION

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

	Batch 2022	Batch 2023	Batch 2024	Batch 2025
OVERALL	6 out of 6 100%	17 out of 17 (100%)	7 out of 7 (100%)	14 out of 14 (100%)
NATIONAL PASSING PERCENTAGE	46.95%	56.89%	62.27%	72.62%

Table 1.1 presents the trend in the Licensure Examination for Teachers (LET) performance of Bachelor of Secondary Education major in English graduates of Negros Oriental State University from Batch 2022 to Batch 2025. The results reveal consistently high institutional performance across the four-year period. Specifically, Batch 2022, Batch 2023, and Batch 2024 all achieved a 100% passing rate, with 6 out of 6, 17 out of 17, and 7 out of 7 passers, respectively. Similarly, Batch 2025 demonstrated a very high passing rate, with 14 out of 15 graduates (93.33%) successfully passing the LET. When compared with the national passing percentages, which ranged from 46.95% in 2022 to 72.62% in 2025, the institutional performance of the graduates consistently surpassed the national average by a substantial margin. This indicates that the teacher education program of Negros Oriental State University demonstrates strong effectiveness in preparing graduates for licensure success.

The consistently high passing rates across the four-year period suggest a stable and effective teacher preparation program. This finding aligns with the assertion that LET performance serves as a key indicator of institutional quality and instructional effectiveness among teacher education institutions [1; 9]. The ability of the university to maintain near-perfect or perfect passing rates over time further reflects the strength of its curriculum, faculty competence, and review mechanisms.

Moreover, the results are consistent with the findings of Segumpan *et al.* [10], who reported that BSED graduates tend to demonstrate stronger and more stable licensure

performance compared to other teacher education programs. The high performance may also be attributed to effective academic preparation and alignment of coursework with licensure requirements, which have been identified as critical factors influencing LET success [2; 7].

Despite the slight decrease observed in Batch 2025, where the passing rate declined to 93.33%, the performance remains significantly higher than the national average, indicating sustained program quality. This minor variation may be influenced by individual differences among examinees or external factors affecting licensure performance, which have been noted in previous studies [6].

Table 2.1 CBA Final Grades

Grade	CBA 1		CBA 2		CBA 3		GPA	
	f	%	f	%	f	%	f	%
95 & above Excellent (E)	8	21.62	6	16.22	6	16.22	2	5.41
92-94 Very Good (VG)	13	35.14	12	32.43	8	21.62	2	54.05
90-91 Good (G)	7	18.92	10	27.03	11	29.73	1	27.03
88-89 Very Satisfactory (VS)	5	13.51	6	16.22	7	18.92	3	8.11
85-87 Satisfactory (S)	3	8.11	2	5.41	4	10.81	2	5.41
83-84 Fairly Satisfactory (FS)	1	2.70	1	2.70	1	2.70	0	0.00
Total	37	100	37	100	37	100	3	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' academic performance in terms of Competency-Based Assessments (CBA 1, CBA 2, and CBA 3) and Grade Point Average (GPA). The results indicate that the majority of the respondents demonstrated above-average to high academic performance across all academic indicators.

For CBA 1, the largest proportion of respondents (35.14%) obtained a Very Good (92–94) rating, followed by 21.62% who achieved Excellent (95 and above). Only a small percentage of respondents fell within the lower categories, with 2.70% classified as Fairly Satisfactory. This suggests that most students performed well in the initial competency-based assessment, reflecting strong foundational knowledge and skills.

Similarly, for CBA 2, the highest percentage of respondents (32.43%) also obtained a Very Good rating, followed by 27.03% in the Good (90–91) category. The distribution indicates a slight shift toward the middle performance range compared to CBA 1, although the majority still maintained satisfactory to high levels of achievement.

In CBA 3, the performance pattern slightly differed, with the largest proportion of respondents (29.73%) classified under the Good category, followed by 21.62% in both Very Good and Excellent categories. This may suggest increased difficulty or higher performance demands in the third assessment, which aligns with the nature of competency-

based evaluations that often require more advanced application of knowledge and skills.

