



FACTORS INFLUENCING THE LEVEL OF PREPAREDNESS FOR LICENSURE EXAMINATION FOR TEACHERS (LET) AMONG PRE-SERVICE TEACHERS

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ABSTRACT

This study determined the factors influencing the preparedness of Bachelor of Secondary Education (BSEd) pre-service teachers at Samar Colleges, Inc. for the Licensure Examination for Teachers (LET) during Academic Year 2024–2025. It aimed to describe the respondents' profiles in terms of age, sex, family income, specialization, and attendance in LET review sessions, as well as their attitudes toward these sessions, and to assess the extent to which academic, personal, and psychological factors contributed to their preparedness. Utilizing a descriptive-correlational quantitative design, data were gathered through a survey questionnaire and analyzed using descriptive statistics such as frequency, percentage, weighted mean, and standard deviation, alongside inferential tools including the Chi-Square Test of Independence, Cramer's V, and Spearman's Rank-Order Correlation. Results indicated that demographic variables such as age, sex, and family income had no significant relationship with LET preparedness, while attendance in review sessions was a critical determinant. Academic diligence, personal motivation, and institutional support also emerged as key contributors to readiness. These findings underscore the importance of strengthening review programs, embedding LET-focused strategies within the curriculum, and providing holistic support services that address academic, personal, and emotional needs. Overall, LET preparedness is shaped by the interplay of individual commitment, institutional initiatives, and supportive learning environments, suggesting that teacher education programs should integrate review opportunities, mentoring, and wellness initiatives throughout the training years to ensure

that pre-service teachers are fully equipped to succeed in the licensure examination and in their future professional practice.

Keywords: *Licensure Examination for Teachers, Pre-service teachers, Academic preparedness, psychological factors, Institutional support, Review sessions*

INTRODUCTION

Preparing for the Licensure Examination for Teachers (LET) is a significant milestone for every pre-service teacher. LET is more than an assessment of academic knowledge. It measures one's readiness to enter the profession with competence, confidence, and integrity. However, many pre-service teachers feel uncertain about their preparedness. This uncertainty comes from challenges in academics, limited resources, psychological pressures, and socio-economic conditions. Addressing these issues is crucial to ensure teacher education programs truly prepare graduates not only to pass the examination but also to make meaningful contributions to the teaching profession.

Teacher quality is often seen as the most important school-related factor affecting student achievement. Good teachers have the greatest impact on student learning outcomes. Licensure examinations act as quality control measures to ensure that new educators meet the necessary standards before entering the classroom (Hanushek, 2011).

Globally, teacher education must overcome challenges in producing graduates ready for licensure. In many developing countries, underfunded institutions, insufficient training facilities, and weak regulations lead to inconsistent teacher preparation, which leaves pre-service teachers unprepared for the demands of the profession (Moon, 2019).

In the Philippines, government efforts have aimed to improve teacher education through reforms and policies. Republic Act No. 11713, the Excellence in Teacher Education Act, along with CHED Memorandum Order No. 74, s. 2017, focused on aligning teacher preparation with the K–12 curriculum and international standards. This also includes improving partnerships with schools for practicum training (Teacher Education Council, 2023).

The experience of Samar Colleges, Inc., a private Teacher Education Institution (TEI) in Catbalogan City, highlights these challenges. Institutional data show fluctuating LET passing rates: 35.71 percent in January 2022, 23.81 percent in March 2022, a slight recovery to 30.61 percent in September 2023, and more promising results in 2024 with 34.04 percent in March and 37.65 percent in September. First-time takers consistently achieved higher passing rates—58.82 percent and 64.71 percent—than repeaters, who continued to underperform (College of Education, Samar Colleges, Inc., 2024). Previous studies point to several academic and personal factors that influence licensure examination performance. Academic achievement, preparation strategies, and study

habits are significant predictors of exam success, indicating that both classroom learning and individual effort play major roles (Ali et al., 2013).

