Assessing the Licensure Examination for Teachers (LET) Readiness and the Social Realities of Pre-Service Mathematics Teachers with Limited Access to LET Review Resources

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Abstract

Institutional performance in licensure examinations remains a critical indicator of quality among higher education institutions, particularly in their pursuit of recognition as Centers of Excellence. This study assessed the readiness of pre-service Mathematics teachers for the Licensure Examination for Teachers (LET) as a basis for targeted review intervention. Employing a descriptive research design with a pretest–posttest component, the study involved fourteen Bachelor of Secondary Education majors in Mathematics from a College of Education. Researcher-developed assessment instruments were used to measure LET readiness, with mean scores utilized to determine performance levels across key content areas. A dependent t-test was conducted to examine differences in readiness before and after the implementation of a structured LET intervention program. Findings revealed that the respondents demonstrated relative strengths in Trigonometry, College Algebra, Probability and Statistics, Problem Solving, Abstract Algebra, Advanced Algebra, and Calculus. However, limited mastery was observed in Analytic Geometry, Linear Algebra, Solid Geometry, Instrumentation in Mathematics, Mathematical Investigation, History of Mathematics, and Mathematical Modeling. Although post-intervention results indicated an overall improvement in performance, the gains were not consistently statistically significant across all subject areas. Nevertheless, the proposed LET review materials and intervention program were perceived as valuable tools for enhancing pre-service teachers' readiness. These findings underscore the importance of targeted, data-driven review strategies to address subject-specific deficiencies and improve licensure examination outcomes.

Keywords: Licensure Examination for Teachers' Readiness, pre-service teachers, LET Review Material, LET Intervention Program, Mathematics

Introduction

The quality of a Higher Education Institution (HEI) is commonly reflected in the performance of its graduates in various licensure examinations administered by the Professional Regulation Commission (PRC). Institutions that consistently produce successful licensure examination passers are recognized for delivering quality education and effectively equipping graduates with the knowledge, skills, and professional competencies necessary to excel in their respective fields (Michael, 2025). Among teacher education institutions, licensure examination performance has become one of the primary indicators of educational quality, institutional effectiveness, and academic excellence. Consequently, higher education institutions

continuously strive to strengthen their curricular and instructional programs to ensure that graduates are adequately prepared not only to pass professional licensure examinations but also to become competent practitioners in their chosen professions. Moreover, institutions that consistently perform poorly in licensure examinations risk losing government recognition and accreditation, emphasizing the importance of sustaining high standards in teacher preparation (MRPS, Art. IV, Sec. 24). As emphasized by Abao et al. (2023), the results of licensure examinations serve as reliable indicators of the effectiveness of teacher education programs and provide valuable evidence that administrators, curriculum planners, and faculty members can use to identify institutional strengths and areas requiring improvement.

The performance of higher education institutions in licensure examinations likewise serves as a critical component of external quality assurance mechanisms such as the accreditation processes conducted by the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP) and the evaluation systems implemented by the Commission on Higher Education (CHED) in granting Centers of Excellence, Centers of Development, Autonomous Status, and Deregulated Status (Navasca, 2020). Within teacher education, preparing competent and professionally qualified teachers has become increasingly important as society demands educators who possess not only adequate content knowledge but also the competencies required to meet national and global educational standards (Maruss et al., 2025). In the Philippines, the Licensure Examination for Teachers (LET) serves as the primary mechanism for ensuring that only qualified individuals enter the teaching profession, as mandated by Republic Act No. 7836. Nevertheless, despite continuous reforms in teacher education, concerns remain regarding the ability of teacher education institutions to produce graduates who possess the communication skills, pedagogical competence, and professional readiness expected of beginning teachers (Rubeba, 2025). This concern is reflected in the persistently low national passing rates in the LET, where only 28.71% of examinees passed between 2010 and 2012, indicating that many teacher education institutions continue to experience difficulties in producing graduates who are adequately prepared for professional practice (Amanonce & Maramag, 2020).

Beyond institutional accountability, recent scholarship suggests that educational readiness should not be understood solely as a function of students' academic ability or examination performance. Educational expansion in the Philippines has significantly increased access to higher education; however, persistent inequalities continue to exist across socioeconomic groups, institutional contexts, and geographic locations (Ramirez Yee, 2024; Bayudan-Dacuycuy et al., 2024). Students from disadvantaged backgrounds frequently encounter disparities in educational opportunities, access to quality instruction, and institutional support despite increased participation in higher education. Consequently, educational readiness is increasingly recognized as a product not only of individual competence but also of the broader structural and social conditions that shape students' educational experiences. Within teacher education, these disparities become particularly significant because differences in institutional quality, teacher preparation, and support systems may ultimately influence the professional readiness of future educators (Sinsay-Villanueva & Orbeta, 2023). Likewise, nationwide evidence indicates that the quality of teacher education graduates is influenced by socioeconomic background and institutional factors in addition to academic performance, highlighting the multidimensional nature of teacher readiness (Olvido et al., 2024).

The success of pre-service teachers in the Licensure Examination for Teachers remains a concrete manifestation of the quality of teacher preparation provided by higher education institutions. Article IV of Republic Act No. 7836 provides that no individual shall practice the teaching profession without first obtaining a valid professional license issued by the Professional Regulation Commission. Every year, thousands of graduates from teacher education institutions take the LET with the goal of entering the teaching profession. However, national trends continue to reveal relatively low passing rates, indicating that many

graduates remain inadequately prepared for the examination. For instance, during the March 2016 LET administration, only 28.38% of elementary education examinees and 35.43% of secondary education examinees successfully passed the examination (Navasca, 2020). These findings reinforce the continuing need for higher education institutions to strengthen academic preparation and provide interventions that improve graduates' readiness for professional licensure.

Equally important is the recognition that readiness for high-stakes professional examinations is influenced by students' access to educational resources and learning opportunities. Existing literature consistently demonstrates that inequalities in technology, internet connectivity, institutional infrastructure, learning materials, and professional development opportunities continue to affect students' educational experiences and academic preparedness. The transition to flexible and online learning further exposed disparities in students' access to digital resources, with economically disadvantaged learners experiencing greater barriers to meaningful participation in learning activities (Fabito et al., 2020). Similarly, differences in technological infrastructure, institutional readiness, and digital learning support continue to shape students' preparedness across Philippine higher education institutions (Lucero et al., 2022). Access to quality instructional materials, faculty development initiatives, and institutional support also remains uneven due to financial constraints, geographic location, and institutional capacity (Philippine Institute for Development Studies, 2025). Teachers themselves recognize that students' socioeconomic conditions and unequal access to educational resources significantly influence learning engagement and instructional outcomes (Ricaforte et al., 2025). Moreover, recent analyses of Philippine teacher education advocate for greater emphasis on inclusivity, learner diversity, culturally responsive pedagogy, and equitable access to educational opportunities, arguing that effective teacher preparation should respond to students' varied educational contexts rather than relying solely on standardized academic measures (Belleza et al., 2025; Galan, 2026).

