
Comparative Analysis of BTLEd Pre-Board and LEPT Performance: Implications for Policy and Curricular Intervention

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Abstract — This research compares the performance of Bachelor of Technology and Livelihood Education (BTLEd) graduates in pre-board examination and Licensure Examination for Professional Teachers. Using a descriptive-quantitative design, the study analyzes paired datasets from seventy-three (73) first-time examinees across two consecutive batch of graduates at the University of Rizal System, Morong Campus. Data were systematically gathered from archived academic records and verified licensure results.

The findings revealed a substantial disparity between pre-board and licensure exams. Despite achieving success in the pre-board, graduates experienced a marked decline in the actual licensure examination. Comparison of specific examination components showed that while graduates consistently demonstrated their highest proficiency in professional education, they faced the most significant difficulties within their technical specialization.

It is concluded that the current pre-board framework doesn't fully mirror the complexity and diverse content areas to adequately reflect licensure success. Consequently, the study recommends policy interventions to update mock examinations in strict alignment with licensure specifications. Curricular adjustments may prioritize intensified subject-matter mastery in technical specializations and the implementation of targeted intervention strategies. Furthermore, academic leadership may streamline in-house review management to better simulate the unpredictability of the licensure examination.

Keywords: *Licensure Examination for Professional Teachers (LEPT), Bachelor of Technology and Livelihood Education (BTLEd), pre-board examination, comparative analysis, educational policy, curricular intervention*

I. INTRODUCTION

Effective education hinges on teacher quality, necessitating a clear definition of professional standards and competence. In the Philippines, the professionalization of teaching is primarily driven by government regulation, mandating mastery in both pedagogy and subject-matter content knowledge.

The Licensure Examination for Professional Teachers (LEPT) is the pivotal mechanism enforcing these standards, serving as the essential gateway to ensure that only the most qualified individuals are entrusted with leading the classroom. At any rate, the national licensure performance for teacher education graduates is generally low, lagging behind other professional fields like architecture and nursing, with significant majority of teacher education institutions perform poorly on the LEPT [5], [9].

These persistent teacher licensure gaps are also evident within the Bachelor of Technology and Livelihood Education (BTLEd) program in the College of Education at University of Rizal System-Morong (URSM), being tasked with producing the next generation of Technology and Livelihood Education (TLE) teachers and Technical-Vocational Education and Training (TVET) practitioners. This LEPT performance difficulty stems from the need to master the exam content, which covers various and diverse areas of TLE [1].

Literature Review

To ensure graduate success, many Teacher Education Institutions (TEIs) prioritize strengthening performance in the LEPT. These institutions utilize pre-board examinations as a mechanism to support this goal, as performance on the pre-board serves as a useful and early indicator of potential outcomes on the official LEPT [2].

Further, related studies suggest that pre-LEPT scores provide crucial data that can be used by education graduates to guide their final preparations for the examination; specifically, high scorers can leverage these results to refine their approach for an exceptional rating, while those with lower scores are strongly encouraged to implement immediate, targeted self-intervention

strategies to solidify a passing performance on the official examination [6], [8]. Also, pre-board examinations function as a crucial measure of an examinee's current level of preparedness for the actual test [7].

While simulated exams are helpful, they do not mirror the full complexity of the actual LEPT. To bridge this gap, regular updates to mock tests and a stronger curricular focus on major and professional education courses have to be advocated [10]. This institutional support is particularly vital because external review opportunities are not equally accessible to all candidates. In addition, most education graduates intend to take the LEPT immediately after graduation to begin their professional careers. While the majority plan to enroll in formal review centers, some students opt for self-review due to financial limitations or scheduling conflicts [4].

Not to mention, the quality of in-house board reviews and the leadership of academic heads are pivotal to passing the LEPT. Consequently, streamlining management practices through a policy intervention ensure these review programs effectively boost student performance [3].

Based on the preceding literature, the present study focuses on comparing student performance in the pre-board examinations and the LEPT. This comparative analysis seeks to determine if achieving a passing status in the institutional pre-board examination serves as an indicator of success in the LEPT for BTLEd graduates.

The primary objective of this study is to compare and analyze the performance of Bachelor of Technology and Livelihood Education (BTLEd) graduates in the Pre-Board Examination and the Licensure Examination for Professional Teachers (LEPT) at the University of Rizal System, Morong Campus. The study seeks to determine the implications of these results for policy development and curricular intervention.

Specifically, the study aims to assess and describe the performance levels of BTLEd graduates in the pre-board examination and the Licensure Examination for Professional Teachers, and identify component areas within the examination where students demonstrate the highest and lowest levels of proficiency to inform policy recommendations and curricular interventions to enhance institutional review programs and future licensure performance.