Psychological factors also greatly affect preparedness. Students with higher self-efficacy and stronger beliefs in their own abilities are more likely to work hard and persist through exam-related challenges, increasing their chances of success (Schunk & Pajares, 2002).

Additionally, non-cognitive skills such as time management, motivation, and effective study habits significantly predict performance on standardized tests. These findings suggest that preparedness depends not only on academic training but also on personal discipline and psychological resilience (Credé & Kuncel, 2008).

This study explored the academic, personal, and psychological factors that influence LET preparedness among pre-service Bachelor of Secondary Education (BSEd) pre-service teachers at Samar Colleges, Inc. By concentrating on a provincial Teacher Education Institution, the research sought to provide specific insights that can help guide institutional reforms and support mechanisms. Ultimately, the results would inform local interventions and contribute to the broader national discussion on teacher licensure, aiming to strengthen teacher education and improve education quality in the Philippines.

Research Questions

This study determined the factors influencing the level of preparedness for Licensure Examination for Teachers (LET) among Bachelor of Secondary Education (BSEd) Pre-service Teachers of Samar Colleges, Inc., City of Catbalogan during the Academic Year 2024-2025.

Specifically, this study sought answers to the following questions:

1. What is the profile of the student-respondents in terms of the following questions:
 - 1.1 age and sex;
 - 1.2 gross monthly family income;
 - 1.3 field of specialization;
 - 1.4 attendance during LET review sessions; and
 - 1.5 attitude toward LET review sessions?
2. What are the factors influencing the level of preparedness LET among student-respondents in terms of the following parameters:
 - 2.1 academic factors;
 - 2.2 personal factors; and
 - 2.3 psychological factors;
 - 2.4 level of preparedness?
3. Is there a significant relationship between the factors influencing the level preparedness for LET among student-respondents along with the aforementioned parameters and each of their profile variates?

4. What implications may be derived based on the findings of the study?

METHODOLOGY

This study was conducted in a private higher education institution in Samar, Philippines, during the Academic Year 2024–2025. A descriptive-correlational research design was employed to examine the factors influencing the preparedness of Bachelor of Secondary Education (BSEd) pre-service teachers for the Licensure Examination for Teachers (LET). The descriptive component was utilized to present the respondents' demographic profile and assess the extent of academic, personal, and psychological factors affecting preparedness. The correlational component determined the relationships between respondents' profiles and the identified factors without manipulating the study environment.

The population consisted of 206 BSEd pre-service teachers. A simple random sampling technique was used to ensure that each member of the population had an equal chance of selection (Creswell & Creswell, 2018). Using Slovin's formula with a 5% margin of error, a sample size of 136 was determined. A total of 135 respondents participated in the study, yielding a response rate of 99.26%. The respondents' demographic characteristics included age, sex, gross monthly family income, field of specialization, and attendance in LET review sessions.

Data were collected using a structured questionnaire adapted from Pachejo and Allaga (2013). The instrument was designed to measure factors influencing LET preparedness and consisted of two parts. Part I gathered demographic information through supply-type and checklist items. Part II comprised 40 items distributed across four domains: (a) academic factors, (b) personal factors, (c) psychological factors, and (d) level of preparedness, with 10 items per domain. Responses were measured using a four-point Likert scale: 4 – Strongly Agree, 3 – Agree, 2 – Disagree, and 1 – Strongly Disagree.

Although the instrument was adopted from a previously validated study, it underwent expert validation to ensure contextual relevance, clarity, and alignment with the objectives of the present research. The questionnaire was reviewed by the research adviser and a panel of faculty experts, and revisions were made based on their recommendations. Pilot testing was not conducted due to the established validity of the original instrument.

The data gathering procedure involved securing permission from appropriate authorities, followed by the distribution of questionnaires to the selected respondents. The researchers personally administered and retrieved the instruments to ensure a high retrieval rate and accuracy of responses. Ethical considerations, including voluntary participation, confidentiality, and anonymity of respondents, were strictly observed throughout the process.