The social environment surrounding pre-service teachers likewise plays an essential role in shaping their preparation for professional practice. Beyond academic knowledge and instructional competence, pre-service teachers often navigate financial limitations, competing responsibilities, emotional pressures, and personal challenges throughout their teacher education journey. Research demonstrates that family encouragement, peer relationships, faculty guidance, and institutional support function as critical sources of resilience that enable pre-service teachers to overcome academic and personal challenges (Remojo & Cacho, 2026). Likewise, collaborative peer networks foster confidence, shared learning, and problem-solving during teacher preparation (Rook & Hooper, 2024), while supportive mentoring relationships with supervising teachers contribute significantly to the development of teaching competence, reduced teaching anxiety, and enhanced professional growth (Solanon & San Jose, 2025; Lambonao & Sayao, 2026). Furthermore, supportive educational environments strengthen teacher self-efficacy, professional well-being, and long-term career commitment (Gonzales et al., 2020). Collectively, these findings suggest that successful teacher preparation extends beyond academic instruction and encompasses the social realities that influence how future teachers prepare for professional licensure.

The Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) reported that only 28,973 elementary teachers out of 92,440 examinees (31.34%) and 54,179 secondary teachers out of 136,523 examinees (39.68%) successfully passed the Licensure Examination for Teachers administered in September 2019. Although Don Mariano Marcos Memorial State University has generally performed above the national passing rate in several LET administrations, its College of Education continues to pursue higher institutional targets to satisfy accreditation requirements and sustain its recognition as a Center of Development while aspiring toward Center of Excellence status (Navasca, 2020). These institutional goals prompted the implementation of a structured LET Intervention Program designed to strengthen graduates' academic competencies and improve their performance in the licensure examination.

Previous studies on LET readiness have predominantly focused on measuring students' academic preparedness using quantitative indicators such as examination scores, competency assessments, and institutional performance. While these studies provide valuable evidence regarding students' levels of readiness, they offer limited understanding of the social realities that shape how pre-service teachers prepare for the licensure examination. Consequently, examining LET readiness alongside the social realities of LET preparation offers a more comprehensive understanding of teacher preparation by recognizing that readiness is influenced not only by academic competence but also by students' access to learning resources, institutional support, and broader educational contexts. Guided by this perspective, the present study assesses the LET readiness of pre-service Mathematics teachers while exploring the social realities that influence their preparation for the licensure examination.

Framework of the Study

Theory Modeling discusses that the preparation of future teachers is a vital function of Teacher Education Institutions. Teachers are indeed accountable for providing quality education to the learners. The teachers' critical role in producing competent graduates remains the most significant factor in achieving excellence in education. Knowledge Assessment Evaluation Theory defines knowledge, skills, and attitudes assessment as a systematic examination procedure that tests, with the goal of establishing desired characteristics and gathering evidence of the level and quality of the acquired knowledge, skills, and attitudes. The required characteristics of knowledge, skills, and attitudes are defined by instructional goals, so the type of examination depends on those goals.

School leaders need to identify where they want their organization to go and how they will get there. To know where they are headed, leaders must analyze, assess, plan, implement, and evaluate their practicum program. Through a tracer study, they learn how well their graduates are doing in terms of the knowledge, skills, and values and attitudes imparted through the training provided. Evaluation is an integral part of any endeavor. (Gentova et al., 2018). Evaluation can be used to determine whether a program is successful. It can be used to promote change by looking for strengths and weaknesses, with an eye toward correcting the weaknesses. This is followed by planning the growth and development of an institution's programs and projects through evaluation, which serves as the basis of planning (Leak et al., 2025). Continuous evaluation can contribute to developing, maintaining, and operating a viable system that meets the needs and addresses the challenges of ongoing change. Expectancy-value theory holds that people are goal-oriented beings. The behaviors they perform in response to their beliefs and values are undertaken to achieve some end. The objectives presented during student teaching, therefore, serve as the basis for the respondents' beliefs and values towards teaching (Barni et al., 2019). Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979) further provides a social perspective for understanding teacher preparation by emphasizing that an individual's development is shaped through continuous interactions with multiple environmental systems. The theory posits that learning outcomes and professional readiness are influenced not only by personal abilities but also by relationships with family, peers, educational institutions, and the broader social environment. Within teacher education, the theory suggests that pre-service teachers' readiness for the Licensure Examination for Teachers (LET) is shaped by access to learning resources, institutional support, mentoring, peer interactions, and family encouragement. Consequently, examining the social realities surrounding LET preparation enables a more holistic understanding of teacher readiness by recognizing that academic preparedness develops within complex educational and social contexts. This perspective supports the qualitative component of the present study by explaining how environmental and social factors interact with academic preparation in shaping LET readiness.

Although expectancy-value theory can be used to explain central concepts in uses and gratifications research, other factors also influence the process. For example, the social and psychological origins of needs, which give rise to motives for behavior, may be guided by beliefs, values, and social circumstances into seeking various gratifications through media consumption and other nonmedia behaviors. Since this study is focused on graduates, teachers' competencies and the quality of education they provide, some management theories were utilized here. One of which is the theory of Total Quality Management (TQM). TQM has been adopted by schools to promote quality in their services; more importantly, to improve the quality of teachers. Thus, teachers need training and seminars that really cater to their specific needs. According to Fianza (2009), as mentioned by Ragma (2011), training is the process of acquiring specific skills to perform a job more effectively. They help people become qualified and proficient in certain jobs. This is aside from the fact that teachers who benefit from training have more confidence in dealing with their learners and are better prepared to be partners with learners in the teaching-learning process. In the educational system, quality is an important concept. The education of the people reflects the nation's success. Quality education involves the quality of services to students. This is where the quality of teachers comes into play.

This study utilized the IPO Model. The input includes the LET readiness of pre-service teachers. The process includes analyzing LET readiness, identifying strengths and weaknesses, and developing a LET review material. The output of which is the proposed LET review material to enhance the LET performance of the Teacher Education graduates.