II. METHODOLOGY

The design of this study was descriptive and quantitative in nature. Based on the derived data on the pre-board and licensure performance of BTLEd graduates, a comparative analysis of ratings and outcomes is conducted across various component areas, including general education, professional education, and specialization.

The scope of this research is delimited to BTLEd graduates of the University of Rizal System, Morong Campus, specifically the 2023 and 2024 classes. These batches were selected as they provide the complete paired datasets essential for comparative analysis. Employing a total enumeration sampling method, the study includes the entire eligible population of seventy-three (73) graduates.

The research followed a systematic data collection protocol, beginning with formal authorization from the Dean of the College of Education. Upon approval, archived institutional records were accessed to retrieve pre-board examination scores for BTLEd graduates. Corresponding licensure performance data was sourced from verified college records, originally obtained from the Professional Regulation Commission (PRC). To maintain ethical standards, all datasets were anonymized in strict accordance with the Data Privacy Act of 2012.

This study is focused exclusively on the comparison between pre-board and licensure scores; external variables such as GPA, review center enrollment, and socioeconomic status were excluded. To ensure data integrity, the sample was limited to first-time examinees with complete records for both examinations.

To aid on the interpretation of performance data, the following numerical range and verbal interpretation was used:

<i>Range</i>	<i>Descriptive Rating</i>
90.00 – 100.00	Outstanding
85.00 – 89.99	Very Satisfactory
75.00 – 84.99	Satisfactory
70.00 – 74.99	Fair
Below 70.00	Poor

Further, to categorize the proficiency levels in various exam component areas, the following was used:

<i>Mean (%)</i>	<i>Descriptive Rating</i>
86% – 100%	Highly Proficient
76% – 85%	Proficient
66% – 75%	Nearly Proficient
Below 66%	Low Proficiency

III. RESULTS AND DISCUSSION

Table 1 on the succeeding page presents the performance profile of the Bachelor of Technology and Livelihood Education (BTLEd) graduates from the University of Rizal System, Morong Campus, in both the Pre-board Examination and the actual Licensure Examination for

Professional Teachers (LEPT). The table displays the results for two consecutive academic years, Batch 2023 and Batch 2024, alongside an overall combined performance.

The numerical data reveals a noticeable decline from the pre-board to the actual licensure results. For Batch 2023, the graduates achieved a mean score of 81.85 in the pre-board, interpreted as Satisfactory, which then dropped to 73.94 in the LEPT, interpreted as Fair. Batch 2024 showed a similar trend, starting with a Very Satisfactory pre-board mean of 86.53 but falling to a Fair rating of 70.83 in the licensure exam. Overall, the combined data for the 73 graduates shows a significant gap maintaining a Very Satisfactory pre-board average of 85.31 but concluded with an overall LEPT average of 71.64, falling under the Fair category.

TABLE 1
PERFORMANCE OF BTLED GRADUATES IN THE PRE-BOARD AND LEPT

Batch	Assessment	n	($\bar{x}$)	SD	VI
2023	Pre-board	19	81.85	1.53	Satisfactory
	LEPT		73.94	8.12	Fair
2024	Pre-board	54	86.53	2.37	Very Satisfactory
	LEPT		70.83	8.14	Fair
Overall	Pre-board	73	85.31	2.98	Very Satisfactory
	LEPT		71.64	8.07	Fair

The implications of these findings suggest that while the graduates performed well within the university setting, the licensure examination results were much more inconsistent than the pre-board scores. This implies that the institutional pre-board may not be accurately simulating the complexity, or current trends of the actual LEPT. This underscores a critical need to re-evaluate

the university's review materials and mock exam difficulty to ensure they are better aligned with the PRC standards.

These findings are consistent with the literature asserting that while simulated exams are helpful diagnostic tools, they frequently do not mirror the full complexity of the actual LEPT. The disparity between the institutional results and the board ratings reflects a broader national trend where teacher education performance often lags due to the diverse and complex content areas required for mastery, particularly in the TLE major. [1], [10]

Table 2 presents the passing and failing frequency distribution of the BTLED graduates in both the Pre-board Examination and the actual LEPT. The table shows the comparative data for Batch 2023 and Batch 2024 tracking the transition from the pre-board to professional licensure success.

TABLE 2
PASSING AND FAILING FREQUENCY DISTRIBUTION OF BTLED GRADUATES IN
THE PRE-BOARD AND LEPT

Batch	Assessment	Passing (f)	%	Failing (f)	%
2023	Pre-board	19	100	0	0
	LEPT	12	63.16	7	36.84
2024	Pre-board	54	100	0	0
	LEPT	22	40.74	32	59.26
Overall	Pre-board	73	100	0	0
	LEPT	34	46.58	39	53.42

The results indicate a perfect passing rate in the pre-board exam followed by a significant decline in the actual board exams. For Batch 2023, the pre-board yielded a 100% passing rate, but this decreased to 63.16% in the actual LEPT, with 36.84% failing. Batch 2024 followed a more serious downward trend while a 100% passing rate in the Pre-board is maintained, only 40.74% passed the LEPT, while a majority of 59.26% failed. This highlights an incremental disparity where all 73 graduates were deemed ready by institutional standards, yet only 34 (46.58%) successfully transitioned to professional status.