Quantitative data were analyzed using both descriptive and inferential statistics. Frequency, percentage, mean, and standard deviation were used to summarize the respondents' profiles and assess the level of influencing factors. Prior to inferential analysis, data normality was tested using the Shapiro-Wilk test. For normally distributed data, Pearson's Product-Moment Correlation was applied, while Spearman's Rank-Order Correlation was used for non-normally distributed data. These statistical treatments enabled the identification of significant relationships between variables.

The scope of the study was limited to BSEd pre-service teachers enrolled in one private institution in Samar during the specified academic year. It focused on selected demographic variables and three major influencing factors—academic, personal, and psychological—in relation to LET preparedness. The findings are based on self-reported data, which may be subject to response bias. Moreover, the results may not be generalizable to other institutions or populations due to differences in context, curriculum, and review practices.

RESULTS

The following are the results of the study.

Table 1
Age and Sex Aggregation of the Student-Respondents

Age Range	Sex		Total	
	Male	Female	f	%
	f	f		
17–20	1	6	7	5.19
21–24	35	79	114	84.44
25–28	1	5	6	4.44
29–32	2	1	3	2.22
33–36	1	2	3	2.22
37–40	0	1	1	0.74
41–44	0	0	0	0
45–48	1	0	1	0.74
Total	41	94	135	100
Mode	22 years old			

$\omega = p < .001 < .05$ not normally distributed

Table 2
Gross Monthly Family Income

Income	F	%
Less than ₱10,000	79	58.52
₱10,001 - ₱20,000	37	27.41
₱20,001 - ₱30,000	13	9.63
₱30,001 - ₱40,000	4	2.96
₱40,001 and above	2	1.48
Total	135	100

Table 3
Field of Specialization of the Student-Respondents

Field of Specialization	Total	%
English	46	34.07
Filipino	16	11.85
Mathematics	13	9.63
Science	25	18.52
Social Studies	30	22.22
Others	5	3.70
Total	135	100.00

Table 4
Attendance During LET Review Sessions

Attendance	f	%
Regular (always attended)	101	74.81
Rare (attended only a few times)	2	1.48
Occasional (sometimes attended)	26	19.26
Never Attended	6	4.44
Total	135	100.00

Table 5
Attitude Towards LET Review Sessions

Attitude	f	%
Interested	53	39.26

Not Interested	1	0.74
Very Interested	81	60.00
Strongly Opposed	0	0.00
Total	135	100.00

Table 6
Factors Influencing the Level of Preparedness for the Licensure Examination for Teachers

Statements	WM	SD	I
A. Academic Factors			
1. I consistently perform well in my major subject's courses.	2.97	0.75	A
2. I have a solid understanding of general education subjects.	2.94	0.73	A
3. I regularly review LET related materials.	2.87	0.70	A
4. I am familiar with the LET structure and standards	2.90	0.76	A
5. My academic performance reflects my LET readiness	2.96	0.72	A
6. I have developed effective study habits	2.93	0.74	A
7. I participate actively in academic discussions or study groups.	3.02	0.75	A
8. I take the initiative to review topics I find difficult.	3.09	0.70	A
9. I apply various study strategies when preparing LET	3.09	0.79	A
10. I am confident in my academic ability to pass the LET	3.08	0.80	A
	Mean 2.99	0.08	A
B. Personal Factors			
1. I am highly motivated to pass the LET.	3.25	0.94	A
2. I manage my study time effectively.	2.96	0.84	A
3. I maintain a balance between personal responsibilities and study time.	3.06	0.78	A
4. I feel confident in my ability to pass the LET	3.09	0.87	A
5. I study even when there are no scheduled reviews or statements.	2.81	0.77	A
6. I avoid procrastination when it comes to LET preparation.	2.96	0.74	A

7. I seek help when I find topics difficult to understand.	3.10	0.83	A
8. Personal issues (family, financial, health) affect my preparation time	2.89	0.84	A
9. I experience anxiety when thinking about the LET	2.86	0.85	A
10. I am disciplined and consistent with my LET study plan.	2.96	0.82	A
Mean	2.99	0.13	A

