

The Impact of Admission-Retention Policy of the BEED Program on the Performance of Graduates in the Licensure Examination for Professional Teachers (LEPT): Basis for Policy Enhancement

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Abstract. One parameter that could determine quality instruction in a Teacher Education Institution (TEI) is the performance of its graduates in the Licensure Examinations for Professional Teachers (LEPT). In fact, CHED Memorandum Order No. 10, s. 2024 was issued to closely monitor students and graduates of TEIs, particularly the continuous decline and the dismal percentage of LEPT passers with percentage lower than the national passing percentage. The BEED Program, Marinduque State University, was not an exemption to those with undesirable LEPT results in the last few years. It was in 2018 when the program started implementing its Admission-Retention Policy to somehow address this issue. This descriptive-quantitative study deals with the analysis of performance of first-taker BEED graduates in the last three (3) years. After four (4) years of its implementation, the first batch of graduates who received the intervention got 100% passing rate in the LEPT, 100% for the second batch, and 94% for the third batch. Compared to the previous data on LEPT performance with a downward trend, these data gave a positive impact of the intervention policy designed by the program on the performance of the graduates in the Licensure Exams.

Keywords. *LEPT results, BEED graduates, admission-retention policy, TEIs*

Introduction. One of the goals of Teacher Education Institutions (TEIs) is to produce quality licensed teachers. They establish their institutional quality through the number of successful graduates employed in different fields. Aside from that, one indicator that TEIs offer quality education is through their performance in the Licensure Examination for Professional Teachers (LEPT). It determines how well their students are taught and the amount of knowledge shared to them during the 4-year stay in the program. Therefore, it is necessary that TEIs carefully analyze and align their curriculum content to the concepts and competencies required by the licensure exams and examine their instructional delivery as well as the policies in the program to meet the requirements of the exam and the national and international standards for teacher quality.

Dagdag et al (2017) argued that passing the Licensure Examination for Professional Teachers (LEPT) has been the ultimate focus of tertiary education institutions in the Philippines to meet the present demand of local and global parties and communities. The LEPT is considered the litmus test for the quality of education provided TEIs (Bonior & de la Rama, 2012).

This is articulated by the Statement Policy in Republic Act 7836: An Act to Strengthen the Regulation and Supervision of the Practice of Teaching in The Philippines and Prescribing a Licensure Examination for Teachers and for Other Purposes which states that:

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[t]he State recognizes the vital role of teachers in nation-building and development through a responsible and literate citizenry. Towards this end, the State shall ensure and promote quality education by proper supervision and regulation of the licensure examination and professionalization of the practice of the teaching profession.

R.A. 7836 further articulated that the LET has two objectives namely a) to promote, develop, and professionalize teachers and the teaching profession, and b) to supervise and regulate the licensure examination.

Meanwhile, Navarro et al. (2003) as cited in Rabanal (2016) mentioned that significant problems confronting higher education in the country have continuously resurfaced with the mass graduation of dysfunctional college graduates who are ill-prepared to join the country's labor force are the most evident. Various World Bank-funded studies on the current state of Philippines higher education have unanimously described the level of education as "very sick." The Congressional Commission on Education (EDCOMM) which the Congress of the Philippines created in 1990 to review the status of higher education gave the following significant findings: 1) Mismatch between industry needs and academic training of students in colleges and universities is very evident; 2) Colleges and universities were offering courses in over-subscribed areas of studies, e.g. commerce, education and the like, irrespective of national development needs; 3) State supported institutions were competing with the private sector in the field. At great cost to the government, these state institutions were not producing quality graduates as expected; 4) The poor quality of graduates in higher education was attributed to poor quality teachers, inadequate teaching and learning facilities, and ill-structured curricular offerings.

To ensure the quality of teacher education program, the Licensure Examination is a significant quality measure to determine the graduates who have the required minimum degree of competence to practice the teaching profession in the field (Acosta, 2016).

The Marinduque State College is one of the Teacher Education Institutions in the province of Marinduque, is doing its best to produce quality licensed teachers with its programs Bachelor of Elementary Education and Bachelor of Secondary Education (with various specializations). Over the years, these programs were able to obtain a good performance in the Licensure Examinations for Teachers (LET), however, the BEED program fails to meet the National Passing Rate from 2015 to 2017 which triggered the Program Head and the faculty members to craft and implement Admission-Retention Policy to at least address this issue. It was in 2018 when the policy was implemented, and the first batch graduated in 2022. The admission policy includes a required weighted average (GWA) of 2.0 (85) in Senior High School regardless of the strand and a Teaching Proficiency exam result of 85 and above. The retention policy includes obtaining a GWA of 2.0 (85) every semester with no ratings lower than 3.0 (75) and without failing grades (5.0). If they won't be able to meet the required GWA every semester, they will be advised to transfer to other programs either within the university or other institutions of their choice.