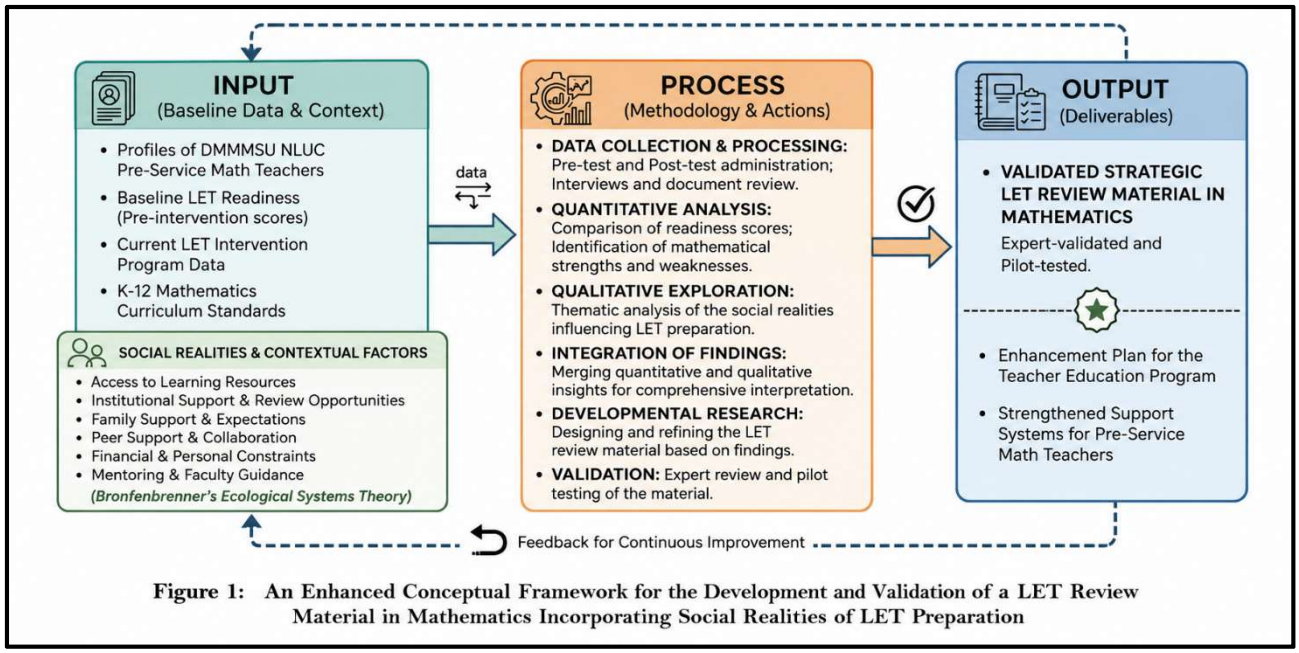

Figure 1: An Enhanced Conceptual Framework for the Development and Validation of a LET Review Material in Mathematics Incorporating Social Realities of LET Preparation

Figure 1: A Conceptual Framework for the Development and Validation of a LET Review Material in Mathematics

Objectives

This study examined the readiness of pre-service Mathematics teachers for the Licensure Examination for Teachers (LET) while exploring the social and educational realities that influenced their preparation for the

examination. By integrating quantitative measures of LET readiness with qualitative insights into the experiences and contextual factors shaping preparation, the study generated a more comprehensive understanding of teacher readiness. The findings served as the basis for developing a responsive and context-sensitive LET review material and intervention that addressed both the academic needs and the social realities of pre-service Mathematics teachers at Don Mariano Marcos Memorial State University–North La Union Campus. Specifically, the study: (1) determined the level of LET readiness of pre-service Mathematics teachers in terms of content knowledge, pedagogical competence, and test-taking skills; (2) identified the strengths and weaknesses of pre-service Mathematics teachers across the different Mathematics domains covered in the Licensure Examination for Teachers; (3) explored the social realities and perceived value of LET preparation among pre-service Mathematics teachers with limited access to LET review resources; and (4) developed a contextualized and responsive LET review material that addressed the identified academic gaps and social realities to enhance the overall readiness of pre-service Mathematics teachers for the Licensure Examination for Teachers.

Methodology

Research Design

This study employed an **explanatory sequential mixed-methods research design**, wherein quantitative data were first collected and analyzed to determine the LET readiness of pre-service Mathematics teachers, followed by a qualitative phase to explain and enrich the quantitative findings through an exploration of the social realities surrounding LET preparation. The integration of both quantitative and qualitative findings provided a more comprehensive understanding of teacher readiness and served as the basis for developing a responsive and context-sensitive LET review intervention. This design is appropriate when qualitative data are used to explain, contextualize, and expand quantitative results (Creswell & Plano Clark, 2018).

Sampling Technique

The quantitative phase involved the total population of 14 pre-service Mathematics teachers enrolled in the Bachelor of Secondary Education (BSEd) program at the College of Education during the academic year 2018–2019. Total population sampling was employed to ensure that all eligible pre-service teachers participated in the assessment of LET readiness. Participants who were absent during either the pretest or posttest were excluded from the analysis. For the qualitative phase, purposive sampling was employed to select six (6) participants from the quantitative respondents. Participants were selected based on the following inclusion criteria: (1) they participated in both the pretest and posttest administered during the quantitative phase of the study; (2) they were enrolled as pre-service Mathematics teachers in the Bachelor of Secondary Education program at Don Mariano Marcos Memorial State University–North La Union Campus during the conduct of the study; (3) they voluntarily agreed to participate and provided informed consent; and (4) they were able to communicate and articulate their experiences regarding their preparation for the Licensure Examination for Teachers (LET. These criteria ensured the selection of information-rich participants capable of providing meaningful insights into the social realities surrounding LET preparation and explaining the quantitative findings of the study.

Data Gathering Instrument

The quantitative phase utilized a researcher-developed Mathematics LET readiness test designed to assess competencies across the major content domains covered in the Licensure Examination for Teachers. The instrument underwent expert validation and pilot testing prior to data collection, yielding a validity rating of 4.80 and a split-half reliability coefficient of 0.92, indicating excellent reliability. The pretest was administered prior to the implementation of the LET intervention program, while the posttest was conducted immediately after its completion. For the qualitative phase, a researcher-developed semi-structured interview guide was utilized to explore the social realities experienced by selected pre-service Mathematics teachers during their preparation for the LET. The interview guide was likewise subjected to expert validation to ensure the relevance and clarity of the interview questions.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics. Mean scores were computed to determine the level of LET readiness and identify the strengths and weaknesses of pre-service Mathematics teachers across the different Mathematics domains. The Shapiro–Wilk test was employed to assess data normality. Paired-samples *t*-tests were conducted for normally distributed data, while the Wilcoxon signed-rank test was used for non-normally distributed data to determine significant differences between the pretest and posttest scores. Qualitative data were analyzed using Braun and Clarke's (2006) thematic analysis, allowing the identification of recurring patterns and themes related to the social realities influencing LET preparation. Findings from both phases were subsequently integrated to provide a comprehensive basis for developing a responsive LET review intervention.

Data Categorization

The data categorization for the different Mathematics subjects is presented below:

Trigonometry and Algebra (10 items)

Scale	Descriptive Equivalent
8.01-10	Outstanding
6.01-8	Very Good
4.10-6	Good
2.01-4	Fair
0-3	Poor

Geometry (8 items)

Scale	Descriptive Equivalent
6.4-8	Outstanding
4.8-6.39	Very Good
3.2-4.79	Good
1.6-3.19	Fair
0-1.59	Poor

Analytic Geometry (12 items)

Scale	Descriptive Equivalent
9.6-12	Outstanding
7.2-9.59	Very Good
4.8-7.19	Good
2.4-4.79	Fair
0-2.39	Poor

Probability and Statistics (15 items)

Scale	Descriptive Equivalent
12-15	Outstanding
9-11.99	Very Good
6-8.99	Good
3-5.99	Fair
0-2.99	Poor

Problem Solving and Abstract Algebra (5 items)

Scale	Descriptive Equivalent
4-5	Outstanding
3-3.99	Very Good
2-2.99	Good
1-1.99	Fair
0-.99	Poor

Solid Geometry/ Calculus and Advanced Algebra (3 items)

Scale	Descriptive Equivalent
2.4-3	Outstanding
1.8-2.39	Very Good
1.2-1.79	Good
.6-1.19	Fair
0-.59	Poor

Instrumentation, Linear Algebra and Investigation and Modeling (2 items)

Scale	Descriptive Equivalent
1.6-2	Outstanding
1.2-1.59	Very Good
.8-1.19	Good
.4-.79	Fair
0-.39	Poor

Results and Discussion

Table 1. Comparison of the Level of LET Readiness of Pre-Service Mathematics Teachers Before and After the Intervention Program