C. Institutional Factors			
Statements	WM	SD	I
1. Samar Colleges, Inc. provides adequate review materials for LET preparation.	3.05	0.77	A
2. The faculty encourages students to prepare for the LET early.	3.06	0.83	A
3. LET Review sessions provided by institution are well-organized.	3.08	0.82	A
4. I have access to review classes or lectures sponsored by the school.	2.96	0.76	A
5. The school facilitates mock LET examinations.	2.94	0.80	A
6. I receive updates and guidance regarding LET registration and schedules.	2.90	0.73	A
7. The school provides motivational or counseling support related to LET.	2.95	0.79	A
8. My professors integrate LET related activities into regular classes.	3.02	0.85	A
9. The institution reinforces financial assistance or subsidies for LET reviews.	2.64	0.90	A
10. I feel supported by the school in my LET preparations.	2.93	0.79	A
Mean	2.95	0.12	A

D. Level of Preparedness			
Statements	WM	SD	I
1. I am emotionally and mentally prepared for the LET.	2.93	0.77	A
2. I have completed a personal review of LET related topics.	2.72	0.79	A
3. I am confident in my content knowledge across all test areas.	2.80	0.79	A
4. I know what to expect during the LET.	2.92	0.78	A
5. I have taken at least one full-length practice LET exam.	2.82	0.77	A

6. I am aware of my strengths and weaknesses as a test-taker.	3.10	0.81	A
7. I have a clear study plan leading up to the LET.	2.90	0.76	A
8. I have gathered all necessary review materials.	2.87	0.81	A
9. I can manage test anxiety effectively.	2.92	0.81	A
10. I believe I am fully prepared to pass the LET on my first attempt.	3.05	0.89	A
Mean	2.95	0.12	A

Overall Weighted Mean 2.96 Agree

Legend:

3.50–4.00 = Strongly Agree (SA)
 2.50–3.49 = Agree (A)
 1.50–2.49 = Disagree(D)
 1.00–1.49 = Strongly Disagree (SD)

Weighted Mean (WM)
 Interpretation (I)

Table 7
Relationship Between Factors Influencing LET Preparedness and Each of the Profile Variates

Variates	Coefficient	p-value @0.05	Evaluation	Decision
Age	$\rho = 0.166$	0.55	NS	Accept H_0
Sex	$\chi^2 = 76.402$ $V = 0.752$	0.593	NS	Accept H_0
Gross Monthly Family Income	$\rho = 0.074$	0.397	NS	Accept H_0
Field of Specialization	$\chi^2 = 532.88$ $V = 0.751$	0.789	NS	Accept H_0
Attendance During LET Review Sessions	$\chi^2 = 488.52$ $V = 0.851$	0.002	S	Reject H_0
Attitude Toward LET Review	$\chi^2 = 241.48$ $V = 0.772$	0.461	NS	Accept H

DISCUSSION

Table 1 presents the distribution of respondents according to age and sex. The data reveal that most respondents fall within the 21–24 age range (84.44%), a typical profile of pre-service teachers in their final years of undergraduate study. Smaller proportions are distributed across the 17–20 (5.19%), 25–28 (4.44%), and older age groups, indicating that only a minority pursue teacher education beyond the traditional college age. Females (69.63%) notably outnumber males (30.37%), reflecting the continued dominance of women in education programs.

The analysis shows that the respondents are predominantly young adults, consistent with the expected characteristics of LET-bound students nearing graduation. This supports Figuerrez (2013) and Pachejo and Allaga (2013), who linked age and academic maturity to stronger exam preparedness through academic exposure and practicum experiences. Likewise, the female predominance affirms the findings of Esmeralda and Espinosa (2015) which highlighted women's greater confidence and preparedness in both general and professional education.