The implications of these numbers point to a high level of false positives originated from the pre-board examination. While it succeeded in motivating students as seen in the perfect passing rate, it failed to serve as a realistic benchmark for licensure readiness. The increase in failure rates, particularly in the larger 2024 class, indicates that the pre-board may be over-simplifying the content or failing to address the diverse and complex areas of TLE that graduates encounter in the actual board exam. This implies that successfully passing in a university-spearheaded pre-board assessment may not translate to a passing performance in the national exams.

The results confirm that the national licensure performance for teacher education graduates is generally low and can be particularly challenging for specialized programs like BTLEd. As established in the literature, high scores in pre-LEPT exams should ideally guide final preparations, but when a 100% passing rate in the pre-board results in a majority failure in the LEPT, it necessitates regular updates to mock tests and a policy intervention to ensure that institutional review programs effectively boost student performance and accurately reflect current professional standards. [3], [8], [9], [10]

Table 3 presents the level of proficiency of BTLEd graduates in the Pre-Board and LEPT components. This provides a detailed breakdown of performance across the three core areas of the licensure examination.

TABLE 3
LEVEL OF PROFICIENCY OF BTLED GRADUATES IN THE PRE-BOARD AND
LEPT COMPONENTS

Component	Pre-board ($\bar{x}$)	Rank	VI	LEPT ($\bar{x}$)	Rank	VI
General Education	83.97	3	P	73.52	2	NP
Professional Education	86.05	1	HP	75.01	1	NP
TLE Major	85.55	2	P	67.79	3	NP

The data specifies a significant downward shift in proficiency levels across all three components. In the pre-board, Professional Education ranked highest with a mean of 86.05 (Highly Proficient), followed by the TLE Major at 85.55 (Proficient) and General Education at 83.97 (Proficient). However, in the actual LEPT, all components dropped to a verbal interpretation of Nearly Proficient. While Professional Education maintained its Rank 1 position with a mean of 75.01, General Education climbed to Rank 2 (73.52), and the TLE Major fell to the lowest position (Rank 3) with a mean of 67.79.

The implications of these results are particularly concerning regarding the specialization of the graduates. The serious drop in the TLE Major component, from a Rank 2 Proficiency in the pre-board to a "Nearly Proficient" standing in the LEPT, suggests that the graduates faced the greatest difficulty in their area of specialization. This implies that the pre-board may not be sufficiently covering the diverse areas of TLE encountered in the licensure exam. Furthermore, while Professional Education remained the strongest area, the overall fall to "Nearly Proficient" across the board indicates that institutional preparation consistently overestimated student readiness for the actual complexity of the professional standards.

The observed findings, especially in the TLE Major, reinforces the idea that teacher licensure gaps are driven by the need for deeper mastery of subject-matter content knowledge. Because performance on the pre-board is intended to serve as a useful early indicator of potential outcomes, the actual LEPT results necessitates a stronger curricular focus and immediate, targeted intervention strategies to bridge the gap between pre-board exams and the licensure examination. [5], [7]

IV. CONCLUSION

Based on the findings, it is concluded that a significant disparity exists between the pre-board and the actual licensure standards. The achieved perfect passing rates and high proficiency levels in the pre-board failed to translate into licensure success. Though graduates consistently demonstrated the highest proficiency in Professional Education across both exams, the sharpest decline occurred in the TLE major specialization pointing that the institutional pre-board exams may be overestimating graduate readiness and lacks the necessary rigor to address the diverse and complex content areas required for mastery in the technical specialization.

To bridge the observed gap, the study recommend that the institution implement a policy intervention to re-evaluate and regularly update review materials and mock examinations to ensure strict alignment with the Table of Specifications (TOS), more so that new LEPT standards were recently released, and with the complexity of the actual licensure standards. Curricular interventions may prioritize a stronger focus on the TLE major specialization through targeted, immediate, and a deeper emphasis on subject-matter content knowledge to address identified proficiency gaps. Furthermore, academic leadership may streamline management practices for in-house review programs to better simulate the unpredictable nature of the board exams rather than focusing solely on foundational knowledge.

This study is limited to two consecutive batches of graduates from a single campus, and while the findings provide a crucial measure of performance and preparedness comparison, they may not reflect broader trends or the external review opportunities accessible to candidates.

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