

Unveiling the key factors and challenges on the graduates' board performance in the new curriculum

Catheryn C. Panlaqui*

College of Education, Bataan Peninsula State University, Dinalupihan, Bataan, Philippines

*Corresponding Author: ccpanlaqui@bpsu.edu.ph

Article History:

Received 2024-09-30

Accepted 2024-12-21

Keywords:

Bachelor of elementary education curriculum

Board licensure exam for professional teachers (BLEPT) performance

Factors and challenges

ABSTRACT

This study explores the essential factors and challenges shaping the Board Licensure Examination for Professional Teachers (BLEPT) performance of Bachelor of Elementary Education graduates of Batch 2022 within the new curriculum framework. It intended to profile, describe the influencing factors on exam performance in terms of personal, school, and home-related/family factors, discover the challenges perceived to impact performance, and propose a sustainability plan to achieve better performance in the licensure exam. A mixed-method approach, specifically descriptive phenomenology was employed with 51 respondents in the quantitative and 14 participants in the qualitative part. Key findings show the dominance of females (82%) in teacher education, most of them attended the formal review sessions (75%), and the majority are passers (82%). Influences of factors have a very great extent which underscores positive self-perception in personal factors (4.36), satisfaction with school infrastructure, faculty competence, curriculum, and administration (4.57), and a generally supportive family environment, although with variations in parental monitoring (4.28). The challenges include work-life integration, financial strain, and psychological and emotional stress emphasizing the multifaceted nature of exam preparation. No significant disparities emerged based on sex and BLEPT outcome (student/personal factors, $p = .249$; school-related factors, $p = .664$; and home/family-related factors, $p = .855$), highlighting consistent influences across diverse groups. However, significant distinctions were discovered in student and home-related factors between formal review attendees and non-attendees (with Cohen's d values of 0.69 (large effect) and 0.65 (large effect), respectively), emphasizing the impactful role of formal reviews. The study recommends a sustainability action plan to lessen these challenges and enhance the preparation process for future exam takers.

1. INTRODUCTION

This research project addresses Sustainable Development Goal No. 4 which is Quality Education. This global goal aims to ensure inclusive and equitable access to education, focusing on life-long learning opportunities that foster personal growth and development and vital skills for sustainable livelihoods. In light of this, the Philippine Quality Assurance framework guarantees that educational institutions meet meticulous standards. Moreover, it focuses on continuous improvement to enhance learning outcomes and prepare students for the demands of the modern workforce. To achieve excellence toward internationalization, the Philippine Quality Assurance mechanism was established for Higher Education Institutions that involves the conduct of systematic reviews of educational programs and processes. The program accreditation of State Universities and Colleges in the Philippines is carried out by a non-profit and accrediting body known as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP). In the accreditation process, one of the areas being measured is Curriculum and Instruction. Regular reviews and revisions of the curriculum are conducted to evaluate and improve the

program curriculum. The Commission on Higher Education (CHED) released new policies, standards, and guidelines (PSG) for 2017 tertiary curricular programs. This is in response to the changes in the basic education program known as the Basic Education Enhancement Act of 2013 or Republic Act 10533, which improved the Philippine basic education system by strengthening the program and increasing the number of basic education years. Notwithstanding, challenges persist as Baylan (2018) uncovered that many Philippines' teacher education institutions (TEIs) work hard to surpass the national performance rating. Likewise, Tolete et al. (2024) stressed the essence of addressing the continuing instability in BLEPT ratings, and interventions focusing on academic, psychological, and personal challenges.

Bataan Peninsula State University Dinalupihan Campus (BPSU-DC) offers Teacher Education Programs (TEP), one of which is the Bachelor in Elementary Education (BEEd). The said curricular program under CHED Memorandum Order No. 74, s. 2017 stipulates the new Policies, Standards, and Guidelines (PSG) for Bachelor in Elementary Education (BEEd). Additional courses are incorporated into the curriculum upon the recommendation of the clusters after the evaluation. Moreover, the success of the curriculum and effectiveness of instruction will be assessed based on the quality of learning achieved by the students as reflected in the institutional performance rating of the university in the board exam and the employability of the graduates.

The TEP of BPSU-DC will undergo Level IV Accreditation in the year 2025. One of its major requirements is to pass the said status in the licensure exam results of the graduates. The institutional passing rate must achieve 50% above the national passing rate. The Philippine Regulation Commission (PRC) and the Board for Professional Teachers announced last May 2023 that 24,819 elementary teachers out of 60,896 examinees (40.76%) passed the BLEPT on March 19, 2023. It is when the first batch of BEEd graduates of the new curriculum took the said exam and the passers of the campus was 76.42% versus the National Passing Rate of 47.01%.