The interpretation of this demographic profile suggests that age and sex are not merely background characteristics but potential factors influencing licensure performance and test-taking behavior. These patterns provide essential context for the succeeding parts of the study, particularly in examining how demographic variables relate to academic readiness and outcomes.

Table 2 presents the gross monthly family income of the respondents. The data reveal that the majority (58.52%) come from families earning less than ₱10,000 per month. Only 1.48 percent belong to households earning ₱40,001 and above, while the rest fall within the low- to lower-middle-income brackets. This indicates that most preservice teachers at Samar Colleges, Inc. face financial limitations that may restrict their access to review programs, study materials, and other resources essential for LET preparation.

This finding affirms the studies of Figuerrez (2013) and Esmeralda and Espinosa (2015), who emphasized that socioeconomic status strongly affects academic achievement and exam readiness. Consistent with Pachejo and Allaga (2013), students from low-income households may experience stress, lack of confidence, and missed review opportunities due to financial hardship. Hence, the predominance of low-income respondents highlights the importance of scholarships, subsidized review programs, and other forms of institutional support to strengthen LET preparedness.

Table 3 presents the distribution of the student-respondents according to their field of specialization in the BSEd program. The data reveal that the largest group are English majors (34.07%), followed by Social Studies (22.22%) and Science (18.52%). Smaller proportions specialize in Filipino (11.85%) and Mathematics (9.63%), while 3.70 percent of the respondents did not state their specialization. This distribution indicates the strong enrollment in English and Social Studies, reflecting their continued appeal as major fields in teacher education.

In contrast, the relatively lower representation in Mathematics and Science highlights an existing gap in STEM-related specializations, which are key areas in the country's education system. Valle and Brobo (2022) emphasized that field of specialization significantly influences LET performance, particularly when aligned with students' competencies and review opportunities. Likewise, Esmeralda and Espinosa (2015) noted that the closer the alignment between specialization and teaching readiness, the greater the confidence and preparedness for licensure examinations.

Overall, the findings suggest the need for strengthened support in low-enrollment areas like Mathematics and Science while ensuring that students across all fields of specialization are adequately prepared for the LET.

Table 4 presents the distribution of student-respondents according to their attendance in LET review sessions. A large majority (74.81%) reported attending regularly, which shows that most preservice teachers recognize the importance of review programs in preparing for the licensure exam. About one in five (19.26%) attended only occasionally, while very few reported rare attendances (1.48%) or never attending at all (4.44%). This pattern reflects how students, despite varied circumstances, generally value structured preparation as part of their journey toward becoming licensed teachers. Consistent participation in review sessions is especially meaningful, as studies of Pachejo and Allaga (2013) found that regular review practices contribute significantly to improve LET performance. Likewise, Fiscal and Roman (2022) observed that students who attend more consistently not only become better prepared but also gain greater confidence in taking the exam. Overall, the data show that most respondents are making deliberate efforts to equip themselves for the LET through consistent review attendance. At the same time, the presence of students with irregular or no attendance highlights the need to understand personal or financial barriers that may hinder participation, so that institutions can extend more inclusive support.

Table 5 presents the distribution of student-respondents according to their attitudes toward LET review sessions. The data reveal that the majority (60.00%) reported being very interested, while 39.26 percent indicated they were interested. Only one respondent (0.74%) expressed being not interested, and none reported strong opposition. This demonstrates that almost all preservice teachers hold a favorable outlook toward review sessions, acknowledging them as valuable opportunities to strengthen their preparation for the Licensure Examination for Teachers (LET).

The prevalence of positive attitudes suggests that students recognize the role of review sessions in consolidating content knowledge, boosting confidence, and guiding their exam preparation. This finding supports Esmeralda and Espinosa (2015), who observed that students with high motivation and positive views toward academic support are more likely to succeed in the LET) and emphasized that attitude strongly influences commitment to preparation, which in turn affects actual exam performance.

Overall, the findings reveal that preservice teachers not only attend LET review sessions but also value them. Encouraging and sustaining this positive mindset, along with providing support and guidance, can further enhance their readiness and confidence, highlighting attitude as a key factor in LET preparedness.