With respect to GPA, more than half of the respondents (54.05%) were categorized as Very Good, followed by 27.03% under the Good category. Only 5.41% achieved an Excellent GPA, while none fell under the Fairly Satisfactory classification. This indicates that the overall academic standing of the respondents is consistently high, with the majority maintaining strong academic performance throughout their program.

The predominance of Very Good and Good ratings across all academic indicators suggests that the respondents possess a solid academic foundation. This finding is consistent with previous studies that identified academic performance as an important indicator of readiness for licensure examinations [2; 3]. High academic achievement reflects mastery of course content, which is essential for success in standardized examinations such as the Licensure Examination for Teachers.

However, the relatively lower proportion of respondents in the Excellent category for GPA compared to CBA results may indicate that while students perform well in specific competency-based assessments, sustaining consistently excellent performance across all courses is more challenging. This observation aligns with the findings of Ardina et al. [4], who noted that strong academic performance does not always translate into uniformly high outcomes across all academic measures.

Table 2.2 LET Ratings

Rating	General Education		Professional Education		Major English		Average	
	f	%	f	%	f	%	f	%
94-95	0	0.00	2	5.41	5	13.51	0	0.00
92-93	5	13.51	6	16.22	0	0.00	4	10.81
90-91	4	10.81	7	18.92	0	0.00	9	24.32
88-89	12	32.43	12	32.43	3	8.11	12	32.43
85-87	11	29.73	8	21.62	12	32.43	10	27.03
83-84	3	8.11	2	5.41	5	13.51	2	5.41
79-82	2	5.41	0	0.00	8	21.62	0	0.00
75-78	0	0.00	0	0.00	3	8.11	0	0.00
70-74	0	0.00	0	0.00	0	0.00	0	0.00
65-69	0	0.00	0	0.00	1	2.70	0	0.00
Total	37	100	37	100	37	100	37	100

Table 2.2 presents the distribution of the respondents' ratings in the Licensure Examination for Teachers across the three major components, namely General Education, Professional Education, and Major English, including their overall average ratings. The results reveal that the respondents generally attained moderate to above-average performance, with most scores concentrated within the passing range.

In the General Education component, the highest proportion of respondents (32.43%) obtained ratings within the 88–89 range, followed by 29.73% in the 85–87 range. Only a small percentage achieved higher ratings, with 13.51% falling within 92–93 and none reaching the highest bracket of 94–95. This indicates that while the majority of respondents

performed satisfactorily, only a limited number attained outstanding scores in this component.

For Professional Education, a similar pattern is observed, with 32.43% of respondents scoring within the 88–89 range, followed by 21.62% in the 85–87 category. Notably, a slightly higher proportion of respondents (18.92%) achieved scores within the 90–91 range, and 5.41% reached the highest bracket (94–95). This suggests relatively stronger performance in Professional Education compared to General Education, reflecting the emphasis of teacher education programs on pedagogical knowledge and teaching competencies.

In contrast, the Major English component shows a wider distribution of scores, indicating greater variability in performance. The largest proportion of respondents (32.43%) obtained ratings within the 85–87 range, followed by 21.62% in the 79–82 range, and 13.51% in both the 94–95 and 83–84 ranges. Additionally, a small number of respondents scored below 75, indicating that some examinees experienced difficulty in the specialization area. This finding suggests that while some graduates excelled in their major field, others may require further strengthening of content knowledge.

With respect to the overall average ratings, the majority of respondents (32.43%) were within the 88–89 range, followed by 27.03% in the 85–87 range, and 24.32% in the 90–91 range. Only 10.81% achieved ratings within 92–93, and none reached the highest bracket of 94–95. This overall distribution indicates that most respondents performed within the satisfactory to very good level, demonstrating adequate preparation for the licensure examination.

The concentration of scores within the 85–91 range across all components suggests that the respondents possess the minimum required competencies to pass the licensure examination, but only a few achieved excellent performance. This finding aligns with previous studies indicating that teacher education graduates often cluster around average to above-average LET scores, with fewer individuals attaining top ratings [3; 2].