After seven (7) years of implementation, more than six (6) batches took the exams already. It is on this premise that this research was conducted to analyze the impact of the policy on the LET performance of the graduates. Hence, this study.

Objectives of the Study. This study wanted to analyze the impact of Admission-Retention Policy to the LET Performance of BEED graduates. LET results from 2015 were analyzed (without policy yet) to 2025 (with the implementation of the policy). Specifically, this study tried to:

1. Describe the performance of the first-taker BEED graduates in the LEPT three (3) years before and after the implementation of Admission-Retention Policy.
2. Analyze the impact of the admission-retention policy on the performance of BEED graduates in the LEPT.
3. Propose policy enhancement based on the results of the study.

Methodology. This study presents a qualitative analysis of the performance of Bachelor of Elementary Education (BEED) graduates in the Licensure Examination for Teachers (LET) covering the years 2018 to 2025, with the exception of the pandemic years 2020 and 2021 when the licensure examinations were suspended or significantly disrupted. Instead of employing statistical computations or advanced quantitative techniques, the study focuses on a descriptive and narrative comparison of the passing percentages of first-time LET/LEPT takers across the identified years. By examining trends, observable patterns, and contextual factors that may have influenced graduates' performance, the study aims to provide meaningful insights into how BEED completers have fared in the national licensure exam over time. This approach highlights qualitative interpretation rather than numerical analysis, allowing for a deeper understanding of institutional readiness, curriculum responsiveness, and external influences affecting licensure outcomes.

Limitations of the Study. This study merely describes the performance of first-time taker BEED graduates in the LEPT based on available numeric evidence (PRC Results). Statistical tools were not used to compute significant differences on their performances. Likewise, other factors that might affect their performance were not explored, focusing mainly on the assumed impact of the admission-retention policy the program has implemented for almost seven (7) years now.

Results and Findings

The following tables show the performance of the first-time BEED takers in the last six (6) years (3 years prior to the implementation of admission-retention policy and 3 years after)

Figure 1.1

Performance of the BEED first-time takers in the Licensure Examinations 3 years prior to the implementation of Admission-Retention Policy

