

Course Audit and Licensure Examination Performance of the Graduates of Bachelor of Early Childhood Education (Beced) Of Cagayan State University – Andrews Campus, Philippines

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HOW TO CITE:

Catherine B. Caranguian (2026).
Course Audit and Licensure
Examination Performance of the
Graduates of Bachelor of Early
Childhood Education (Beced) Of
Cagayan State University – Andrews
Campus, Philippines.
International Journal of Special
Education, 41(12s), 1576-1583

ABSTRACT:

This study examined the Course Audit and Licensure Examination for Professional Teachers (LEPT) performance of Bachelor of Early Childhood Education (BECED) graduates of Cagayan State University–Andrews Campus and determined the relationship between the two variables. Using a descriptive-correlational research design, the study analyzed documentary data from 82 BECED graduates who took the LEPT during the covered years. Data were obtained from institutional Course Audit records and official Professional Regulation Commission results. Mean and standard deviation were used to summarize performance in General Education, Professional Education, and overall scores, while Pearson's Product–Moment Correlation Coefficient was used to test the relationship between Course Audit and LEPT performance. Findings from this study demonstrate satisfactory performance for the graduate participants across both assessments (Course Audit and LEPT) overall, indicated by the following average scores: (a) Course Audit: General Education - 78.5, Professional Education - 78.7; Overall Course Audit - 79.4; and (b) LEPT: General Education - 83.1; Professional Education - 78.8; Overall LEPT - 80.6. As a result, the graduate participants performed better in General Education than in Professional Education on both assessments indicating support for the need to strengthen their pedagogical preparation and/or methodology. Additionally, there was evidence of moderate positive statistically significant correlation ($r = 0.489$; $p < .001$) between Overall Course Audit and Overall LEPT, indicating that high scores on the Course Audit were positively correlated with higher scores on the licensure examination. Consequently, it can be concluded that Course Audit can be used as an internal indicator of licensure readiness and underscores the importance to continue monitoring the curriculum over time, enhance the Professional Education component of teacher preparation programs, and provide targeted academic support to the graduates.

Keywords: Bachelor of Early Childhood Education, LEPT

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Introduction

Education systems around the world are evolving quickly due to rapid changes in social, technological, and economic conditions. This evolution has created an increased need for better alignment between education system reform efforts and the international frameworks for sustainable development. The United Nations' Sustainable Development Goals (SDGs)—specifically, SDG 4—promote inclusive, equitable, and quality education; and the importance of qualified, well-trained teachers is a critical component of the SDGs. Supporting this is the Global Education Monitoring Report (2020): Inclusion and Education: All Means All (2024). As such, teacher education programmes must ensure that their curricula, instructional delivery, and assessments provide sufficient support to prepare their graduates to respond confidently to the challenges posed in today's classrooms.

In the Philippines, one of the main ways of evaluating teacher preparation quality is to look at how well the candidates perform in the Licensure Examination for Professional Teachers (LEPT), which is administered by the Professional Regulation Commission (PRC). LEPT results not only reflect the knowledge and skills of the individual teacher candidates but also measure the overall quality of the Teacher Education Institutions (TEIs) where the candidates come from (Amanonce & Maramag, 2020; Abao et al., 2023). In the case of Cagayan State University, Andrews Campus (CSU, Andrews) producing future early childhood educators, it is crucial to look at licensure performance. With the Bachelor of Early Childhood Education (BECED) program being offered as of 2017 through CHED Memorandum Order No. 76, there has been an emphasis on the preparation of academic and licensure aspects of the graduates. LET performance issues, including the failure to meet the expected targets in certain years, have brought to light the national concern and the

ongoing need for institutional and curriculum evaluation (Gatchalian, 2020).

Earlier research revealed a positive correlation between academic performance and the licensure examination performance of teacher education graduates (Amanonce & Maramag, 2020; Olvido et al., 2024; Abao et al., 2023). In addition to this, some researchers pointed out grade point average, intelligence quotient, faculty competence, admission policies, and instructional quality as variables that relate to LET success (Delos Angeles, 2020; Cortez et al., 2017; Repayo et al., 2025). Likewise, other researchers argued that pre-board examinations, review programs, and preparatory assessments impact licensure performance (Dagdag et al., 2017; Paz et al., 2024). These results further the importance of studying internal academic variables which might indicate graduates' preparedness for external licensure assessment.