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	-0.054	Negativ Negligible	0.750	Non-significant, Fail to reject the null
CBA 2 vs LET ProfEd	0.191	Negligible	0.259	Non-significant, Fail to reject the null
CBA 3 vs LET Major	0.699	Moderate	<0.001	Significant, Reject the null
GPA and LET General Average	0.540	Moderate	<0.001	Significant, Reject the null

*Adapted from Calmorin

An $r \pm 0.00$ denotes zero correlation.

An r from 0.01 to ± 0.20 deals with negligible correlation

An r from ± 0.21 to ± 0.40 denotes a 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 a high relationship.

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

An $r \pm 1.0$ indicates a perfect relationship.

Furthermore, the relatively stronger performance in Professional Education supports the findings of Navida and Cocal [2], who identified professional education courses as significant predictors of LET performance. The variability observed in the Major English component also reflects prior research suggesting that specialization subjects tend to produce more diverse outcomes due to differences in content mastery and preparation [6].

Table 3.1 presents the relationship between the respondents' Competency-Based Assessment (CBA 1, CBA 2, and CBA 3) grades and their performance in the Licensure Examination for Teachers using Spearman's rho correlation. The results reveal varying degrees of association, indicating that not all academic indicators significantly predict licensure performance.

The relationship between CBA 1 and LET General Education yielded a Spearman rho of -0.054, indicating a negative and negligible correlation. The computed p-value of 0.750 shows that the relationship is not statistically significant, leading to the failure to reject the null hypothesis. This suggests that performance in the initial competency-based assessment does not significantly influence outcomes in the General Education component of the LET. This finding implies that early academic performance may not be a reliable predictor of licensure outcomes, particularly in broader general education domains.

Similarly, the correlation between CBA 2 and LET Professional Education resulted in a rho value of 0.191, which is interpreted as a negligible positive relationship. With a p-value of 0.259, the relationship is also not statistically significant, indicating that CBA 2 performance does not meaningfully predict Professional Education scores in the licensure examination. This result contrasts with some previous studies that identified professional education coursework as a predictor of LET performance, suggesting that other factors such as teaching strategies, review programs, or experiential learning may play a more critical role [2; 21].

In contrast, the relationship between CBA 3 and LET Major demonstrated a rho value of 0.699, indicating a moderate and statistically significant correlation ($p < 0.001$). This result led to the rejection of the null hypothesis, suggesting that performance in CBA 3 is a strong predictor of outcomes in the specialization component of the LET. This finding highlights the importance of advanced or culminating competency-based assessments, which likely reflect higher-order thinking skills and deeper content mastery. This is consistent with prior research indicating that specialization-focused academic performance significantly influences licensure outcomes [2. 6].

Furthermore, the relationship between GPA and LET General Average yielded a rho value of 0.540, which is interpreted as a moderate and statistically significant correlation ($p < 0.001$). This indicates that overall academic performance is a meaningful predictor of licensure examination success. This finding supports the widely established view that GPA serves as a strong indicator of academic preparedness and is positively associated with licensure outcomes [3; 18].

The results collectively suggest that while early and mid-level academic indicators (CBA 1 and CBA 2) may not significantly predict LET performance, higher-level assessments (CBA 3) and overall academic achievement (GPA) play a more critical role. This pattern implies that the depth and complexity of learning, rather than initial performance, are more influential in determining licensure success.

Moreover, the findings align with tracer and predictive studies, which emphasize that not all academic variables equally contribute to licensure performance, and that more advanced or integrative assessments tend to yield stronger predictive validity [6; 18]. The moderate correlation between GPA and LET further reinforces the importance of sustained academic consistency throughout the program.

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
LET General Ed	CBA1	0.018	-0.010	0.64	0.429	Not Significant
LET Professional Ed	CBA2	0.032	0.004	1.16	0.289	Not Significant
LET Major	CBA3	0.118	0.093	4.67	0.038	Significant
LET Average	GPA	0.156	0.132	6.48	0.015	Significant

Table 4.1 presents the regression analysis examining the predictive relationship between academic performance indicators, namely CBA 1, CBA 2, CBA 3, and GPA, and the respondents' performance in the Licensure Examination for Teachers. The results reveal that not all academic metrics significantly predict licensure examination outcomes, highlighting the varying influence of different academic indicators.