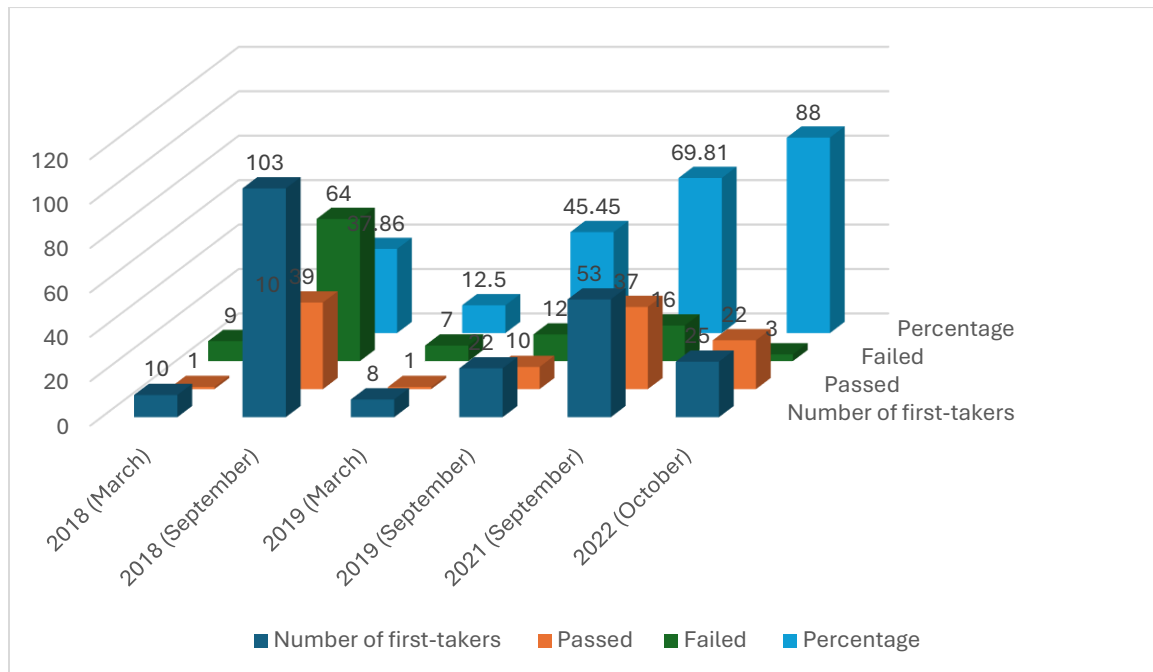


Figure 1.1 suggests that there is no consistent rising pattern on the percentage of passers from 2018-2021. In fact, it was in September 2021 and October 2022 (no intervention yet) when there was an observed exceed of passing rate than those who failed. Still, the need for intervention

Figure 1.2

Performance of the BEED first-time takers in the Licensure Exams with Admission-Retention Policy

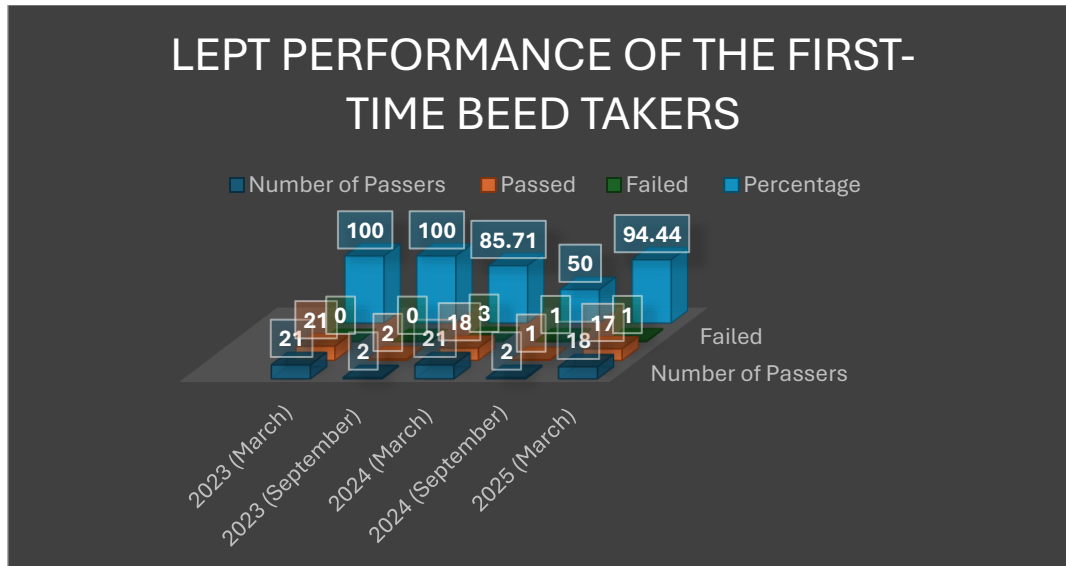
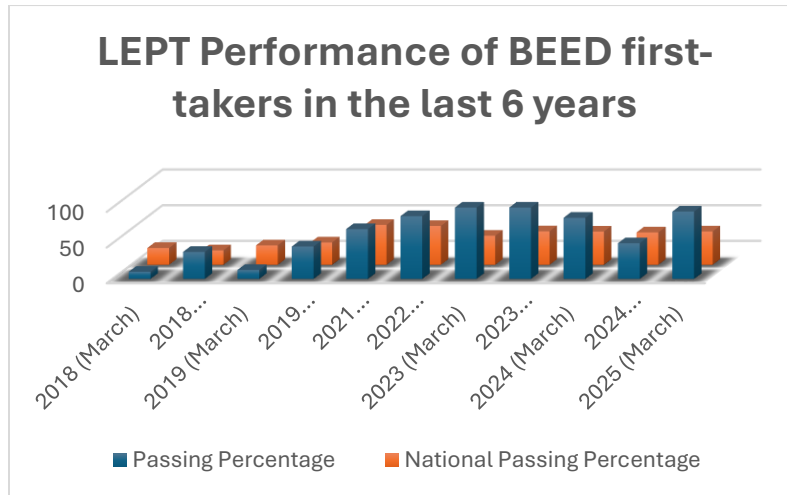


Figure 1.2 presents data on the LEPT performance of the first-time takers from 2023-2025. It was in July 2022 when the first batch of the recipients of Admission-Retention Policy graduated took the LEPT in March 2023. It could be observed that on the first take of the exam, all of them passed. The BEED program obtained a hundred percent passing rate for the first time since its implementation. There were two (2) consecutive test periods when the program obtained 100% passing rate in 2023. However, in September 2024, only 2 first takers took the exam but one did not make it.