Table 6 presents the discussion on the factors influencing the level of preparedness for the Licensure Examination for Teachers (LET) among pre-service teachers. The analysis is based on the weighted mean (WM), standard deviation (SD), and interpretation (I) of respondents' ratings on academic, personal, institutional factors, and their overall preparedness.

In terms of academic factors, the results indicate that respondents generally agree these factors positively influence their LET preparedness, with an overall weighted mean of 2.99 and a standard deviation of 0.08. Specifically, respondents reported that they take the initiative to review difficult topics and apply various study strategies, both of which received high mean scores of 3.09. Additionally, active participation in study groups was also rated highly (WM = 3.02).

These findings suggest that consistent academic performance, solid understanding of subject matter, and proactive learning behaviors contribute significantly to students' confidence and readiness for the examination. Therefore, it can be concluded that academic diligence and effective study habits are essential in enhancing LET preparedness.

Similarly, personal factors were perceived as influential, as indicated by an overall weighted mean of 2.99 and a standard deviation of 0.13. Among these factors, motivation to pass the LET (WM = 3.25) and seeking help when encountering difficult topics (WM = 3.10) were rated the highest, reflecting the importance of intrinsic motivation and willingness to seek academic support. On the other hand, studying without scheduled sessions (WM = 2.81) and experiencing anxiety about the LET (WM = 2.86) received comparatively lower ratings.

This suggests that while personal challenges such as anxiety or time management difficulties exist, students who maintain discipline, manage their time effectively, and actively seek assistance are better able to prepare for the examination. Overall, personal factors such as motivation, discipline, and support-seeking behavior play a critical role in shaping students' preparedness.

Furthermore, the institutional factors also play a significant role, as reflected by a weighted mean of 2.95 and a standard deviation of 0.12. Respondents agreed that well-organized LET review sessions (WM = 3.08), faculty encouragement (WM = 3.06), and access to review materials (WM = 3.05) positively influence their preparation. However, limited financial assistance for LET review (WM = 2.64) and occasional lack of updates regarding registration (WM = 2.90) were identified as areas needing improvement. These results imply that while institutional support, such as review programs and faculty guidance, enhances student readiness, additional measures like financial support and timely information could further improve the overall preparation experience.

Finally, regarding the level of preparedness, the respondents generally agreed they are prepared for the LET, with an overall weighted mean of 2.90 and a standard deviation of 0.11. High scores were observed in awareness of personal strengths and weaknesses (WM = 3.10) and confidence in passing the LET on the first attempt (WM = 3.05), whereas lower ratings were noted for completing a personal review of all LET topics (WM = 2.72) and confidence in content knowledge across all test areas (WM = 2.80).

These findings suggest that although pre-service teachers feel reasonably prepared, there is room for improvement in completing comprehensive personal review

and consolidating content knowledge. Having a structured study plan and being aware of one's strengths and weaknesses contributes significantly to their confidence and readiness for the examination.

Overall, the combined results indicate that academic, personal, and institutional factors collectively influence pre-service teachers' preparedness for the LET, with an overall weighted mean of 2.96, which falls under the "Agree" category. This demonstrates that both individual efforts and institutional support are essential in fostering readiness. In particular, personal motivation, proactive engagement in academic activities, and access to institutional resources appear to be the most influential factors in ensuring that students are well-prepared to take the examination.

Table 7 presents the result of the hypothesis testing done to assess if there is a significant relationship between the factors influencing LET preparedness and each of the profile variates. The computed correlation coefficient for age was $\rho = 0.166$ with a p-value of 0.55, which is greater than the 0.05 level of significance. This indicates that age has no significant relationship with the level of preparedness for the LET. Regardless of whether respondents were younger or older, their age did not appear to affect how prepared they felt for the examination.