The regression model for CBA 1 as a predictor of LET General Education performance yielded an R² value of 0.018, indicating that only 1.8% of the variance in LET General Education scores can be explained by CBA 1. The model produced an F-statistic of 0.64 with a p-value of 0.429, which is not statistically significant. This suggests that performance in CBA 1 does not meaningfully predict outcomes in the General Education component of the licensure examination. This finding implies that early-stage academic assessments may have limited predictive power for licensure performance, particularly in broader knowledge domains.

Similarly, the regression analysis for CBA 2 as a predictor of LET Professional Education performance showed an R² value of 0.032, indicating that only 3.2% of the variance is explained by CBA 2. The F-statistic of 1.16 and p-value of 0.289 further confirm that the model is not statistically significant. This result suggests that mid-level competency-based assessments are not strong predictors of performance in Professional Education. This finding contrasts with some studies that highlight professional education as a key determinant of LET success, suggesting that other factors such as teaching exposure, review interventions, and pedagogical experiences may play a more substantial role [2]; [21].

In contrast, the regression model for CBA 3 as a predictor of LET Major performance yielded an R² value of 0.118, indicating that 11.8% of the variance in LET Major scores is explained by CBA 3. The model is statistically significant, with an F-statistic of 4.67 and a p-value of 0.038. This finding indicates that CBA 3 is a significant predictor of performance in the specialization component of the licensure examination. The result underscores the importance of advanced competency-based assessments, which likely capture higher-order thinking skills and deeper subject-matter mastery. This is consistent with previous studies that emphasize the predictive value of specialization-focused academic performance in licensure outcomes [2; 6].

Furthermore, the regression analysis for GPA as a predictor of LET Average performance revealed an R² value of 0.156, indicating that 15.6% of the variance in overall LET performance is explained by GPA. The model is statistically significant, with an F-statistic of 6.48 and a p-value of 0.015. This suggests that GPA is a significant and meaningful predictor of overall licensure examination performance. This finding supports the widely established view that overall academic achievement is strongly associated with licensure success, as it reflects cumulative knowledge, skills, and academic consistency [3; 18].

P-P Plot of Regression Standardized Residuals (CBA 3 → LET Major)

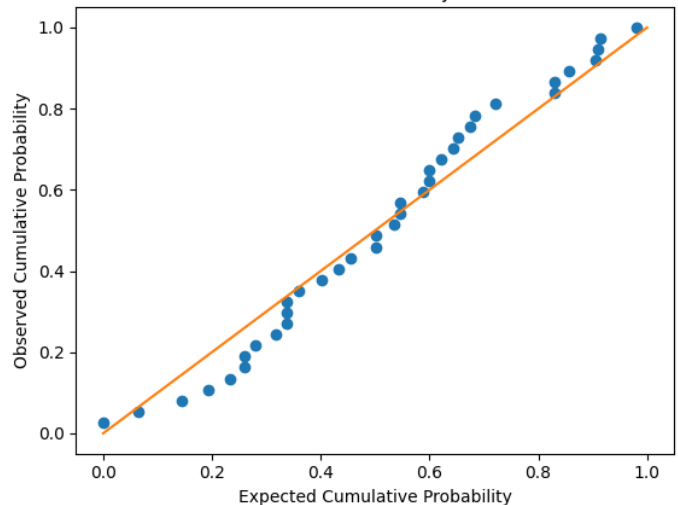


Figure 5.1 P-P Plot of Regression Standardized Residuals for CBA 3 Predicting LET Major Rating

Figure 5.1 presents the Normal Probability Plot (P-P Plot) of the regression standardized residuals for the model predicting LET Major Rating using CBA 3 scores. The P-P plot is used to assess whether the residuals of the regression model are normally distributed, which is a fundamental assumption in linear regression analysis.