Subject Area	Before the LET Intervention		After the LET Intervention	
	Mean Score	Descriptive Equivalent	Mean Score	Descriptive Equivalent
Trigonometry	6.07	Very Good	6.64	Very Good
College Algebra	6.5	Very Good	6.71	Very Good
Geometry	4.64	Good	5.57	Very Good
Analytic Geometry	2.07	Poor	3.93	Fair
Probability and Statistics	8.14	Good	9.28	Very Good
Problem Solving	2.85	Good	3.21	Very Good

Linear Algebra	1.36	Very Good	1.43	Very Good
Solid Geometry	1.14	Fair	1.21	Good
Abstract Algebra	3.57	Very Good	3.79	Very Good
Instrumentation in Mathematics	.71	Fair	.79	Fair
Calculus	1.79	Good	2.43	Very Good
Advanced Algebra	1.43	Good	2.07	Very Good
Investigation and Modeling	.5	Fair	.58	Fair

LET Readiness in Trigonometry

The results indicate that the pre-service teachers obtained a mean score of 6.07 before the intervention and 6.64 after the LET intervention program, suggesting that they already demonstrated a high level of proficiency in Trigonometry, with only a minimal improvement of 0.57 that was not statistically significant (p = .2928). This implies that while the intervention contributed to slight gains, it did not substantially enhance performance, likely because the students had already acquired competencies beyond the minimum required in fundamental topics such as types of angles, coterminal angles, coordinate-plane positioning, and basic trigonometric functions. However, persistent difficulties were observed in solving application-based problems involving right triangles, particularly angles of elevation and depression, as well as in recalling and applying trigonometric identities, indicating gaps in higher-order problem-solving and conceptual retention. These findings suggest that despite strong foundational knowledge, the students struggle with analytical and abstract aspects of Trigonometry, consistent with existing literature that characterizes the subject as conceptually challenging for pre-service teachers. Consequently, there is a need for more focused instructional strategies that emphasize conceptual understanding, problem-solving techniques, and varied practice in trigonometric identities to achieve deeper and more meaningful learning outcomes.

To achieve quality mathematics education, teacher educators must change their instructional practice and teach for understanding. Since understanding is the key to teachers' instructional actions, processes, and knowledge, it is recommended that teacher preparation for trigonometry be grounded in understanding (Asamoah, 2025). In trigonometry, specifically the topic of "trigonometric identities," students have difficulty solving and proving identities involving trigonometric functions. The teacher-researcher's students, although majoring in mathematics, reported difficulties they encountered in high school when learning trigonometric identities. The students also mentioned that they wanted to learn more techniques in proving identities. Moreover, they suggested that lessons should be engaging and easy to learn by providing more examples (Obeng et al., 2024).

LET Readiness in Algebra

Pre-service Mathematics teachers demonstrated a very good level of proficiency in College Algebra both before and after the LET intervention, with mean scores of 6.50 and 6.71, respectively, indicating that they have already acquired the essential skills and competencies in fundamental concepts such as determining polynomial degrees, performing operations on polynomials, and simplifying exponential expressions. Their strong retention and mastery of basic topics suggest solid foundational knowledge; however, notable difficulties persist in factoring, simplifying rational expressions, and solving word problems involving linear equations, largely due to weak application of factoring techniques and limited problem-solving strategies, as many rely on trial-and-error approaches. Despite a slight increase in performance, the mean difference of 0.21 was negligible and not statistically significant (p = 0.51), implying that the LET intervention had minimal

impact on improving their College Algebra skills, likely because their initial proficiency was already high, while higher-order analytical and problem-solving competencies remain areas for further development.

LET Readiness in Geometry

The pre-service teachers were good in Geometry before the conduct of the LET exams, with a mean of 4.64, and became very good after the LET intervention, with a mean of 5.57. This means that the pre-service teachers were able to answer many of the problems in Geometry before and after the LET intervention. There are many competencies in Geometry that they have mastered after the LET intervention, but failed to master some competencies before the LET intervention. They can correctly answer problems on coordinate geometry, angle problems on polygons, angles of a triangle, types of triangles, and collinear points. However, some of them failed to answer the problems on supplementary and complementary angles. If they are asked to get the complement or supplement, it would be very easy. But when this is applied to word problems, their analytical skills may not function properly. Therefore, even if they know the meaning of complementary and supplementary angles, if they cannot formulate the appropriate working equation, then they fail to solve the problem accurately. Furthermore, they cannot determine the remaining side of a triangle given the other two sides using special triangle concepts and the Pythagorean theorem. They fail to analyze that to solve the remaining side of a triangle, the Pythagorean theorem can be used since the given triangle is right. The improvement in their competence from good to very good is not notable, as supported by the statistical comparison with a p-value of .17, indicating no significant difference in their performance before and after the LET intervention. There is only a one-point improvement. Their improvement is evident in their analysis of using the Pythagorean theorem to determine the remaining side of a right triangle. This is indicative that the LET intervention is not sufficient to improve their competence.

LET Readiness in Analytic Geometry

The pre-service teachers had poor competence with a mean of 2.07 before the LET intervention, while fair competence with a mean of 3.93 after the LET intervention. This suggests that they lack the necessary skills in Analytic Geometry. They have not acquired the necessary competencies; they have not gained mastery in the said area of Mathematics; and there is a need to strengthen the interventions or measures to enhance the graduates' competence. They got the easy problems on slope and intercepts, but failed to correctly answer more complicated problems on the slopes of parallel and perpendicular lines. Similarly, they had difficulty determining the equation of the circle given the radius or the center of the circle. Likewise, they can hardly construct the equation of a line given the slope parallel or perpendicular to a given line. This is further indicative that the graduates have poor retention. They forgot easily the concepts learned. The almost two-point increase in their mean score from 2 to 3.93 is significant, as shown by the p-value of .009. This implies a notable increase in their competence; however, their fair performance is not yet satisfactory and therefore not very acceptable. They may not yet be ready to answer the items correctly that will be given in the Licensure Exams. The items they were not able to answer before the LET intervention, but were able to answer after the LET intervention, are problems with slope and line equations. Just the same, they found difficulty in conic sections. They need more enrichment activities to gain more mastery of circles and conic sections. Valdez (2015), in his study on effects, achievement, and retention in Analytic Geometry, observed that students had difficulty learning the concepts and processes in Analytic Geometry. More often than not, students lack the necessary mathematical concepts and principles, as well as the ability to solve mathematical problems, necessary to take higher mathematics subjects. The failure to acquire said skills will redound to failure in the next course.

LET Readiness in Probability and Statistics

Pre-service teachers are good at probability and statistics, with a mean of 8.14 before the LET intervention and a very good mean of 9.28 after the LET intervention. This indicates that they have acquired the skills and competencies in Probability and Statistics. But the fact that they are only good means they have not actually mastered some topics. It can be noted, however, that they have gained mastery in Probability and Statistics after the LET intervention. This is indicative of the noted contribution of the LET intervention program. They are noted to be strong in descriptive and inferential statistics but weak in probability. Most of them are knowledgeable on measures of central tendency and variability, skewness, types of errors, statistical hypothesis, correlation and regression analysis. The probability part is difficult for many of them. The probability part also includes counting principles, permutations, and combinations. There is a tendency for the pre-service teachers to be confused with the rules and formulas on probability, counting principles, permutations, and combinations. Likewise, they interchange problems involving permutations and combinations.