To effectively enhance and sustain the curriculum, this study investigated the factors and challenges influencing the BLEPT performance among BPSU-DC graduates of Batch 2022 considering the multifaceted approach to understanding the factors. Tinto's Theory of Student Integration highlights integrating academic and social factors in predicting success, examining school-related factors, like institutional support, and reviewing attendance regarding BLEPT outcomes. On the other hand, Bandura's Social Cognitive Theory stresses the role of self-efficacy and the interaction between personal, behavioral, and environmental factors. Finally, Bronfenbrenner's Ecological Systems Theory provides a broader perspective on discovering the influence of home/family environments and societal systems, including educational policies on licensure outcomes.

With these, the study opted to address its objectives: profiling respondents in terms of sex, review attendance, and BLEPT results; identifying the factors influencing performance across student, school, and family factors; examining challenges affecting preparedness; analyzing differences in outcomes according to profile; and proposing outcome-based sustainability plans.

2. METHODS

The study utilized the mixed method of descriptive phenomenology. The purposive sampling technique was employed, with fifty-one BLEPT exam takers from the BEEd program Batch 2022 participating in the survey. Additionally, fourteen participants engaged in the interview portion, where data saturation was reached, ensuring comprehensive insights were gathered. Data collection took place over two months. A researcher-made survey tool was used to determine the profile and the factors influencing the BLEPT performance. It was validated through pilot testing with a Cronbach's alpha 0.99. Descriptive quantitative analysis tools were used like percentage, mean, t-test, and analysis of variance.

Moreover, a semi-structured interview was used for the qualitative part. The transcripts were examined in English through thematic analysis. Key terms were initially identified for manual coding and themes were encapsulated during the data analysis. Ethical considerations were used before the administration of the research instrument. Proper protocols and procedures include the informed consent attached to the survey tool.

3. RESULTS AND DISCUSSION

Profile of the Respondents

Of 51 respondents, 42 or 82% are females and 9, or 18% are males. Female BLEPT takers outnumbered the male examiners, which means a gender gap exists within the BEEd program. Seventy-five percent of the respondents attended the formal review. The high attendance rate highlights the significance of formal review sessions in exam preparation, as evidenced by 82% of respondents passing the exam.

Factors Influencing the Performance in the Board Licensure Examination for Professional Teachers (BLEPT)

The following tables present the factors that influence the performance of graduates in the BLEPT.

1. Student/Personal Factors.

Table 1 reflects the BEED graduates' perception of Student/Personal Factors influencing BLEPT performance.

Table 1. BEED Graduates' Description of Student/Personal Factors Influencing BLEPT Performance

Student / Personal Factors	Mean	SD	Verbal Interpretation
1. I have the internal motivation to achieve goals.	4.76	0.47	Very Great Extent
2. I have provided equal concentration in all courses during my college days.	4.25	0.69	Very Great Extent
3. I have established good study habits.	4.25	0.77	Very Great Extent
4. I have an active engagement in the different classroom activities.	4.31	0.68	Very Great Extent
5. I think critically in making judgments and decisions.	4.41	0.64	Very Great Extent
6. I love reading books, newspapers, and other learning materials.	3.90	0.73	Great Extent
7. I have the determination to accomplish tasks.	4.61	0.57	Very Great Extent
Composite Mean	4.36	0.65	Very Great Extent

Legend: 1.00 – 1.80 = Very Low Extent; 1.81 – 2.60 = Low Extent; 2.61 – 3.40 = Moderate Extent; 3.41 – 4.20 = Great Extent; 4.21 – 5.00 = Very Great Extent

Student/personal factors obtained an average mean of 4.36, indicating that BEED graduates possess these positive attributes to a very great extent. The graduates tend to possess strong internal motivation (4.76), a high level of determination (4.61), critical thinking skills (4.41), active engagement in classroom activities (4.31), equal concentration (4.25), good study habits (4.25) and a love for reading perceived to be a slightly lesser extent (3.90). This positive profile suggests a well-rounded and motivated

group of individuals. The present study supports the claim from previous studies that intrinsic motivation is the highest encouraging factor to pass the board exam (Briones, 2021; Sumicad et al, 2023). Excellent BLEPT performance was attributed to a better academic performance of highly motivated students (Ilgcasama et.al, 2021). In addition, student and personal factors have an average influence on licensure examination performance (Albina et.al, 2022).