As shown in the figure, the data points generally align closely with the diagonal reference line, indicating that the residuals are approximately normally distributed. Although slight deviations are observed at the tails of the distribution, these are minimal and do not indicate serious violations of the normality assumption. Such minor departures from normality are common in educational and behavioral research and are

generally considered acceptable for regression analysis [6]. The regression model derived from the data is expressed as $LET\ Major\ Rating = -10.64 + 1.04 (CBA3)$. The slope coefficient (1.04) indicates that for every one-unit increase in CBA 3, the predicted LET Major Rating increases by approximately 1.04 points, suggesting a positive and meaningful relationship between the variables.

The approximate normal distribution of residuals supports the validity of the regression model, indicating that the estimates are reliable and that the linear model appropriately represents the relationship between CBA 3 and LET Major Rating. This finding is consistent with previous studies emphasizing that advanced academic performance indicators, particularly those reflecting specialization and higher-order competencies, significantly influence licensure examination outcomes [3 ; 2].

Furthermore, the results align with predictive studies, which highlight that higher-level academic assessments tend to exhibit stronger explanatory power in licensure examinations compared to basic or early-stage academic indicators [6]. The statistical significance of the model, combined with the fulfillment of the normality assumption, reinforces the conclusion that CBA 3 is a significant predictor of LET Major Rating.

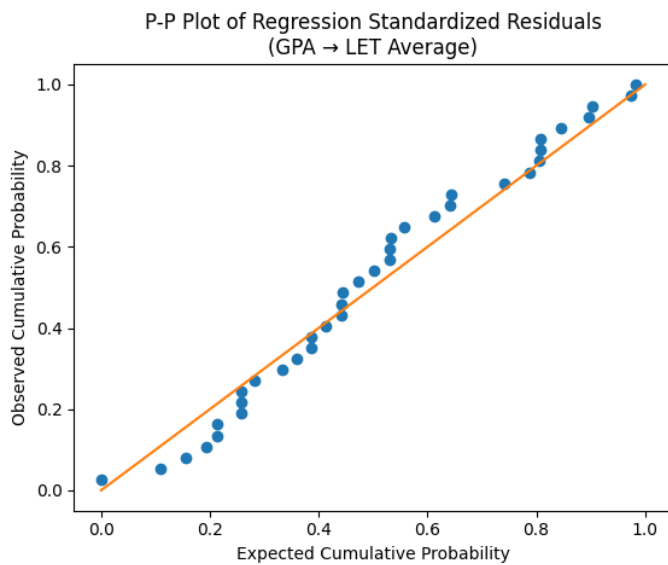


Figure 5.2 P–P Plot of Regression Standardized Residuals for GPA Predicting LET General Average

Figure 5.2 presents the Normal Probability Plot (P–P Plot) of the regression standardized residuals for the model predicting LET General Average using Grade Point Average (GPA) as the predictor variable. The P–P plot is used to evaluate whether the residuals of the regression model are normally distributed, which is an essential assumption for the validity of linear regression analysis.

As observed in the figure, the plotted points generally follow the diagonal reference line, indicating that the residuals are approximately normally distributed. Although slight deviations are visible at the lower and upper tails, these are minimal and do not suggest serious violations of the normality assumption. Such minor departures are common in

educational data and are considered acceptable in regression modeling [6].

The regression model derived from the data is expressed as $LET\ General\ Average = - 11.72 + 1.07 (GPA)$. The slope coefficient (1.07) indicates that for every one-unit increase in GPA, the predicted LET General Average increases by approximately 1.07 points, demonstrating a positive and meaningful relationship between academic performance and licensure outcomes.

The approximate normality of residuals supports the validity and reliability of the regression model. This indicates that GPA is an appropriate predictor of LET General Average and that the model provides unbiased estimates. The result is consistent with previous studies which have established GPA as a strong predictor of licensure examination performance, reflecting cumulative academic achievement and preparedness [3, 2].

Furthermore, the findings align with prior research emphasizing that overall academic performance tends to have stronger predictive power compared to isolated academic indicators, as it captures sustained learning and mastery over time [6]. The confirmation of normality in the residuals further strengthens the robustness of the regression model and supports its use in predicting licensure outcomes.