There is a 1-point improvement in their mean score before and after the LET intervention. However, using the t-test to compare performance before and after the LET intervention program, the results indicate that the difference is not significant. This means that the LET intervention contributed to a minimal extent. It has made the pre-service teachers more prepared for the Licensure Exams, with an increase that is not very remarkable, but has moved them from good to very good. In a study on Students' Attitudes Towards Probability and Statistics and Academic Achievement in Higher Education, the results indicate that there is an indication that students lack confidence in solving statistical and probabilistic problems, noting that there is no great anxiety about Probability and Statistics; however, they do not feel confident about solving probabilistic and statistical problems (Calma et al., 2022). Moreover, they show initial motivation, which leads to better results in the first evaluation of the discipline that covers basic concepts of Combinatorial Analysis and Probability.

LET Readiness in Problem Solving

The pre-service teachers are good at problem solving before and very good after the LET intervention, with means of 2.85 and 3.21, respectively. This indicates that they are equipped with problem-solving skills like analyzing, determining the unknowns and given, formulating the working equation, computing and verifying if the answer is correct or not. However, there are items they fail to answer; hence, they have not yet developed to the optimum level all the necessary skills and competencies, including problem-solving. The increase in their means of about one point indicates an increase, but not very remarkable. The given problems are on percentages, ratios and proportions, discounts, interest and distance. They were able to answer percentage, discount, ratio and proportion, and distance problems, but did not answer the interest problem accurately. This means they can clearly recall concepts such as percentages, discounts, ratios, and proportions. The identified weakness is in the formula. Some of them did not use the correct formula for interest; hence, they were unable to provide the correct answer. Using the t-test to compare the performance of pre-service Mathematics teachers on the pretest and post-test, the mean difference of .36 is not significant. This is supported by the obtained value of 31,31, which indicates that their performance on the pretest and posttest is similar. This further indicates that no improvement in their problem-solving performance has been detected.

LET Readiness in Linear Algebra

Pre-service teachers show very good performance before and after the LET intervention, with means of 1.36 and 1.43, respectively. This signifies that the pre-service teachers have acquired the needed skills and competencies in Linear Algebra. It is easy to find the trace but difficult to find the inverse of a matrix. They

just need more practice in finding the inverse of a matrix. In the LET examinations, only one or two items are given on Linear Algebra. Based on their performance in the summative test, they can be noted as at least ready to answer questions in Linear Algebra. The Wilcoxon signed-rank test was used to compare the pre-service teachers' performance in Linear Algebra before and after the LET intervention, as the data did not meet the normality assumption. Analysis revealed no significant difference between the pretest and posttest scores, as indicated by the p-value of 0.58, which is greater than 0.05. The results indicate that there was no observable difference in pre-service teachers' scores before and after the intervention. This implies that the LET intervention program did not significantly improve pre-service teachers' performance in Linear Algebra. They were very good in the pretest, hence had only minimal room for improvement. They retain their very good status, though. Despite the non-significant t-test result, the mean shows a slight increase, suggesting that pre-service teachers' performance improved; thus, they learned from the intervention, although not to a remarkable extent.

LET Readiness in Solid Geometry

The performance of the pre-service teachers in Solid Geometry needs improvement. The given items are the volume of a pyramid and a cube, and the area of a triangle. It appears that many were unable to answer the question about the volume of a pyramid. They forgot the formula in determining the volume of a pyramid. Likewise, many were unable to solve for the area of a right triangle given the height and the hypotenuse. This requires solving for the base using the Pythagorean Theorem. They went to the formula right away, which is, of course, not appropriate since the hidden unknown, which is the base, is not yet solved. On the other hand, almost all of them got the volume of a cube. This indicates that they can easily recall the formula and accurately compute the volume of a cube. The slight increase in their mean is attributed to the greater number of students who were able to answer the question about the volume of a pyramid. This implies that they are able to retain and recall the formula for the volume of a pyramid as they receive review classes. Further, the findings indicate that the pre-service teachers are not yet ready to answer items correctly in Solid Geometry; hence, they need more intensive review to enhance their readiness. The performance of the pre-service teachers in Solid Geometry before and after the LET intervention is comparable, as indicated by the Wilcoxon signed-rank test. The result revealed no significant difference between the pretest and posttest scores of the preservice Mathematics teachers, as indicated by a p-value of 0.82, which is greater than 0.05. The results suggest that there is no observable difference in pre-service teachers' scores between the pretest and posttest. This implies that the LET intervention program had little impact on pre-service teachers' performance.

LET Readiness in Abstract Algebra

The table shows a mean score of 3.57, with a descriptive equivalent of very good, before the LET intervention. This denotes that they are skilled in abstract algebra even before the LET intervention. They were able to answer many of the items correctly. The pre-service teachers can easily recall concepts in Modulo arithmetic and in equations involving modulo. This further indicates that the pre-service teachers are highly prepared to take the Licensure Exams in Abstract Algebra. After the LET intervention, their mean increases by .22 to 3.79, with a descriptive equivalent of very good. This is indicative that their performance in abstract algebra is still very good and has improved a little. This further reveals that the preservice teachers have high LET readiness in Abstract Algebra. The result of the independent t-test shows that there is no significant difference in the pretest and posttest scores of pre-service teachers in Abstract Algebra, with a p value of .46. The result reveals further that there is no observable significant difference in pre-service teachers' scores in Abstract Algebra before and after the implementation of the LET intervention. They are very good in both

tests anyway. This further means that the LET review makes a minimal contribution to improving pre-service teachers' performance in Abstract Algebra.

Many stakeholders concur that secondary teacher preparation programs should include the study of abstract algebraic structures, and most certification programs require an abstract algebra course for prospective mathematics teachers. However, research has shown that undergraduate students struggle to understand fundamental concepts and, upon completion of the course, are unable to articulate connections between abstract algebra and secondary school mathematics. Mathematicians often consider knowledge of how algebraic structure informs the nature of solving equations, simplifying expressions, and multiplying polynomials as crucial knowledge for a teacher to possess, and thus expect that all high school teachers have taken an introductory course in abstract algebra as part of a bachelor's degree. (Wasserman, 2017).

LET Readiness in Instrumentation in Mathematics

The pre-service teachers are fair in Instrumentation in Mathematics before and after the LET intervention. This indicates their lack of readiness to answer questions on Instrumentation in Mathematics. Although in the LET Examinations there may be only one, or even none, item on Instrumentation in Mathematics, pre-service teachers need to be ready to answer one or two items accurately. It can be noted that the pre-service teachers fail to identify the criteria for instructional materials, which suggests that students may not be aware of the criteria for evaluating instructional materials in Mathematics. The slight increase in their mean after the LET intervention suggests that a few who had not answered correctly before the LET intervention answered the item correctly after the LET intervention. The comparison of the pretest and posttest reveals no significant difference. This implies that there is no significant difference in pre-service teachers' Instrumentation in Mathematics scores before and after the implementation of the LET intervention. This further indicates that the LET intervention makes a minimal contribution to improving pre-service teachers' performance in Instrumentation in Mathematics.