2. School-Related Factors

BEED graduates' perception of School-related Factors influencing BLEPT performance is presented in Table 2.

Table 2. BEED Graduates' Description of School-related Factors Influencing BLEPT Performance

School Factors	Mean	SD	Verbal Interpretation
1. The university has provided adequate and functional physical plants and facilities intended for instruction.	4.49	0.54	Very Great Extent
2. The teaching force is composed of qualified and competent instructors and professors.	4.57	0.54	Very Great Extent
3. The program curriculum has provided adequate knowledge, skills, and competencies in General Education, Professional Education, and major subjects	4.63	0.53	Very Great Extent
4. The university is composed of a supportive administration.	4.61	0.53	Very Great Extent
5. The program curriculum offers a holistic approach and is based on the program standards set by the CHED.	4.65	0.48	Very Great Extent
6. The course content is comprehensive and covers all the needed information	4.49	0.54	Very Great Extent
7. The teaching methods and strategies are appropriately and effectively used in instruction.	4.55	0.58	Very Great Extent
Composite Mean	4.57	0.53	Very Great Extent

Legend: 1.00 – 1.80 = Very Low Extent; 1.81 – 2.60 = Low Extent; 2.61 – 3.40 = Moderate Extent; 3.41 – 4.20 = Great Extent; 4.21 – 5.00 = Very Great Extent

Holistic program curriculum based on CHED Standards obtained the highest mean of 4.65. This was followed by the respondents' perception of adequate curriculum in General Education, Professional Education, and Major Subjects, supportive administration, qualified and competent teaching force, appropriate and effective teaching methods, with obtained average of 4.63, 4.61, 4.57, 4.55, respectively. Lastly, adequate and functional physical plants and facilities and comprehensive course content both obtained an average mean of 4.49. The school environment, including facilities, faculty, curriculum, and administration, is perceived positively by BEED graduates to a very great extent as shown in the composite mean of 4.57. The present study confirms previous studies that the school factor has an average influence on licensure exam performance (Albino et. al, 2022). Even in other board programs, faculty, instructional materials, and curriculum positively affect the board performance of test takers (Dayaday, 2018; Delos Angeles, 2019; Sumicad et. al, 2023).

3. Home/ Family-Related Factors

Table 3 shows the BEED graduates' perception of Home-related/Family Factors influencing BLEPT performance.

Table 3. BEED Graduates' Description of Home-/Family-related Factors Influencing BLEPT Performance

Home-related / Family Factors	Mean	SD	Verbal Interpretation
1. Our home is comfortable and conducive for studying.	4.31	0.71	Very Great Extent
2. My parents have provided for all my educational needs.	4.49	0.70	Very Great Extent
3. I have supportive family members whenever I have personal and school-related difficulties.	4.51	0.61	Very Great Extent
4. My parents monitor and supervise my school-related tasks and performance	3.90	1.06	Great Extent
5. I have cordial family relationships where unity, love, and care are present.	4.47	0.78	Very Great Extent
6. My family provided finances for my attendance at a review center in preparation for the board exam.	4.04	1.17	Great Extent
7. My family members relieved me from other household tasks to focus on the review.	4.22	0.99	Very Great Extent
Composite Mean	4.28	0.86	Very Great Extent

Legend: 1.00 – 1.80 = Very Low Extent; 1.81 – 2.60 = Low Extent; 2.61 – 3.40 = Moderate Extent; 3.41 – 4.20 = Great Extent; 4.21 – 5.00 = Very Great Extent

Supportive family members during difficulties and parents providing for educational needs have a very great extent influence on the board performance of the graduates with obtained mean of 4.51 and 4.49, respectively. Graduates feel that they have supportive family members when they have personal and school-related difficulties and parents are perceived as providing for all educational needs. In addition, graduates report that the presence of cordial family relationships with unity, love, and care; a comfortable and conducive home for studying; and relief from household tasks for review have obtained a mean of 4.47, 4.31, and 4.22 respectively, all with a very great extent that can influence board performance. Family-providing finances for attendance at a Review Center and parental monitoring of school-related tasks were found to have a great influence on the board performance of graduates, with a mean of 4.04 and 3.9, respectively.

All home-/family-related factors, with a composite mean score of 4.28 indicate that the home and family environment is perceived confidently. The positive family support is likely to contribute significantly to the graduates' success in the licensure examination. Albina et. al (2022) affirm that the home/ family factor can affect the success of board examinations.