Table 6.1 Employment Status of BSED English Graduates

Variable	Category	%
First Employment After Graduation	DepEd	5.00
	Private School	20.00
	BPO	40.00
	CHED / Higher Education	10.00
	Government Office	5.00
	Government/Defence Sector	5.00
	Not Yet Employed	5.00
Time Gap Before First Employment	Others	10.00
	1 month or less	30.00
	2–3 months	25.00
	4–6 months	30.00
	7 months – 1 year	10.00
Relevance of First Employment to Degree	More than 1 year	5.00
	Yes	40.00
	No	60.00
Current Employment Sector	DepEd / Public School	5.00
	Private School	20.00
	Higher Education (NORSU/Instructor)	10.00
	BPO	35.00
	Government Office	10.00
	Self-employed	5.00
	Not Employed	5.00
	Others	10.00

Table 6.1 presents the employment profile of the BSED English graduates in terms of their first employment after graduation, time gap before employment, relevance of

employment to their degree, and current employment sector. The results provide important insights into the employability and career alignment of the graduates.

In terms of first employment after graduation, the largest proportion of graduates (40.00%) were employed in the Business Process Outsourcing (BPO) industry, followed by 20.00% in private schools and 10.00% in higher education institutions. Only a small percentage entered the Department of Education (5.00%), government offices (5.00%), and government or defense sectors (5.00%), while 5.00% were not yet employed. This distribution suggests that a considerable number of graduates initially pursue employment opportunities outside the teaching profession. This finding is consistent with tracer studies indicating that education graduates often seek employment in alternative sectors due to limited teaching positions or better immediate employment opportunities [17, 25].

Regarding the time gap before first employment, the results show that the majority of graduates secured employment within six months after graduation, with 30.00% employed within one month or less, 25.00% within two to three months, and another 30.00% within four to six months. Only a small percentage experienced longer waiting periods, with 10.00% taking seven months to one year and 5.00% more than one year. These findings indicate relatively strong employability among graduates, as most were able to enter the workforce within a short period. This supports the assertion that tracer studies are valuable tools in evaluating graduate employability and transition to the labor market [22].

However, in terms of the relevance of first employment to the degree, a notable majority (60.00%) reported that their first job was not related to their field of study, while only 40.00% obtained degree-related employment. This suggests a mismatch between academic preparation and initial employment opportunities. Similar findings were reported in previous studies, which highlight that graduates may initially accept non-teaching jobs due to economic factors, job availability, or career exploration [17]. This phenomenon reflects the broader issue of employment mismatch among education graduates, particularly in the early stages of their careers.

With respect to the current employment sector, the largest proportion of graduates (35.00%) are employed in the BPO sector, followed by 20.00% in private schools and 10.00% in both higher education institutions and government offices. Only 5.00% are currently employed in the Department of Education, while 5.00% are self-employed and another 5.00% remain unemployed. The persistence of a high percentage of graduates in non-teaching sectors indicates that many have either transitioned to alternative career paths or have not yet secured teaching positions. This finding aligns with previous tracer studies emphasizing that while teacher education programs equip graduates with relevant competencies, employment outcomes are influenced by labor market conditions and institutional hiring capacities [25; 29].

Overall, the results suggest that while graduates demonstrate strong employability in terms of securing jobs within a short period, there is a notable gap in alignment between their degree and employment, particularly in their initial career stages. This highlights the need to strengthen career guidance,

job placement support, and alignment between teacher education programs and labor market demands. Furthermore, the findings reinforce the importance of tracer studies in assessing not only employment rates but also the relevance and quality of employment outcomes among graduates [22].

CONCLUSION

This study examined the Licensure Examination for Teachers performance, academic indicators, predictive relationships, and employment outcomes of the graduates under study from Negros Oriental State University. The findings show that the program demonstrated consistently strong licensure performance over the four-year period, with institutional passing rates that remained markedly higher than the national passing percentages. This indicates that the program has sustained a high level of effectiveness in preparing graduates for success in the LET.