The College of Teacher Education at CSU, Andrews conducts a Course Audit as part of its quality assurance program. Here Course Audit in this research means the institutional mock board examination and other academic evaluations of student performance in General Education, Professional Education, and major courses. As a self-assessment of academic preparation, it can, therefore, serve as a good indicator of the extent of postgraduate preparedness for the LEPT. However, a review of relevant studies reveals that no research has been done on the associations between Being Audit performance and LEPT results of BECED graduates of CSU, Andrews. This is worthy of notice as the BECED program became separate from BEEd only in 2017 and accordingly, there are a limited number of empirical studies dealing specifically with BECED graduates.

The present study also realizes that the results of specialization-based BECED licensure tests are not part of this research, as the specialization-oriented LET structures mentioned in the CHED-PRC Joint Memorandum Circular were

implemented only in September 2025 (Bacelonia, 2025). Therefore, this study deals with BECEd graduates who were examined through the generalist licensure system during the period covered.

In consideration of the factors stated above, this research intends to find out the Course Audit and LEPT results of BECEd alumni of Cagayan State University-Andrews Campus from 2019 to 2024 and analyze the connection between the two variables. This research intends to provide scientific evidence which could be the basis for revision of curriculum, better instructional support, and more effective quality assurance in teacher education for young children. Specifically, this paper adds to the scarce literature on BECEd by investigating if an academic institutional yardstick like Course Audit can be a measure of one's licensure examination performance.

Materials and Methods

Research Design

A descriptive-correlational type of research design was used in this paper. Descriptive part showcased the graduates' Course Audit and Licensure Examination for Professional Teachers (LEPT) results. Correlational part, on the other hand, figured out if there was any significant relationship between the two variables. This design was suitable since it gave a

depiction of existing conditions and at the same time, studied the links among the variables which were naturally occurring without any interference.

Locale of the Study

The research took place at the College of Teacher Education (CTEd) of Cagayan State University, Andrews Campus, located in Tuguegarao City, Cagayan, Philippines. The campus was chosen mainly because it keeps the academic and licensure records that are essential for analyzing the Course Audit and LEPT performance of BECEd graduates.

Study Participants

The study comprised 82 BECEd graduates from Academic Years 2019 to 2024 who also took the LEPT during the same time span. The dataset represented the combination of pre-pandemic and post-pandemic LEPT examinees. It contained two sets of data for every graduate: (1) Course Audit scores in General Education, Professional Education, and Overall Course Audit Score; and (2) matching LEPT results in General Education, Professional Education, and Overall LEPT Rating acquired from the Professional Regulation Commission (PRC). To maintain privacy, personal identifiers were not part of the dataset; each case was given a unique code for analysis.

Table 1. Total number of participants in the study.

Academic Year	Number of LEPT Takers
2019	24
2023	43
2024	15
Total	82

Research Instrument

The research resorted to document analysis by means of two forms of data extraction which both researchers prepared the Course Audit Record Form and the LEPT Performance Record Form. The Course Audit Record Form served as a tool to jot down the scores of the graduates in General Education, Professional

Education, and the Overall Course Audit Score as per the institutional Course Audit records. The LEPT Performance Record Form was meant to record the official LEPT results in General Education, Professional Education, and Overall LEPT Rating acquired from the PRC. Both forms were assessed by specialists in educational research and management to make

sure that they were clear, accurate, and consistent in data recording.

Data Gathering Procedure

After receiving authorization from the College of Teacher Education as well as from the University President, the researcher submitted their research proposal(s) to these two sources. They then submitted a written request to the College Dean through the Course Audit Focal Person, requesting permission to access the BECED Course Audit records. The researcher submitted a second letter of request to the Professional Regulation Commission (duly signed by the University President) that requested the official LEPT results for BECED graduates for the years of study. Once she received these data, she entered them into a secured spreadsheet that contained no identifying information, and completed a data verification process to check to see that all the information contained within was correct and complete. All records relating to this project will be kept completely confidential.

Data Analysis

The gathered information was processed through descriptive and inferential statistics. Mean together with standard deviation served for the summarization of Course Audit and LEPT performance of the graduates, whereas frequency and percentage were utilized for presenting the categorical distributions, where appropriate.

Pearson's Product, Moment Correlation Coefficient (r) was the statistical method

selected for recognizing the existence of the meaningful relationship between Course Audit scores and LEPT results. Multiple linear regression analysis was utilized with General Education and Professional Education Course Audit scores as predictor variables to determine which Course Audit component most accounted for the variation in the graduates' Overall LEPT Rating.