In general, the positive perception of the student/personal factors, school-related factors, and home/family-related factors of the present study as to the board exam performance is similar to the previous findings of Herrero (2015) that the said factors have an average influence on board exam performance.

Challenges Met by the Respondents that Affect the Performance in the Board Exam

Three major themes encapsulate the challenges of exam takers: work-life balance struggle, financial problems, and psychological and emotional stress.

1. Work-Life Integration Struggle

Employed participants experienced difficulty in balancing their work, life, and time in preparing for the board exam. Since college days, the respondents have been self-supporting. The economic crisis brought by the pandemic compelled them to seek employment to support their educational needs. It was hard for them to give full attention to the board exam review because of multifaceted obligations. They are juggling work and family responsibilities while conducting LET reviews.

"Since I got employed even before graduating, it was a challenge to balance work, life, and reviewing for the board. I work the whole week as a teacher and attend reviews on the weekends, which is truly challenging as it was difficult to find rests/breaks in between." (Participant 1)

"...because of work I wasn't able to focus on my review, sometimes I was only able to review twice a week because my body couldn't take it anymore, I was only able to review last week before the exam." (Participant 9)

The recent study aligns with findings from Albina et al. (2021) and Kwi-Soon et al. (2009), emphasizing the individuals' challenges in balancing work and exam preparation. Both studies highlight that newly acquired knowledge due to work commitments makes it difficult to retain due to insufficient study time. Similarly, Drăghici et al. (2022) observed that working students experience heightened academic burnout, with work pressures and test anxiety hindering academic engagement. The present study affirms that inadequate exam readiness, driven by work obligations, is a major obstacle for non-passers, and excessive workload is the cause of why they abandoned their studies (Kwi-Soon et al., 2009). This decreasing motivation is associated with physical and mental exhaustion (Arathuzik and Aber, 1998) which identified work-related burdens as significant barriers to success.

2. Financial Strain

The participants registered for a review class despite budgetary constraints. Attending a formal review class requires adequate funds to sustain the incidental expenses. They endured and surpassed economic difficulties in the study sessions organized by review centers.

"There are so many challenges that I experienced, but putting pressure on myself and lacking financial support are the biggest challenges that I encountered when I was preparing for the board exam. But with the help of our almighty God, I passed the exam." (Participant 4)

"Lack of finances to support my needs such as transportation, etc. I can't afford to check in or rent a room near our School, so we arrived at 1 AM from Dinalupihan to San Fernando" (Participant 5)

According to Moore et. al 2021, financial stress hinders students from succeeding academically. Despite the government initiatives on free tuition fees for college students in the Philippines (RA 10931), parents failed to support their children financially. For this reason, some college students were obliged to look for part-time jobs to fund their personal and family needs.

3. Psychological and Emotional Stress

The participants, as they prepared for the board exam, felt pressure and anxiety due to several challenges like self-doubt, lack of access to resources, balancing responsibilities, high expectations from family members, and lack of a study plan.

"The pressure that I am experiencing is so strong not noticing that I am dragging myself down, discouraging myself. I thought that I needed to attend a review center for me to know what to review and where to start but I have no means to attend..." (Participant 4)

"There were times when I thought there was no improvement in my reviewing, even though I attended all the classes. I needed to focus on my own review while also tutoring kids. The biggest challenge for me was almost losing trust in myself..." (Participant 10)

Life-study balance, psychological readiness, self-trust, and confidence were notably lacking among the participants in the present study. The lack of self-conditioning and enthusiasm are traits that trigger exam-related anxiety (Binayao, 2020). Similarly, Webster (2020), Albina et al. (2022), and Sumicad et al. (2023) reported that unpreparedness, stress, and pressures from high expectations hinder board exam preparation. These negative emotions and high anxiety levels adversely impact performance, emphasizing the importance of readiness and emotional stability. Cabahug et al. (2024) further identified factors contributing to BLEPT failures, such as poor focus on key topics, inadequate study habits, socio-economic and psychological challenges, insufficient institutional support, and lack of academic preparation. These findings are similar to those of Cortez et al. (2017) who highlighted that cognitive and emotional factors are significant predictors of board exam success. Future examinees are encouraged to improve their study plan, maintain concentration on essential subjects, and manage test anxiety effectively to have higher chances of passing the Licensure Examination for Teachers.

