



# The role of project Liwanag Aral in preparing education graduates for the LET: an extension service assessment

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## Abstract

The Licensure Examination for Teachers (LET) serves as a critical benchmark for teacher competence in the Philippines, yet many education graduates face challenges in achieving optimal performance. This study assessed the role of *Project Liwanag Aral: LET Review on Professional Education Subjects* as an extension service program in preparing education graduates for the LET. Employing a descriptive-correlational research design, data were collected from 250 graduates and alumni who participated in the online review conducted via Zoom in August 2021. A structured questionnaire measured participants' perceptions of program effectiveness, relevance, content quality, delivery, and its influence on preparedness and confidence. Results indicated that participants rated the program as highly effective in enhancing conceptual understanding, LET-related skills, and overall readiness (overall mean = 4.31). Correlation analysis revealed that all program components, particularly overall program effectiveness and practice exercises, positively and significantly influenced participants' confidence and preparedness for the LET. The study concludes that structured, curriculum-aligned, and accessible review programs significantly support licensure exam readiness and recommends institutionalizing such initiatives as part of teacher education extension services.

**Keywords:** LET preparation, Education graduates, Extension service, Online review program, Teacher readiness

## Introduction

The Licensure Examination for Teachers (LET) in the Philippines is a standardized assessment administered by the Professional Regulation Commission (PRC) that sets the minimum competence required of aspiring educators before they can legally practice teaching. Passing this professional examination not only certifies an individual's eligibility to teach but also reflects the effectiveness of pre-service preparation programs and the quality of teacher education institutions (Abao, Petancio, Sanchez, & Sumalinog, 2023; Professional Regulation Commission [PRC], 2025) <sup>[1, 5]</sup>. Despite its importance, LET performance among education graduates remains a challenge, with considerable variability based on program track—particularly between elementary and secondary education pathways and a range of systemic and academic factors influencing outcomes (Amanonce & Maramag, 2020; Segumpan *et al.*, 2025) <sup>[3, 7]</sup>. Studies also highlight that academic preparation and structured review programs, including pre-board examinations and institutional interventions, are significant predictors of LET performance, suggesting that targeted interventions and preparatory activities can enhance examination readiness (Amanonce & Maramag, 2020; Porras, Lucero, Valdez, *et al.*, 2026) <sup>[3, 6]</sup>. Structured review programs and preparatory initiatives, such as intensive review classes and mock licensure exams, have been implemented by institutions and extension services to boost examinee competence. Research on similar interventions

indicates that such programs can support knowledge reinforcement, skills acquisition, and performance analytics that guide focused remediation, although evidence directly linking review program participation to improved pass rates remains limited and context-dependent (Porras, Lucero, Valdez, *et al.*, 2026) <sup>[6]</sup>. In light of these persistent challenges and the recognized role of preparatory support, extension service initiatives such as Project Liwanag Aral: LET Review on Professional Education Subjects for Education Graduates and Alumni deserve rigorous evaluation. Conducted via Zoom for two hundred fifty (250) education graduates and alumni in August 2021, this online BLEPT review program aimed to provide accessible preparation that potentially enhances examinees' conceptual understanding and performance readiness. By assessing the effectiveness of this extension service, the present study contributes to both educational practice and policy by determining whether participation in a structured review program like Project Liwanag Aral significantly supports graduates in preparing for the LET. The primary objectives of this study are to determine the effectiveness of Project Liwanag Aral as an extension service program in preparing education graduates for the LET, assess participants' perceptions of the program's relevance, content quality, and delivery via online platforms, identify key factors in the review program that contribute to improved readiness and confidence among education graduates, and provide actionable recommendations to enhance the design and

implementation of future LET review extension services. While existing studies emphasize the importance of academic preparation and pre-board review programs in enhancing LET performance (Amanonce & Maramag, 2020; Porras, Lucero, Valdez, *et al.*, 2026) [3, 6], there is a paucity of empirical research on structured extension service programs delivered online, particularly those targeting education alumni after graduation. Most studies focus on traditional in-person pre-board reviews or institutional academic interventions, leaving a gap in understanding the effectiveness, accessibility, and perceived value of online LET review programs as an extension service initiative.

This study addresses these gaps by evaluating an online, structured extension service program—Project Liwanag Aral using actual participant data, assessing both effectiveness and user perceptions, and generating evidence-based recommendations for teacher education institutions and extension service units. By doing so, the study not only contributes to the literature on teacher licensure preparation but also provides practical guidance for designing impactful extension programs tailored to the needs of education graduates in the digital era.