LET Readiness in Calculus

The LET readiness of pre-service teachers in Calculus before and after the LET intervention is disclosed in Table 11. The table reveals that the pre-service teachers are good at Calculus before the LET intervention and are very good after the LET intervention. This connotes that the pre-service teachers have acquired the needed skills and competencies in Calculus. They were able to recall and retain the concepts and apply them to solve problems. Calculus is considered to be the most difficult subject in Mathematics. The tendency for Math majors is to exert their effort to the maximum in the said subject, hence, they are able to gain mastery. Their performance even improved after the LET intervention, indicating that they were better prepared to take the exams. They are highly capable of finding the limits and the derivatives of a function. The table further reveals a significant difference in the performance of preservice Mathematics teachers before and after the LET intervention, as indicated by the p-value of .04. This suggests that the increase in their scores from the pretest to the posttest is highly significant. This further indicates that the LET intervention program was successful in improving pre-service teachers' performance in Calculus. This further implies that the LET intervention significantly enhanced their readiness in Calculus.

LET Readiness in Advanced Algebra

The performance of the pre-service teachers in Advanced Algebra before and after the LET intervention is good and very good, respectively. They are more equipped with the skills in Advanced Algebra after the LET intervention. It can be noted that they are able to solve exponential and logarithmic equations as well as apply the properties of logarithms in solving problems. Moreover, this indicates that the pre-service

teachers are ready to take the LET exams, including Advanced Algebra. They are confident that they can answer many of the questions taken from the said subject. The comparison of performance before and after the LET intervention reveals no significant difference. This means that the increase in the scores is not remarkable, though the descriptive equivalent changes from good to very good. This further implies that the LET intervention had little impact on their readiness in Advanced Algebra.

LET Readiness in Investigation and Modeling

The pre-service teachers are fair in Investigation and Modelling before and after the LET intervention. This clearly means that they are not highly knowledgeable in the subject. The pre-service teachers lack readiness to answer questions in Investigation and Modelling accurately; hence, they still need to go over items on this subject. The slight increase in their mean is not significant, as indicated by the p-value of .67. The LET review contributed only slightly to the performance of the pre-service teachers in Investigation and Modelling. In the LET exams only few items, or even only one or two items will be given in the LET exams. Therefore, the pre-service teachers did not exert much emphasis in their review of the said subject.

Visualization to Grasp the Effectiveness of the LET Intervention Program

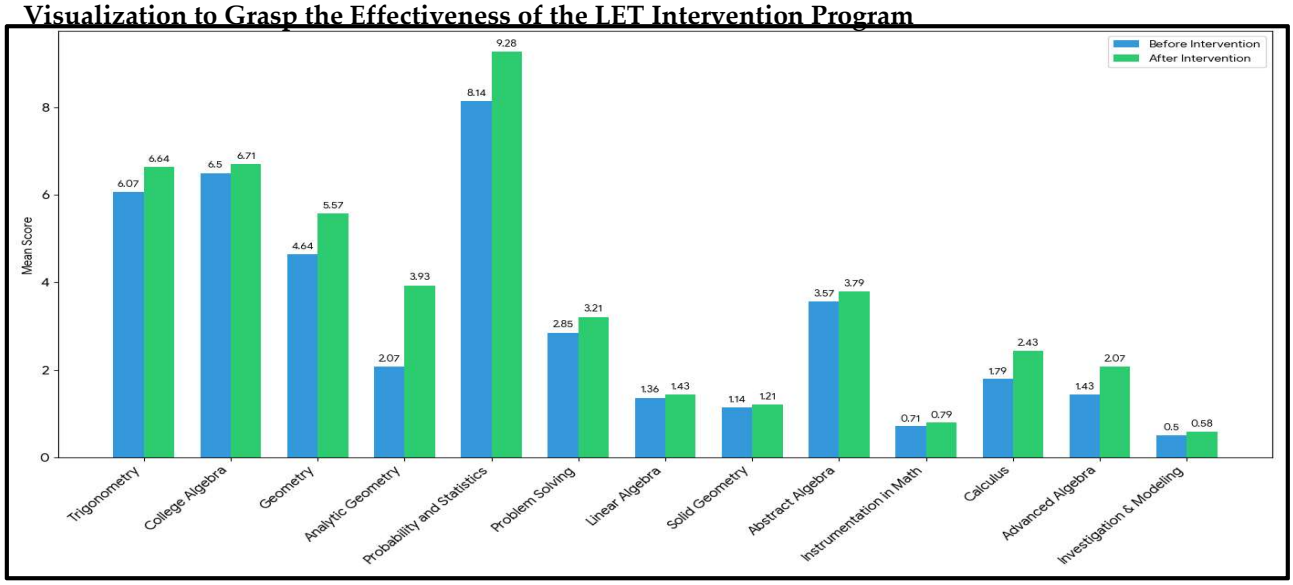

Figure 2. Visual Comparison Between Mean Scores Before and After LET Intervention

The data reflect a consistent upward trend in mastery, with the After Intervention mean scores surpassing the baseline in every subject area. This uniform improvement suggests that the intervention program was effective in reinforcing the mathematical competencies of the pre-service teachers. Notably, subjects like Analytic Geometry and Calculus saw substantial numerical gains, indicating that the program successfully addressed previously "Poor" or "Fair" areas of performance and elevated them to higher descriptive levels. While the intervention boosted performance across the board, the graph also highlights a clear hierarchy in subject mastery. Probability and Statistics remains the strongest area, nearly reaching its ceiling post-intervention, whereas Investigation and Modeling and Instrumentation in Mathematics remain the lowest-scoring categories despite their progress. This disparity identifies specific technical domains where

pre-service teachers may still require more intensive, specialized review materials to achieve the "Very Good" threshold seen in other subjects.

Table 2. Strengths and Weaknesses in Mathematics Performance Following LET Intervention

Subject Area	Before the LET Intervention		After the LET Intervention		**Remarks**
	Mean Score	Descriptive Equivalent	Mean Score	Descriptive Equivalent	
Trigonometry	6.07	Very Good	6.64	Very Good	**Strength**
College Algebra	6.5	Very Good	6.71	Very Good	**Strength**
Geometry	4.64	Good	5.57	Very Good	**Strength**
Analytic Geometry	2.07	Poor	3.93	Fair	**Weakness**
Probability and Statistics	8.14	Good	9.28	Very Good	**Strength**
Problem Solving	2.85	Good	3.21	Very Good	**Strength**
Linear Algebra	1.36	Very Good	1.43	Very Good	**Strength**
Solid Geometry	1.14	Fair	1.21	Good	**Weakness**
Abstract Algebra	3.57	Very Good	3.79	Very Good	**Strength**
Instrumentation in Mathematics	.71	Fair	.79	Fair	**Weakness**
Calculus	1.79	Good	2.43	Very Good	**Strength**
Advanced Algebra	1.43	Good	2.07	Very Good	**Strength**
Investigation and Modeling	.5	Fair	.58	Fair	**Weakness**

A rating of good and below in the LET Readiness after the implementation of the intervention was considered a weakness, and a rating of very good and outstanding was considered a strength. The rating of good is considered a weakness since the pre-service teachers acquired only the minimum competencies in the different subjects. The pre-service teachers need to acquire more than the minimum to show that they are ready to take the licensure exams. Of the 13 subject areas, it can be noted that nine of the subjects are strengths and only four subjects were noted as weaknesses. This means that the pre-service teachers have a high level of readiness in taking the Licensure Examination for Teachers. The identified strengths are Trigonometry, College Algebra, Geometry, Probability and Statistics, Problem Solving, Abstract Algebra, Linear Algebra, Advanced Algebra and Calculus. This implies that they perform very good in these subjects. Likewise, their LET readiness in the said subjects is commendable. On the other hand, the pre-service teachers have not yet established a strong knowledge and mastery of the other subjects such as Analytic Geometry, Solid Geometry, Instrumentation in Mathematics, Investigation, History and Modeling.