Interpretation of all statistical tests was done at 0.05 level of significance. The assumptions for correlation and regression were verified before the inferential analysis.

Results and Discussion

Course Audit Performance of BECED Graduates

Table 2 summarizes the Course Audit Performance of BECED graduates, who were part of this study. The average marks for General Education (78.5) and Professional Education (78.7) both indicate fair performance gauged by the level of achievement. Similarly, the Overall Course Audit Score of 79.4 also shows a generally fair level of performance.

Regarding the extent of changes in the scores, General Education had the largest standard deviation ($SD = 7.91$), which implies that student performances varied to a larger extent in the different founding areas of knowledge. It is Professional Education that has a much smaller standard deviation ($SD = 4.57$), thus there are fewer changes pointing towards performance consistency among the graduates.

Table 2. Course Audit Performance of BECED Graduates per Component

Course Audit Component	Mean	SD	Interpretation
General Education	78.5	7.91	Fair
Professional Education	78.7	4.57	Fair
Overall Course Audit Score	79.4	3.00	Fair

The variability patterns of the different Course Audit aspects still give more clues about how

well the program is doing. The fact that variability in General Education is higher reveals

that students may be performing at different levels in the basic subjects, on the other hand, variability in Professional Education is lower which means that the graduates of this program are more or less equally skilled. These results show that while the BECED program on the whole delivered good Course Audit results, some basic areas still might be in need of targeted academic help. Regular academic tracking through Course Audit is still necessary to find out where students are lacking, help in the enhancement of the curriculum, and better prepare students for the Licensure Examination for Professional Teachers (LEPT).

LEPT Performance of Graduates

The BECED graduates featured in the study took the Licensure Examination for

Professional Teachers (LEPT) and their results are summarized in Table 3. It can be seen from the figures, the graduates achieved 83.1 for General Education, 78.8 for Professional Education, and an Overall LEPT Rating of 80.6. The standard deviations show moderate differences in the levels of performance where Professional Education had the most variance ($SD = 7.62$) followed by General Education ($SD = 6.22$). From the interpretation scaffold used in this study, General Education and the Overall LEPT Rating are considered satisfactory while Professional Education is fair. The graduates generally performed satisfactorily in the LEPT however, their performance in Professional Education was less consistent than in General Education.

Table 3. LEPT Performance of BECED Graduates per Component

LEPT Component	Mean	SD	Interpretation
General Education	83.1	6.22	Satisfactory
Professional Education	78.8	7.62	Fair
Overall LEPT Rating	80.6	6.14	Satisfactory

BECED graduates achieved better results in General Education compared to Professional Education. In other words, they were more proficient in the basic knowledge areas than in the skills required for teaching. Besides, the variation in performance in Professional Education was much higher, which means that graduates did not perform evenly in this field. These results imply that the BECED program should devote more time to pedagogical preparation, especially in the aspects of teaching methods, actual implementation of the lessons, and the teachers' knowledge of their profession. Giving more emphasis to Professional Education can lead to better and consistent LEPT performance of BECED graduates in the future.

Relationship Between Course Audit and LEPT Performance

Table 4 illustrates the connection between the Overall Course Audit Score and the Overall LEPT Rating of BECED graduates. According to the findings, there was a moderate positive and statistically significant correlation between the two variables ($r = 0.489$, $df = 80$, $p < .001$). Therefore, graduates with higher Course Audit scores were also more likely to get higher LEPT ratings. This discovery implies that Course Audit results could potentially be used as an internal predictor of graduates' preparedness for the Licensure Examination for Professional Teachers.

Table 4. Correlation Between Overall Course Audit Score and Overall LEPT Rating of BECED Graduates

Variables	Pearson <i>r</i>	<i>df</i>	<i>p</i> -value
Overall Course Audit Score and Overall LEPT Rating	0.489	80	<.001

This result adds to the literature on the relationship between internal academic assessments and licensure examination results. The finding is in line with the studies of Olvido et al. (2024), Amanonce and Maramag (2020), and Dagdagui et al. (2022) that reported that enhanced academic performance and institutional support mechanisms lead to higher scores in licensure. The authors imply that the Course Audit in the BECED program might form a solid basis for recognizing students who require additional academic tutoring before taking the LEPT examination. Therefore, Course Audit might serve not only as a means of internal control but also as a development of licensure readiness.