Significant Difference in the Factors Influencing the BLEPT Performance when Grouped According to Profile

1. Comparison of Factors Influencing BLEPT Performance when Grouped as to Sex

Table 4. Test of Significant Difference on Factors influencing BLEPT Performance when grouped as to Sex

Factor Category	Sex	Mean	SD	t	p	Decision on Ho	Interpretation
Student / Personal	Male	4.19	0.39	1.17	0.249	Retain	Not Significant
	Female	4.39	0.49				
School	Male	4.51	0.43	0.44	0.664	Retain	Not Significant
	Female	4.58	0.46				
Home-related / Family	Male	4.24	0.46	0.18	0.855	Retain	Not Significant
	Female	4.29	0.73				

Note: at 0.05 level of significance

Independent samples t-test was used to test for differences between male and female BEED graduates' perceptions of factors influencing their BLEPT performance. From the analysis, there is no significant difference in male and female graduates' perception of student/personal factors, $t(49) = 1.17$, $p = .249$; school-related factors $t(49) = .44$, $p = .664$; and home/family-related factors $t(49) = .18$, $p = .855$. While acknowledging possible limitations due to the relatively small sample size, it can be said that respondents' sex may not likely be a factor influencing their perceptions towards any of the factor categories considered in the study. Furthermore, this opens opportunities for future studies to explore other factors that may predict BLEPT performance.

The present study is similar to the findings of Esguerra et al. (2023), who also reported no significant sex differences in the BLEPT performance. However, it differs to some extent in its observation, where female students in specific fields showed limited exposure, which may have influenced performance. On the other hand, Pantolla et al. (2016) highlighted that sex and professional education subjects were

significant predictors of success in the Licensure Examination for Teachers (LET). This variation suggests that while the present study supports the viewpoint that sex is not a decisive factor in BLEPT outcomes, the influence of academic subjects and professional preparation plays a major role in shaping exam performance (Pantolla et al., 2016)

2. Comparison of Factors Influencing BLEPT Performance when Grouped as to Formal Review

Table 5. Test of Significant Difference on Factors Influencing BLEPT Performance when grouped as to attendance to formal review

Factor Category	Attendance to Formal Review	Mean	SD	t	p	Decision on Ho	Interpretation
Student / Personal	Did not Attend	4.12	0.41				
	Attended	4.44	0.48	-2.15	0.037	Reject	Significant
School	Did not Attend	4.65	0.42				
	Attended	4.54	0.47	0.73	0.469	Retain	Not Significant
Home-related / Family	Did not Attend	3.96	0.80				
	Attended	4.39	0.61	-2.02	0.049	Reject	Significant

Note: at 0.05 level of significance

An independent samples t-test was carried out to determine if BEED graduates' perceived factors influencing BLEPT performance, vary between those who attended formal review and those who did not. The results of the analysis fail to provide a sufficient basis to support the alternative hypotheses specifically in terms of school-related factors $t(49) = .73, p = .469$. Considering that the mean scores for both groups are leaning towards the extremely high score (i.e. Very Great Extent), this implies that respondents from both groups have positive perceptions towards the influence of their university on the outcome of their licensure examinations. Further analysis using the same statistical test revealed that those who attended formal reviews ($M = 4.44, SD = .48$) have more positive perceptions of the influence of student/personal-related factors on BLEPT performance, than those who did not attend formal reviews ($M = 4.12, SD = .41$), $t(49) = -.2.15, p = .037$. Effect size was measured using Cohen's d and yielded a value of 0.69, indicating a large effect. In the same vein, a significant difference in perceptions of home- or family-related factors was also found between those who attended formal review ($M = 4.39, SD = .61$ and those who did not ($M = 3.96, SD = .80$), $t(49) = -.2.02, p = .049$, Cohen's $d = .65$ (large effect). Hence, graduates who enroll and attend formal reviews have a better appreciation of the influence of home- or family-related factors on their BLEPT performance.

The findings of the present and the previous study of Briones (2021) affirm that self-motivation, including preparation for the exam, study habits, skills enhancement, and family support, have a crucial role in influencing the BLEPT result. Specifically, the graduates who attended formal review sessions, possessed strong personal determination, and received substantial family support positively impacted the BLEPT outcomes. Psychological readiness, self-discipline, and emotional support influence BLEPT success (Tolete et al., 2024; Briones 2021). Students with a strong support system, academically and from their families, performed better on licensure exams. Noteworthy, those who engaged in formal reviews and had strong family backing showed a greater appreciation of these influences than those who lacked such support and preparation.