Antiojo, (2017) mentioned that it was evident that the performance of BSEd LET takers in specialization courses is quite low; hence, it is highly recommended that LET review should give more emphasis on major courses, Further, it is likewise recommended to study the predictors of LET Performance in the future researches. Review sessions initiated by the university are one of the interventions which can be further improved through the initiative of the learner and the availability of learning resources. According to

Evans, Kelly, and Sitora (2014), as cited by Bagadion (2018), found that a key aspect of scholarly culture—the number of books in the family home—exerts a strong influence on academic performance in ways consistent with the cognitive skill hypothesis, regardless of the nation's ideology, political history, or level of development. Aquino & Balilla (2015) stated that all graduates of teacher education programs aim to pass the Licensure Examination for Teachers (LET) and work as professional teachers; hence, they prepare for it. Concerning work plans soon after graduation, the study found that the majority of the respondents planned to work soon after graduation, with a few of them undecided. Most respondents intended to take the Licensure Examination for Teachers (LET) at the earliest possible time. Further, most of them would review to prepare themselves for the Licensure Examination for Teachers (LET) in a review center but there were a few who would have a self–review due to financial and schedule constraints. Passing the Licensure Examination for Teachers (LET) has been the ultimate focus of tertiary education institutions in the Philippines to meet the present demand of local and global parties and communities. Hence, various strategies are conducted to increase the likelihood that the prospect will happen (Cabahug, 2023).

Results confirm the findings of Chua et al. (2019), who found that a review program is somewhat successful, thus recommending pursuing the mentoring and coaching program for the next batches of prospective LET examinees. Further, Bagadion (2018) emphasized that there is still a need for national LET because it provides quality assurance of education, promotes professionalism among teachers, and somewhat improves student outcomes, particularly in Math and science, especially for those who are teaching basic and secondary education. The situational analysis found in the LET practice sets promotes critical thinking and complex problem solving, which is considered the breadth and depth of specialized skills used at work. To increase LET performance, the program should consider benchmarking from LET-performing institutions, choose the right faculty to teach a course, secure the validity and/or reliability of instructional materials and assessment tools with LET competencies, strictly implement the admission and retention policy, and assess regularly the efficacy of the course audit in all areas (Camarista et al., 2025). Future teachers' education should include an examination of their personal and professional values, including educational and cultural values. Bagadion and Tullao (2018) noted that there is still a need for national LET because it provides quality assurance in education, promotes professionalism among teachers, and somewhat improves student outcomes, especially for those teaching in basic and secondary education. This implies that an intervention program to enhance students' readiness must be pursued. Chua et al. (2019) recommended pursuing mentoring and coaching but emphasized the need to modify some procedures and strategies in the intervention to further improve it and meet the specific needs of the reviewers. In this case, probably the reviewees' overall readiness can be significantly improved.

Qualitative Research Question: *What are the social realities experienced by pre-service Mathematics teachers in preparing for the Licensure Examination for Teachers (LET)?*

To complement the quantitative findings on LET readiness, a qualitative inquiry was conducted to gain a deeper understanding of the social realities experienced by pre-service Mathematics teachers during their preparation for the Licensure Examination for Teachers (LET). Through semi-structured interviews, participants shared their experiences regarding the opportunities, challenges, and support systems that influenced their preparation for the examination. Thematic analysis of the interview transcripts generated five interrelated themes that explain how social, educational, and personal contexts shaped their readiness for the LET. These themes provide meaningful insights that complement the quantitative findings and offer a more comprehensive basis for developing a responsive and context-sensitive LET review intervention.

Theme 1. Financial Barriers in LET Preparation

One of the recurring themes that emerged from the interviews was the participants' experience of limited access to LET review resources. Five out of the six participants shared those financial constraints, the high cost of commercial review centers, limited access to updated review materials, and inadequate learning resources posed significant challenges during their preparation for the Licensure Examination for Teachers (LET). Despite these limitations, participants demonstrated initiative by utilizing free online resources, borrowing review materials, and engaging in self-directed learning to prepare for the examination.

"I really wanted to enroll in a review center, but we just didn't have the budget—it's so expensive. So I just made do with whatever books I could borrow and free reviewers I found online." (Participant 2)

""I literally just relied on my classmates' handouts. It's such a heavy financial burden to buy your own books, let alone go to a review center. It's just incredibly hard when you're tight on cash." (Participant 5)

The findings suggest that access to quality review resources remains an important factor influencing LET preparation among pre-service teachers. Consistent with the concept of educational equity, disparities in access to learning opportunities may affect students' readiness for professional examinations. This finding supports previous studies indicating that socioeconomic conditions and unequal access to educational resources continue to shape students' academic preparation and readiness (Ramirez Yee, 2024; Bayudan-Dacuycuy et al., 2024; Fabito et al., 2020).

Theme 2. Social Support Networks in LET Prep

Another salient theme that emerged from the interviews was the significant role of social support in participants' LET preparation. All six participants emphasized that encouragement and assistance from their families, classmates, instructors, and the College of Education motivated them to remain committed despite the challenges they encountered during their preparation. Participants described these support systems as sources of motivation, guidance, and emotional encouragement that strengthened their confidence and determination to succeed in the licensure examination.

"Our instructors and blockmates never left us behind. We were giving out reviewers to each other, and if someone couldn't get a concept, someone would actually explain it. My fear disappeared because I knew I wasn't fighting alone." (Participant 3)

"Every single day my family reminded me that they believed in what I could do. Their support was truly the only reason I forced myself to fight through the extreme exhaustion just to keep reviewing." (Participant 6)

The importance of social support is a contributing factor to LET preparation. Consistent with previous studies, family encouragement, peer collaboration, and faculty mentoring foster resilience, confidence, and academic persistence among pre-service teachers (Remojo & Cacho, 2026; Rook & Hooper, 2024). Likewise, supportive mentoring relationships and institutional guidance have been shown to strengthen teacher competence and professional readiness (Solanon & San Jose, 2025; Lambonao & Sayao, 2026; Gonzales et al., 2020).

Theme 3. Material and Technological Deficits in Examination Readiness

Access to quality review resources was another challenge highlighted by the participants. Four out of the six participants explained that limited access to updated review materials, internet connectivity, and structured review programs made their preparation more difficult. Although the university provided academic support, participants believed that additional review resources would have better prepared them for the examination.

"The internet connection was such a headache, the signal keeps fluctuating. Instead of seamlessly downloading and reading online resources, it just dragged out the process and made the whole prep a nightmare." (Participant 4)

"…internet connection was not always available, so accessing online review materials became another challenge." (Participant 1)

The experiences demonstrate that access to educational resources influences the quality of LET preparation. Similar observations were reported by Fabito et al. (2020) and Lucero et al. (2022), who found that disparities in learning resources and technological access continue to affect students' educational readiness. Ensuring equitable access to quality review materials may therefore enhance the preparation of future LET takers.