For sex, the chi-square value was 76.402 with a Cramer's V of 0.752 and a p-value of 0.593. Since this exceeds the 0.05 significance level, sex does not significantly influence LET preparedness. This implies that both male and female respondents demonstrated similar levels of preparedness, and gender differences were not a determining factor.

The relationship between family income and LET preparedness yielded a correlation coefficient of $\rho = 0.074$ with a p-value of 0.397, which is not significant. This suggests that financial status did not directly affect the respondents' preparedness. Students from lower-income and higher-income families reported comparable levels of readiness for the LET.

The computed chi-square value for field of specialization was 532.88 with a Cramer's V of 0.751 and a p-value of 0.789. Since the result is not significant, the field of specialization has no direct bearing on the level of preparedness. Regardless of whether respondents majored in elementary or secondary education programs; their preparedness levels were relatively similar.

A significant relationship was found between attendance in LET review sessions and preparedness. The chi-square value was 488.52 with a Cramer's V of 0.851 and a p-value of 0.002, which is less than the 0.05 threshold. This means that frequent participation in review sessions significantly enhances preparedness. Students who regularly attended reviews were more confident and ready to take the examination compared to those who did not.

Lastly, the chi-square value for attitude was 241.48 with a Cramer's V of 0.772 and a p-value of 0.461. Since this result is not significant, attitude alone did not translate into greater preparedness. Even if students had a positive outlook toward reviews, it was their actual attendance and participation that made the difference.

In summary, among all the profile variates, only attendance in LET review sessions showed a significant relationship with preparedness. This emphasizes that while demographic and personal factors do not directly predict readiness, active engagement in review programs is a key contributor to LET preparedness.

Implications of the Study

The findings of this study yield several critical implications for students, educators, institutions, and policymakers involved in the preparation of pre-service teachers for the Licensure Examination for Teachers (LET).

The findings show that academic diligence, effective study habits, and active engagement in learning activities are crucial in preparing for the Licensure Examination for Teachers (LET). This highlights the responsibility of teacher education programs to go beyond the mere transmission of knowledge. Instead, they must cultivate critical thinking, independent learning strategies, and confidence in handling LET-related tasks. For students, this means approaching their studies with consistency and reflection, while for faculty, it means designing meaningful learning experiences that strengthen both content mastery and self-assurance.

The study also revealed that preparedness is not solely academic in nature but is influenced by personal factors such as motivation, discipline, and emotional well-being. This underscores the need for institutions to provide guidance and counseling services, mentoring programs, and stress management workshops. Supporting students' mental health and emotional resilience is just as important as developing their academic competencies, as it ensures that they approach the licensure examination with confidence and balance.

Equally important is the role of institutions in providing adequate academic and logistical support. The findings affirm that organized review programs, access to review materials, and supportive faculty encourage greater preparedness among students. However, challenges such as financial constraints and limited institutional guidance may hinder this readiness. Thus, schools must strengthen their support systems by offering inclusive and flexible review opportunities, financial aid where possible, and consistent communication about LET requirements.

A particularly significant finding is that attendance in review sessions had a notable influence on students' preparedness. This highlights the value of encouraging students to participate actively in these sessions and for institutions to make them more accessible through varied formats and schedules. By doing so, both students and schools contribute to creating a stronger culture of readiness and commitment to success in the LET.

Finally, while profile variates such as age, sex, and family income showed no significant effect, the strong influence of academic, personal, and institutional variables suggests the need for policies and curricula that integrate LET-focused strategies across the teacher education journey.

This ensures that preparation is not limited to the final year of study but is embedded in the entire training process. Taken together, the study reinforces that LET preparedness is multifaceted, requiring personal dedication, institutional commitment, and thoughtful educational policies to equip future teachers not only with knowledge but also with resilience and confidence as they step into the teaching profession.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The study established that the respondents generally reflect the typical population of pre-service teachers, being predominantly young, female, and from low-income households. Despite these demographic characteristics, such variables were not found to significantly influence their level of preparedness for the Licensure Examination for Teachers (LET), indicating that preparedness is not determined by personal background but by more dynamic factors related to learning engagement.