3. Comparison of Factors Influencing BLEPT Performance when Grouped as to BLEPT Outcome

An independent samples t-test was carried out to determine if BEED graduates' perceived factors influencing BLEPT performance, vary between passers and non-passers. Results of the analysis fail to provide a sufficient basis to support the alternative hypotheses specifically in terms of student- or

personal factors $t(49) = 1.17, p = .249$, school-related factors $t(49) = .44, p = .664$, and home- or family-related factors $t(49) = .18, p = .855$. While limitations due to sample size are acknowledged, the results challenge the assumption of distinct group-level factors impacting BLEPT outcome, suggesting that an exploration of individual differences in terms of processing and responding to perceived influences may be a more important focus of future related research. Moreover, future research may consider focusing on these individual-level factors like coping mechanisms, learning styles, and resilience to understand how graduates go through these perceived influences. This apparent shift in focus creates an avenue for more targeted interventions, potentially encompassing personalized study plans, focused stress management strategies, and resource access customized to the individual needs of BEEd graduates.

Table 6. Test of Significant Difference on Factors influencing BLEPT Performance when grouped as to BLEPT Outcome

Factor Category	BLEPT Outcome	Mean	SD	t	p	Decision on Ho	Interpretation
Student / Personal	Non-Passer	4.19	0.39	1.17	0.249	Retain	Not Significant
	Passer	4.39	0.49				
School	Non-Passer	4.51	0.43	0.44	0.664	Retain	Not Significant
	Passer	4.58	0.46				
Home-related / Family	Non-Passer	4.24	0.46	0.18	0.855	Retain	Not Significant
	Passer	4.29	0.73				

Note: at 0.05 level of significance

Sustainability Action Plan to Maintain Higher BLEPT Performance Rating of the BEEd Graduates

Table 7 below shows the sustainability action plan to maintain a higher BLEPT performance rating of the BEEd graduates.

Table 7. Sustainability Action Plan to Maintain Higher BLEPT Performance Rating of BEEd Graduates

Key Result Area	Proposed Program/Activities	Challenges	Persons Involved	Source of Fund	Major Final Output
<i>Student/Personal Factors</i>					
1. Promote a Reading Culture	-Launch initiatives to promote a love for reading among BEEd graduates, such as book clubs, reading challenges, and literary events.	Increase the interest in reading books, newspapers, and other learning materials	BPSU Officials, Stakeholders		
2. Implement Study Skills Workshop	-Conduct workshops on effective study habits and time management techniques to support BEEd students	Strengthen good study habits	Alumni CD Dean Program Head	GAA	
3. Establish alumni mentoring programs	-Create alumni mentoring programs where successful graduates can mentor current students, sharing insights and advice on	Foster collaboration among successful alumni to	Concerned Non-Teaching Staff Faculty Students		

	personal and academic success	share the keys to their success	BPSU	
<i>School-Related Factors</i>				
1. Integrate a Comprehensive Course Content	-Ensure that the course content is comprehensive, relevant, and aligned with the teaching profession and educational standards by regular updating of course materials, incorporating emerging trends, research findings, and best practices in education	Keep the course content updated, relevant and aligned to the educational needs of the BEEd Program	Officials, Stakeholders Alumni CD Dean Program Head Concerned Non-Teaching Staff Faculty Students	Increase d BLEPT Perform
2. Conduct a Continuous Curriculum Review	-Implement a systematic process of curriculum review and enhancement based on CHED standards and feedback from stakeholders -Ensure alignment with educational trends and advancement and the evolving needs of BEEd graduates	Enhance BEEd program curriculum	GAA	ance Rating of Teacher Education n Graduates
3. Conduct of In-House LET Review and Final Coaching	-Continuous implementation of in-house LET Review, final coaching, and mock board exam	Sustain the good LET performance of the BEEd program		
<i>Home/Family-Related Factors</i>				
1. Utilize an Education Monitoring Platform	-Utilize the student handbook as a platform for parents to monitor and support children's educational tasks	Lack of monitoring platform for parents to support student's needs		
2. Investigate the issues and challenges because parents fail to provide financial support despite the provisions of government on free tuition fees for college students in SUCs	Conduct qualitative research to explore the underlying issues and challenges to suggest a mechanism to eliminate or minimize the financial struggle of parents in providing support for their children	Lack of financial support from parents		

Table 7 presents the Key Results Areas (KRAs), detailing factors that influence the BLEPT performance of BEEd graduates. Under student/personal factors, initiatives include promoting a reading culture, implementing study skills workshops, and establishing alumni mentoring programs. These are designed to enhance students' interest in reading, strengthen their study habits, and foster collaboration with successful alumni for guidance and inspiration. For school-related factors, measures such as integrating comprehensive course content and conducting regular curriculum reviews are proposed. These efforts aim to ensure the curriculum remains relevant, meets educational standards, and addresses the needs of students. Additionally, the Student Handbook is suggested as an educational monitoring platform to enable parents to track their children's academic progress and tasks effectively.