In terms of academic profile, most respondents obtained Very Good to Good ratings in CBA 1, CBA 2, CBA 3, and GPA, reflecting generally strong academic preparation. Their LET ratings were likewise concentrated within the passing and above-average ranges, particularly in General Education and Professional Education, while the specialization component showed greater variation in performance. These results suggest that the graduates possessed adequate to strong competencies for the licensure examination, although performance in the major field was less uniform than in the other components.

The correlational findings revealed that not all academic indicators were significantly associated with LET performance. CBA 1 and CBA 2 showed negligible and non-significant relationships with LET General Education and Professional Education, respectively. In contrast, CBA 3 had a statistically significant moderate relationship with LET Major rating, while GPA had a statistically significant moderate relationship with LET General Average. These results indicate that higher-level and more integrative academic measures were more closely associated with licensure performance than earlier competency-based assessments.

The regression analysis further confirmed this pattern. CBA 1 and CBA 2 did not significantly predict performance in LET General Education and Professional Education. However, CBA 3 significantly predicted LET Major rating, and GPA significantly predicted LET General Average. The regression models and residual diagnostics showed that these predictive relationships were statistically acceptable, with the normality assumption reasonably satisfied. Overall, the findings support the view that advanced competency-based performance and cumulative academic achievement are more meaningful predictors of licensure outcomes than earlier assessment results.

With respect to employability, the graduates generally demonstrated the ability to secure employment within a relatively short period, as most obtained their first job within six months after graduation. However, the findings also showed that a substantial proportion entered non-teaching sectors, particularly the BPO industry, both in first employment and current employment. In addition, most respondents reported that their first employment was not

aligned with their degree. This indicates that while the graduates were employable, degree-to-job alignment remained limited, especially in the early stages of employment.

Taken together, the findings lead to the conclusion that the program is highly effective in producing graduates who are academically competent and successful in the LET, particularly when stronger specialization performance and overall academic achievement are present. At the same time, the results show that licensure success does not automatically translate into immediate degree-related employment. Thus, the study underscores the dual reality of teacher education outcomes: strong academic and licensure preparation on one hand, and complex employment pathways on the other.

RECOMMENDATIONS

Based on the findings of the study, it is recommended that Negros Oriental State University sustain the strong academic and institutional practices that have enabled the program to consistently outperform the national passing percentage in the Licensure Examination for Teachers. The consistently high passing rates suggest that the existing curriculum, instructional delivery, and academic support mechanisms are generally effective and should therefore be maintained and continuously strengthened.

Given that CBA 3 and GPA emerged as significant predictors of LET performance, the program may place greater emphasis on strengthening higher-level and integrative academic assessments, particularly those closely aligned with specialization content and licensure competencies. Faculty members may further enhance the design of competency-based assessments so that they better capture the advanced knowledge, analytical skills, and content mastery required in the major field. At the same time, sustained efforts to improve overall academic performance across the program should be prioritized, since GPA was shown to significantly predict LET general average.

Since CBA 1 and CBA 2 did not significantly predict LET performance in General Education and Professional Education, it is recommended that these assessment areas be reviewed for alignment, coverage, and rigor. The program may examine whether the content, structure, and intended outcomes of these assessments sufficiently reflect the competencies measured in the LET. Strengthening the connection between classroom assessments and licensure expectations may help improve the predictive value of earlier academic measures.

The variation observed in the Major English performance indicates the need for additional support in the specialization area. It is recommended that targeted academic interventions be provided to students, particularly in advanced content courses related to English. These may include focused review sessions, enrichment activities, mock examinations, and remediation programs that emphasize weak competency areas in the major field.

In view of the employment findings, the university may strengthen its career guidance, placement support, and employability programs for graduates. While most respondents were able to secure employment within a short period, many initially entered non-teaching occupations and

reported weak alignment between their degree and first employment. This suggests the need for stronger institutional support in linking graduates with teaching-related opportunities in public schools, private schools, and higher education institutions.

It is also recommended that the university strengthen partnerships with the Department of Education, private schools, and other education-related institutions to create clearer employment pathways for graduates. Such linkages may improve the transition of graduates from licensure success to degree-related employment and may help reduce the observed mismatch between academic preparation and initial job placement.

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