The results from this research have confirmed that there exists a strong connection between students' academic achievements, quality of the curriculum, and passing success in the licensure exams for the teacher education program. The decent Course Audit results in General Education, Professional Education, and the Overall Course Audit Score imply that the BECED program at CSU Andrews Campus is, on the whole, academically equipping its graduates adequately. Nevertheless, General Education has shown a substantially bigger scatter of results, which can mean that there are still some core areas of content, which would benefit from further attention so as to enhance students' mastery of the essential competencies.

The LEPT results of the BECED graduates give further evidence to this point. Graduates showed greater proficiency in General Education as compared to Professional Education, which just indicates the trend of stronger grasp of the basics or foundation of academic content areas than the teaching areas. In fact, this is the usual pattern, as per the previous researches, the components of pedagogy are the ones that give less uniform

outcomes in our persons as compared to content-based areas. The result is clearly pointing to the necessity of enhancing Professional Education training so that pedagogical skills can be developed at the same level of consistency as content knowledge.

The reasonable positive and statistically significant connection between the Overall Course Audit Score and Overall LEPT Rating ($r = 0.489$, $p < .001$) is one more signal that good internal academic performance is correspondingly going hand in hand with better licensure exam results. Indeed, this echoes Amanonce and Maramag's (2020) discovery that academic success is very much a determinant of licensure exam results. In fact, this study goes hand in hand with Olvido et. al. (2024) who point out that there is a critical role played by academic quality assurance mechanisms in shaping graduate outcomes. In the same manner, Yang in 2022 supported the view that curriculum audits are among the tools for enhancing accountability and are capable of deepening the alignment of instruction with licensure standards.

The results, considered from a program quality angle, only drive home the point that continuously checking the curriculum and offering academic help are two very important things that need to be done. The BECED program through Course Audit has largely achieved a satisfactory level and this could be considered as its internal monitoring mechanism at work. This is in agreement with the assertions of Arun Kumar (2023) and Iqbal et al. (2025) who stated that academic audits are a tool for both instructional improvement and program alignment. The mapping Course Audit to LEPT and then further to licensure performance seems to suggest that Course Audit is potentially a good internal marker for readiness for the license examination and this could be very

helpful to faculty in identifying students who may require extra help before going for the examination.

Overall, the findings from this study demonstrate that results from licensure examinations correlate with one's professional ability; they can also offer an insight into the overall quality of teacher education programs. The significant impact that Course Audit has on the LEPT indicates that teacher preparation programs need to carefully monitor their academic expectations, increase the preparation of their candidates, and maintain an ongoing process to review and assist candidates. Therefore, these findings highlight the need for a continual review and development process to ensure that all graduates are well prepared for both licensure examinations and their careers as teachers.

Conclusion

The data collected demonstrates that a majority of graduates of Cagayan State University's Andrews Campus who completed the BECED program scored fair in the Course Audit and satisfactory in the Licensure Exam for Professional Teachers (LEPT). The mean scores of General and Professional Education in the Course Audit were nearly equal and in the fair range with LEPT mean scores indicating higher performance in General than in Professional Education. These findings indicate the importance of providing strengthening tools for developing student-teaching skills, particularly in Professional Education. The study also found a moderate, positive statistically significant correlation between Course Audit and LEPT performance, suggesting a correlation between academic performance internally and performance of the licensure exam.

Collectively, these findings support that Course Audit may be a useful internal predictor of licensure success for BECED Graduates. In addition, they highlight a need for ongoing tracking of the curriculum; improved training

within Professional Education; and continued academic support in order to improve the quality of teacher education.

Recommendations

In light of the findings of the study, the following recommendations are proposed:

- 1) Because BECED graduate's professional education scores have been lower than that of the other three programs, future cohorts of BECED students may require even more focused pedagogical training to better prepare them through instructional practices within the classroom as well as through more aligned assessments. They will also require closer monitoring of students' performance in their professional courses.
- 2) The College may continue using the Course Audit to evaluate our internal academic quality. They will use the Course Audit results to identify any learning gaps, especially within general education and professional education. The College could also evaluate the Course Audit results regularly and use them as a guide in order to make teacher-related changes as well as improve curriculum in a timely manner.
- 3) Academic support such as review sessions, mock board exercises, and individual support for students who have weak Course Audit performance can be used to assist students in becoming LEPT-ready.
- 4) Educators may want to reevaluate course assessments to ensure that classroom learning activities, Course Audit content, and LEPT competencies (especially in professional education) are closely aligned.
- 5) Research related to licensure examination performance may also explore other variables, such as study habits, review participation, test-taking techniques, as well as other academic and non-academic variables, that were not included in current studies on this topic.

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