To address the challenges of parents, particularly their inability to support their children's financial needs, a qualitative study is recommended to explore underlying causes and develop solutions. The intended outcome of these collective efforts, involving university officials, teachers, non-teaching personnel, stakeholders, and students, is to improve BLEPT performance ratings, ensuring a collaborative approach to academic success.

4. CONCLUSION

Most respondents are females, attended the formal review sessions, and passed the BLEPT exam last March 2023. The examiners perceived the factors influencing the BLEPT performance positively, such as student/personal, school-related, and home/family-related factors. The BEEd test takers dealt with balancing work-life challenges, financial difficulties, and anxiety brought by psychological and emotional stress as they prepared for the board exam. It was found that there is no significant difference in the three factors influencing the BLEPT performance of the BEEd graduates when grouped according to profile. However, important distinctions were discovered in student/personal and home-related/family factors between formal review attendees and non-attendees, emphasizing the significant role of formal reviews. The sustainability action plan is proposed to address some challenges by the graduates discovered in the study and maintain the positive perception of the graduates on the three influential factors to pass the board exam. This study acknowledges its limitation in its sample size and the unavailability of longitudinal data. Future research could explore other predictors connected to the theoretical models of academic performance to deepen understanding of how the factors affect the exam results.

5. REFERENCES

Albina, A. C., Balasabas, J. Y., Laquinon, B. J., Pampilo, M. H., & Caballero, L. J. (2022). Factors and challenges influencing the criminologist licensure examination performance through the non-passers' lens. European Journal of Educational Research, volume-11-2022(volume-11-issue-1-january-2022), 365-380. <https://doi.org/10.12973/eu-jer.11.1.365>

Arathuzik D, & Aber C. Factors associated with National Council Licensure Examination-Registered Nurse success. J Prof Nurs. 1998 Mar-Apr;14(2):119-26. doi: 10.1016/s8755-7223(98)80040-9. PMID: 9549215.

Baylan, S.L. (2018). Trend of Performance in Board Licensure Examination for Professional Teachers in Selected Philippine Teacher Education Institutions: Policy Recommendation. International Journal for Innovative Research In Multidisciplinary Field. ISSN: 2455-0620 Volume - 4, Issue - 10, Oct – 2018. https://www.researchgate.net/publication/351282968_INTERNATIONAL_JOURNAL_FOR_INNOVATIVE_Trend_of_Performance_in_Board_Licensure_Examination_for_Professional_Teachers_in_Selected_Philippine_Teacher_Education_Institutions_Policy_Recommendation

Binayao, BS, & Dalez ZI (2020), A phenomenological study of The passers and Non-Passers in the licensure

examination for teachers. Volume 5 - 2020, Issue 8 - August, 5(8), 1704-1721. <https://doi.org/10.38124/ijisrt20aug828>

Briones,LPT, M. A. (2021). Licensure examination: Students' intrinsic and extrinsic factors as success predictor. *Journal of English Education and Linguistics*, 2(2), 93-110. <https://doi.org/10.56874/jeel.v2i2.424>

Briones,LPT, M. A., & Romero, V. A. (2020). Examining the personal factors affecting licensure examination preparation. *Journal of English Education and Linguistics*, 1(2), 72-83. <https://doi.org/10.56874/jeel.v1i2.52>

Cabahug, M. M., Bonghanoy, S. M., Tubog Jr, J., Asingua, A. B., Chen, Q., & Tul-id, C. S. (2024). Graduates are failing in the examination: An ethical investigation on the experiences of board licensure examination for professional teachers (BLEPT) takers. *American Journal of Multidisciplinary Research and Innovation*, 3(2), 1-6. <https://doi.org/10.54536/ajmri.v3i2.2514>

Calubayan, MA C. (2020), Performance of Southern Luzon State University-BS Accountancy in the Board Licensure Examination: A Basis of Proposed Intervention Program, *Journal of Business and Management Studies*, <https://al-kindipublisher.com/index.php/jbms/article/view/854>

Cortez, M., Alipante, A., & Lajato, D. (2017). Binary logistic model on factors affecting the result of licensure examination for teachers (LET). *International Journal of Education and Research*, 5 (5), 279, 288.