### Research problems

This study sought to answer the following research problems:

- What was the effectiveness of *Project Liwanag Aral* in preparing education graduates for the Licensure Examination for Teachers (LET)?
- How did participants perceive the relevance, quality, and delivery of *Project Liwanag Aral* in enhancing their readiness for the LET?
- To what extent did the components and strategies of *Project Liwanag Aral* influence the preparedness and confidence of education graduates for the LET?

### Method and Materials

#### Research design

This study employed a descriptive-correlational research design to examine the effectiveness of Project Liwanag Aral as an extension service program, participants' perceptions of its relevance, content, and delivery, and how these factors influenced their preparedness and confidence for the Licensure Examination for Teachers (LET). This design was chosen because it allowed the researcher to describe the current levels of program effectiveness and participant perceptions, and explore the relationships among multiple variables without manipulating them (Creswell & Creswell, 2023).

#### Participants

The participants of the study were education graduates and alumni who attended Project Liwanag Aral: LET Review on Professional Education Subjects, conducted via Zoom in August 2021. A total of 250 participants were included in the study. A purposive sampling technique was employed to ensure representation of both recent graduates and alumni across different teaching tracks, providing diverse perspectives on program effectiveness and perceived preparedness.

### Research instrument

Data were collected using a structured questionnaire developed by the researchers. The instrument was composed of three sections:

- **Demographic profile** – Capturing age, gender, year of graduation, teaching track, and prior experience with LET review programs.
- **Perceptions of program effectiveness and delivery** – Assessed using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), measuring relevance, content quality, delivery effectiveness, and perceived preparedness for the LET.
- **Open-ended questions** – Providing participants the opportunity to share insights on how the program contributed to their readiness and confidence for the LET.

The instrument underwent content validation by three experts in teacher education and educational research and was pilot-tested with 10% of the intended participants, yielding Cronbach's alpha coefficients above 0.80 for all constructs, indicating high internal consistency.

### Data collection procedure

Prior to data collection, approval was secured from the NEUST San Isidro Campus administration. Participants were provided with informed consent forms ensuring confidentiality and voluntary participation. The questionnaire was distributed online via Google Forms, consistent with the virtual nature of the review program. Data collection was conducted over a period of two weeks.

### Data analysis

Quantitative data from the Likert-scale items were analyzed using descriptive statistics (mean and standard deviation) to determine participants' perceptions of program effectiveness and preparedness for the LET. Pearson correlation coefficients were computed to assess relationships among perceived program relevance, content quality, delivery effectiveness, and participants' confidence. Multiple regression analysis was conducted to evaluate the combined influence of these factors on participants' overall readiness for the LET. Qualitative data from open-ended questions were analyzed using thematic analysis, allowing the identification of recurrent themes that support and enrich the quantitative findings.

### Materials

The materials used in this study included the structured questionnaire, available in digital format for online completion, which served as the primary data collection tool. Informed consent forms ensured voluntary participation and confidentiality. Data were processed and analyzed using computers equipped with statistical software such as SPSS and Excel. Internet access facilitated the distribution and collection of the online survey, while additional office supplies supported data management and record-keeping.

### Results and Discussions

This section presents the findings of the study in accordance with the research problems: (1) the effectiveness of *Project*

*Liwanag Aral* in preparing education graduates for the Licensure Examination for Teachers (LET); (2) participants' perceptions of the program's relevance, quality, and delivery

in enhancing their readiness for the LET; and (3) the extent to which the program's components influenced the preparedness and confidence of education graduates for the LET.

**Table 1:** Effectiveness of Project Liwanag Aral as an extension service program

Indicators of effectiveness	Mean	SD	Description
Enhancement of conceptual understanding	4.38	0.52	Very High
Improvement in LET-related skills	4.25	0.61	Very High
Overall preparedness for LET	4.31	0.55	Very High
Confidence in answering LET questions	4.27	0.59	Very High
Applicability of review content to actual LET	4.35	0.50	Very High
Overall Mean	4.31	0.55	Very High

Results indicate that participants rated *Project Liwanag Aral* as highly effective in enhancing their conceptual understanding, LET-related skills, overall preparedness, and confidence. The overall mean of 4.31 (Very High) suggests that the review program successfully addressed the graduates' learning needs

and supported their readiness for the LET. This finding aligns with Porras, Lucero, Valdez, *et al.* (2026) [6], who reported that structured online review programs significantly improve examinees' knowledge reinforcement and confidence prior to licensure exams.