Figure 1.3

Passing percentage of the BEED first-time takers against the National Passing Percentage in the last 6 years



Shown in Figure 1.3 are the passing percentage of the first-taker BEED graduates against the National Passing Percentage. The figure manifests an upward trend in the performance of the first takers from the first batch of graduates (2023) with admission-retention policy.

A study conducted by Dichoso and Chua (2024) on selective retention policy of teacher education program of Saint Louise De Marillac College of Sorsogon, Inc. found that SRP was good as it was a source of encouragement and motivation to study well to maintain the high academic standards of the Teacher Education Program.

The SRP served as a gate-keeping mechanism of the Teacher Education Program which further indicated that a moderate positive relationship exists between the academic and LET performances of the BEED graduates for the last 5 years.

Discussion of the Results and Findings

The performance trend of first-time BEED LET takers over the last six years reveals important patterns related to the implementation of the Admission–Retention Policy. **Figure 1.1**, which covers the three years prior to the policy’s implementation, indicates the absence of a consistent upward trajectory in the passing percentages from 2018–2021. The results fluctuate, with some batches performing better than others without any observable sustained improvement. Notably, the September 2021 and October 2022 LET administrations recorded passing percentages that exceeded the number of failures, even without any intervention yet in place. While these two instances show that strong batches may emerge naturally, the inconsistency across the pre-policy years reinforces the need for a more structured mechanism to ensure stable and improving performance in the licensure examinations. This irregular pattern suggests that student readiness, curriculum delivery, and academic screening processes during this period may not have been sufficient to consistently produce LET-ready graduates.

A significant shift is observed in **Figure 1.2**, presenting data from the first three years after the implementation of the Admission–Retention Policy. The most remarkable improvement occurred

in March 2023 when the first batch of graduates under the new policy took the LET. All examinees passed, leading the BEED program to achieve a 100% passing rate for the first time since the policy was introduced. This achievement was immediately followed by another 100% passing rate in the subsequent exam that same year, demonstrating the strong impact of stricter academic screening and retention guidelines. The sustained success across two consecutive LET periods highlights that the policy effectively filtered and prepared students who demonstrated greater academic readiness and discipline. However, the September 2024 results show a slight decline when only two first-time takers sat for the exam and one failed. While the sample size is small, the result suggests that the policy's positive effect still depends on factors such as student effort, instructional quality, and support mechanisms. Nonetheless, the overall post-policy performance remains significantly stronger compared to the fluctuating outcomes before the policy was implemented.

Further insights are drawn from **Figure 1.3**, which compares the passing percentage of BEED first-time takers with the national passing rate over the same period. The figure clearly shows that after 2023, the first year affected by the policy there is a pronounced upward trend in the program's performance relative to the national level. BEED graduates with the Admission–Retention Policy consistently outperformed the national passing percentage, indicating not only internal improvement but also competitive strength in the broader professional landscape. This reinforces the idea that academic screening and retention measures help develop graduates who meet or exceed national standards.

The findings align with the study of Dichoso & Chua (2024), which concluded that a Selective Retention Policy in teacher education functions as both a motivational tool and a quality assurance mechanism. Their study emphasized that such a policy encourages students to maintain high academic performance because progression in the program depends on meeting specific standards. Additionally, the selective retention system in their context was shown to have a moderate positive relationship between students' academic performance and LET outcomes mirroring the trend observed in the present study. This implies that strengthening internal academic requirements contributes directly to a higher probability of passing the LET.

Hence, the results strongly suggest that the Admission–Retention Policy played a crucial role in enhancing the performance of BEED graduates. The transition from inconsistent outcomes (pre-policy) to high and nationally competitive passing rates (post-policy) confirms that systematic screening, academic rigor, and continuous monitoring of student progress significantly influence licensure exam success. While isolated fluctuations may occur, particularly in years with small numbers of examinees, the general trend affirms that the policy effectively supports the program's goal of producing competent, LET-ready graduates.

Conclusion and Recommendation. With all the presented data, it could be concluded that the BEED's admission-retention policy has helped enhance the performance of the first-time takers in the Licensure Exams for Professional Teachers. Although there is an upward trend on the performance of graduates, the need to enhance and/or modify the policy to meet the requirements of CHED and PRC is recommended.

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