Dayaday, M.G. (2018). Factors Affecting the Performance in the Board Examination of Electronics Engineering – University of Southern Mindanao Graduates, *International Journal for Current Research* <https://www.journalcra.com/article/factors-affecting-performance-board-examination-electronics-engineering>

Delos Angeles, M. (2019), Curriculum and Quality of Instruction Factors for Successful Board Examination Performance, *American Journal of Humanities and Social Sciences Research (AJHSSR)* e-ISSN :2378-703X Volume-3, Issue-6, pp-250-253, <https://www.researchgate.net/profile/Marie-Ann-Gladys-Delos-Angeles/publication/334250868>

Drăghici, G.-L., & Cazan, A.-M. (2022). Burnout and maladjustment among employed students. *Frontiers in Psychology*, 13, Article 825588. <https://doi.org/10.3389/fpsyg.2022.825588>

Esguerra, N.A. & Gasmen CF A. (2023) Gender Difference in the Performance of the 2018 UNP Civil Engineering Graduates in the Licensure Exam, *Scholar Journal of Arts, Humanities and Social Sciences*, ISSN 2347-9493 (Print) | ISSN 2347-5374 (Online), DOI: 10.36347/sjahss.2023.v11i01.001

Espartero, JR E. (2022), Factors that Influenced and Problems Encountered in the Criminologist Licensure Examination, *International Journal of Innovative Science and Research Technology* ISSN No:-2456-2165, Volume 7, Issue 5, May – 2022, [https://ijisrt.com/assets/upload/files/IJISRT22MAY1268_\(2\)_\(1\).pdf](https://ijisrt.com/assets/upload/files/IJISRT22MAY1268_(2)_(1).pdf)

Herrero, C. C. (2015). Influence of Selected Factors on CPA Licensure Examination Results. *International Letters of Social and Humanistic Sciences*, 64, 87-93. <https://doi.org/10.18052/www.scipress.com/ilshs.64.87>

Igcasama, A. M., Layao, J., Magallano, S. M., & Maloloy-On, M. (2021). Factors Affecting the Licensure Examination for Teachers (LET) Performance of Saint Michael College of Caraga from 2017-2019. *SMCC Higher Education Research Journal*, 3(1). <https://doi.org/10.18868/cte.03.060121.01>

Kwisoon, C. & Bok-Sun Y. Korean Nurses' Experience of Preparing for and Taking the National Council Licensure Examination for Registered Nurses. (2009). *Asian Nursing Research*, 3(4), 177-185. [https://doi.org/10.1016/S1976-1317\(09\)60029-3](https://doi.org/10.1016/S1976-1317(09)60029-3)

Moore A, Nguyen A, Rivas S, Bany-Mohammed A, Majeika J, Martinez L. A qualitative examination of the impacts of financial stress on college students' well-being: Insights from a large, private

institution. SAGE Open Medicine. 2021;9. doi:10.1177/20503121211018122

Pantolla, H. G., Bunag, E. S., & Padilla, C. M. (2016). Likelihood Estimation of Passing the Licensure Examination For Teachers (LET) Using Multivariate Method. Journal of International Scholars Conference-EDUCATION/SOCIAL SCIENCES (Vol. 1, No. 2, pp. 174-184).

Sumicad, R. P., Balanga, E. A. C., Con-ui Cuevas, G., Gimarangan, R. T., Pacaldo, J. M., & Lawan, A. M. (2023). Perceived Psychological Preparedness of the New Tertiary Curriculum Graduates in Taking the Professional Board Examination. Journal of Learning and Development Studies, 3(3), 01-26. <https://doi.org/10.32996/jlds.2023.3.3.1>

Tolete, H. E., Malelang, J. R., & Nanad, H. S. (2024). Influencing variables on teacher education graduates' performance in the licensure examination for teachers. International Journal of Research Studies in Education, 13(2), 109-122. <https://doi.org/10.5861/ijrse.2024.24810>

Webster, K. (2020). Student Perceptions of Barriers to Professional Exam Success. Internet Journal of Allied Health Sciences and Practice. <https://doi.org/10.46743/1540-580x/2020.1853>

<https://www.globalgoals.org/goals/4-quality-education/>