**Table 2:** Participants' perceptions of program relevance, quality, and delivery

Perception indicators	Mean	SD	Description
Relevance of review topics to LET	4.40	0.51	Very High
Clarity and quality of instructional materials	4.33	0.57	Very High
Effectiveness of online delivery via Zoom	4.28	0.60	Very High
Responsiveness of facilitators to queries	4.37	0.53	Very High
Engagement and interaction during sessions	4.25	0.61	Very High
Overall Mean	4.33	0.56	Very High

Participants perceived the program as very relevant, high quality, and effectively delivered online. The highest-rated item was the relevance of topics to the LET (M=4.40), indicating that the content was closely aligned with the exam requirements. This supports findings from Amanonce &

Maramag (2020) [3], emphasizing the importance of curriculum-aligned review programs in enhancing licensure exam preparedness. The high mean for facilitator responsiveness (4.37) also highlights the value of interactive support in online review sessions.

**Table 3:** Influence of program components on LET preparedness and confidence

Program component	Correlation (r)	p-value	Interpretation
Conceptual understanding	0.68	<0.001	Strong positive influence
Practice exercises & mock tests	0.62	<0.001	Strong positive influence
Facilitator support & feedback	0.59	<0.001	Moderate positive influence
Online delivery and accessibility	0.54	<0.001	Moderate positive influence
Overall program effectiveness	0.71	<0.001	Strongest positive influence

Correlation analysis reveals that all program components had a positive and significant relationship with participants' LET preparedness and confidence. The overall program effectiveness ( $r=0.71$ ,  $p<0.001$ ) had the strongest influence, confirming that the combined effect of content, delivery, and facilitator support is critical in preparing graduates for the LET. Practice exercises and mock tests also showed strong influence ( $r=0.62$ ), supporting the literature that active engagement and repeated practice significantly enhance exam readiness (Porras, Lucero, Valdez, *et al.*, 2026; Abao, Petancio, Sanchez, & Sumalinog, 2023) [6, 1].

### Conclusion and Recommendations

Based on the findings of the study, it can be concluded that Project Liwanag Aral: LET Review on Professional Education

Subjects for Education Graduates and Alumni was highly effective as an extension service program. The program significantly enhanced participants' conceptual understanding, exam-related skills, and overall preparedness for the Licensure Examination for Teachers (LET). Participants perceived the review as relevant, well-structured, and effectively delivered online, with facilitator responsiveness and interactive sessions contributing positively to engagement and confidence.

Furthermore, the study demonstrated that the program's components including conceptual reinforcement, practice exercises and mock tests, facilitator support, and online accessibility positively influenced participants' readiness and confidence for the LET. The overall program effectiveness had the strongest impact, highlighting the importance of combining well-designed content with interactive, supportive delivery in

online review programs. These results suggest that structured, curriculum-aligned, and accessible extension services are vital in bridging gaps in examinees' preparation and confidence, especially in a remote learning context (Abao, Petancio, Sanchez, & Sumalinog, 2023; Amanonce & Maramag, 2020; Porras, Lucero, Valdez, *et al.*, 2026; Segumpan *et al.*, 2025) [1, 3, 6, 7].

Based on the conclusions of this study, it is recommended that teacher education institutions (TEIs) adopt and institutionalize structured LET review programs, such as *Project Liwanag Aral*, as part of their extension services for graduates and alumni. Review content should be closely aligned with the LET syllabi, combining conceptual reinforcement with practical exercises to ensure comprehensive preparation. Facilitator support should be emphasized to maintain participant engagement, address individual queries, and build examinees' confidence, particularly in an online learning environment.

Future implementations of online review programs should aim to expand accessibility, enabling graduates and alumni from remote or underserved areas to participate. Periodic mock tests and performance analytics may be incorporated to identify learning gaps and guide targeted interventions. Enhancing online delivery platforms to support engagement, collaboration, and real-time feedback is also recommended to improve the overall effectiveness of the program.

Finally, it is suggested that further research be conducted to measure the long-term impact of LET review participation on licensure exam pass rates and subsequent professional performance. Investigating hybrid or blended review models that combine online and face-to-face strategies may provide insights into more effective delivery methods. Additionally, exploring factors such as motivational and socio-emotional support could help determine how these elements influence exam preparedness and confidence. Implementing these recommendations can strengthen LET preparatory programs, enhance examinee readiness, and provide TEIs with evidence-based strategies for supporting graduates' success in professional licensure examinations.

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## ndary Performance Implications for Teacher Preparation

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