The adapted and streamlined questionnaire effectively captured the key dimensions influencing preparedness, particularly academic, personal, and institutional factors. Results revealed that academic practices such as consistent study habits, active engagement in learning, and use of effective strategies, alongside personal attributes like motivation, discipline, and persistence, play a crucial role in shaping students' readiness for the LET. Institutional support systems, including review sessions, faculty guidance, and access to learning materials, further contribute to enhancing preparedness, although financial constraints remain a limiting factor.

Although respondents generally perceived themselves as prepared, the findings suggest that preparedness is moderate rather than absolute, as gaps still exist in terms of comprehensive content mastery and completion of independent review activities. This implies that self-perceived readiness does not always equate to full preparedness for the licensure examination.

Furthermore, the study confirmed that among all profile variables, only attendance in LET review sessions showed a significant relationship with preparedness. This underscores the importance of consistent participation in structured review programs as a key determinant of readiness, highlighting that active involvement in academic support mechanisms is more influential than static demographic characteristics.

Overall, the study concludes that LET preparedness among BSEd pre-service teachers is a multifaceted construct influenced by a combination of academic behaviors, personal motivation, and institutional support, as measured through the adapted research

instrument. Strengthening these areas, particularly through sustained engagement in review sessions, is essential in improving students' readiness and potential success in the LET.

Recommendations

In light of the findings and conclusions, the following recommendations are put forward:

1. Cultivate consistent study habits and proactive review practices, with emphasis on completing comprehensive personal reviews of LET-related topics.
2. Manage test anxiety through self-care, peer support, and mock examinations to build confidence.
3. Maximize opportunities provided by the institution, such as review classes and faculty mentoring, to strengthen academic and psychological preparedness.
4. Strengthen review programs by ensuring accessibility, affordability, and regular conduct of mock LET examinations.
5. Provide additional financial support, scholarships, or subsidies for review participation, especially for students from low-income families.
6. Institutionalize LET-focused activities within the curriculum to systematically prepare students.
7. Offer counseling and motivational programs to address students' psychological readiness and reduce test-related anxiety.
8. Develop policies that encourage equitable access to LET preparation resources, particularly for financially disadvantaged students.
9. Support teacher education institutions in offering standardized review programs and integrating LET-related activities into teacher training.
10. Promote initiatives to encourage enrollment in underrepresented specializations such as Mathematics and Science, addressing national gaps in these fields.
11. Explore psychological and behavioral dimensions of LET preparedness, such as self-regulation, coping strategies, and resilience.
12. Conduct longitudinal studies to examine how preparation practices affect actual LET performance.
13. Replicate the study in other institutions and contexts to validate the generalizability of findings.

Compliance with Ethical Standards

The authors hereby declare that this study was conducted in full adherence to ethical research standards and principles. Prior to data collection, informed consent was obtained from all the respondents, ensuring that they were fully aware of the purpose, procedures, and nature of the study. Participation was entirely voluntary and the respondents were given the freedom to withdraw from the study at any point without any penalty. The anonymity and confidentiality of the respondents were strictly maintained. All data gathered were handled in accordance with the Data Privacy Act of 2012.

The researchers ensured that the well-being of the respondents was safeguarded throughout the conduct of the study, avoiding any form of harm, discomfort, or undue pressure. Furthermore, the authors affirm that there is no conflict of interest, financial or otherwise, that could have influenced the conduct or outcomes of this research. Academic integrity was strictly upheld, with plagiarism avoided through proper citation and acknowledgment of all sources. The interpretation of findings was carried out objectively and without bias, ensuring that results were presented truthfully and accurately based on the data collected. The findings of this study are intended solely for research and educational purposes. Finally, the authors disclose that artificial intelligence (AI) tools were utilized in a limited capacity to assist in language refinement and organization of the manuscript. However, all interpretations, analyses, and conclusions remain the sole responsibility of the authors, ensuring the authenticity and integrity of the research work.

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