Theme 4. Juggling Academics and Domestics

Preparing for the LET was not the participants' only responsibility. Four participants described having to balance academic requirements with household responsibilities, family obligations, and other personal commitments while reviewing for the examination. These competing responsibilities often reduced the amount of time they could dedicate to reviewing, requiring them to manage their schedules carefully.

"After school, I still had household responsibilities before I could start reviewing, so I usually studied late at night. And due to exhaustion, I may not be able to really study well, so I end up getting behind because I also have to rest" (Participant 3)

"It really reached a point where I had to set aside my reading because my family needed me more. It's so hard because I'm forcefully adjusting my schedule, but I feel like I'm just running out of time even faster." (Participant 6)

These narratives illustrate that LET preparation occurs within broader social and family contexts rather than in isolation. As emphasized by Belleza et al. (2025) and Galan (2026), students' educational experiences are influenced by their personal circumstances and social environments, which shape their opportunities to engage in effective academic preparation.

Theme 5. The Pressure of Family Expectations

Another social reality that emerged from the interviews was the pressure of meeting family expectations while preparing for the Licensure Examination for Teachers (LET). Five out of the six participants expressed feeling a strong sense of responsibility to pass the examination, not only to achieve personal success but also to honor the sacrifices made by their families. For many, they were either the first in their family to pursue higher education or were expected to secure stable employment after graduation. These expectations became a constant source of pressure throughout their preparation.

"Since I am the very first person in our family to finish college, I absolutely do not want to disappoint them. The heavy weight of their expectations is what forces me to study hard every single day." (Participant 2)

"My parents really exhausted themselves just for me to graduate. I honestly look at the LET as a debt of gratitude that I need to pay back to them so all their hard work finally bears fruit." (Participant 5)

The findings reveal that family expectations constitute an important social reality influencing LET preparation. While these expectations sometimes created pressure and anxiety, they also served as a source of motivation that encouraged participants to persevere despite academic and financial challenges. This finding aligns with previous studies emphasizing that family support and social relationships significantly influence

the persistence and professional preparation of pre-service teachers (Remojo & Cacho, 2026; Gonzales et al., 2020).

Theme 6. Resilience amid LET Prep Pressures

Despite the academic, financial, and personal challenges they encountered, **four out of the six participants** described resilience as a key factor that sustained their preparation for the Licensure Examination for Teachers (LET). They acknowledged experiencing moments of self-doubt, fatigue, and pressure; however, these difficulties strengthened their determination to persevere. Rather than viewing these obstacles as barriers, participants regarded them as opportunities to improve themselves and remain focused on achieving their goal of becoming licensed professional teachers.

"The preparation was incredibly draining, especially since I had to juggle thesis and school requirements at the same time. But I forced myself to keep moving forward because I knew this was the most crucial step for my future." (Participant 4)

"I'll cry but I won't give up. I reached a point where my mind and body were about to give out from the review, but I just thought about how there are no shortcuts to your dreams. Once I become an LPT [Licensed Professional Teacher], everything will be worth it." (Participant 1)

The participants' responses highlight resilience as an essential characteristic in preparing for the LET. Their ability to remain motivated despite various obstacles reflects the importance of personal perseverance in teacher preparation. This finding supports previous studies which suggest that social support and positive learning environments strengthen pre-service teachers' confidence, well-being, and commitment to their professional goals, enabling them to cope more effectively with academic and personal challenges (Remojo & Cacho, 2026; Gonzales et al., 2020).

Theme 7. Recognizing the LET as a Pathway to Professional Growth and Social Mobility

For five out of the six participants, preparing for the Licensure Examination for Teachers (LET) represented more than fulfilling a graduation requirement; it symbolized an opportunity to achieve professional aspirations, improve their family's circumstances, and secure a stable future. Participants viewed obtaining a teaching license as a milestone that would validate their years of hard work and open doors to meaningful employment. These aspirations motivated them to remain committed to their preparation despite the challenges they encountered.

"Failing is literally not an option, period. This is honestly for my family. They invested and exhausted themselves for my tuition, so this license will be my ultimate payback for all their tears." (Participant 2)

"For me, becoming a licensed teacher means having a stable career and the chance to make a difference in the lives of my future students." (Participant 5)

This means that LET preparation extends beyond academic readiness and is closely connected to their personal aspirations and future opportunities. The licensure examination was perceived as a gateway to professional advancement and improved quality of life, reinforcing the broader social significance of teacher preparation. This finding supports the view that teacher education should recognize not only students' academic competencies but also the social and personal meanings they attach to becoming licensed professionals (Olvido et al., 2024; Hosseini et al., 2024).

Conclusion

In light of this, the study indicated that the readiness of pre-service Mathematics teachers for the Licensure Examination for Teachers (LET) extends beyond academic competence and is shaped by the complex interplay of educational and social realities. While the quantitative findings revealed varying levels of readiness across Mathematics domains, identifying specific strengths and areas requiring improvement, the qualitative findings demonstrated that financial barriers, unequal access to review resources, competing academic and family responsibilities, family expectations, and the availability of social support significantly influenced participants' preparation for the examination. Despite these challenges, participants exhibited resilience and viewed passing the LET not merely as a professional requirement but as an opportunity to uplift their families, achieve economic stability, and fulfill personal aspirations. These suggest that effective LET preparation requires a holistic and responsive approach that addresses both students' academic competencies and the contextual realities influencing their readiness. Consequently, LET review interventions should move beyond content-based instruction by incorporating accessible learning resources, equitable support mechanisms, mentoring opportunities, and learner-centered strategies that respond to the diverse circumstances of pre-service teachers.

Recommendations

Several strategic actions are recommended to enhance the LET readiness of pre-service Mathematics teachers. First, the utilization of structured LET intervention programs and comprehensive review materials in Mathematics should be sustained and further optimized, as these have been perceived to significantly support examination preparedness. These resources may be systematically integrated into the academic and review routines of pre-service teachers to reinforce content mastery and test-taking competencies. Furthermore, the College of Education is encouraged to strengthen and institutionalize the implementation of its LET intervention program to ensure a more consistent and measurable impact on student readiness. This may include continuous monitoring, periodic assessment, and refinement of intervention strategies to better address identified learning gaps across various Mathematics domains. Finally, the results of this study may serve as an empirical basis for developing a comprehensive, data-driven action plan. Such a plan should be designed to directly address the specific areas of weakness identified among pre-service teachers, thereby promoting targeted instructional support, improving overall readiness, and ultimately increasing success rates in the Licensure Examination for Teachers.

Additionally, teacher education institutions should adopt more responsive and equitable support mechanisms that recognize the diverse social realities experienced by pre-service teachers. Considering that financial constraints, limited access to review resources, technological limitations, and competing family responsibilities influence LET preparation, institutions are encouraged to expand access to free review materials, strengthen library and digital learning resources, provide structured mentoring and peer-support initiatives, and explore financial assistance or review subsidies for economically disadvantaged students.

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Informed Consent

Prior to participation, all respondents were fully informed about the nature, purpose, procedures, and voluntary nature of the study. Informed consent was obtained exclusively through verbal declaration, whereby participants voluntarily expressed their willingness to participate after receiving adequate explanation and assurance of confidentiality, anonymity, and their right to withdraw from the study at any time without penalty.

Conflict of Interest

The author declares no conflict of interest

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