



Enhancing Licensure Examination Readiness in Professional Education Courses through Integration Sessions among Pre-Service Teachers

Sardina Dante¹, Kristoffer Paul C. Obispo^{2*}, Cabangon Jazztine Anne L³, Ignacio Rachelle Ann D⁴
Gordon College

Corresponding Author: Kristoffer Paul C. Obispo tofferobispo@gmail.com

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ABSTRACT

Integration sessions are tailored to be a key factor in making professional education curricula more effective. This study examined the effectiveness of integration sessions in improving academic performance and licensure examination readiness of BEEd and BECEd pre-service teachers in professional education courses. Using a one-group pretest-posttest quasi-experimental design, standardized BLEPT-aligned tests were administered across key domains. Results showed significant improvements in post-test scores, with the Wilcoxon Signed-Rank Test confirming statistically significant differences and large effect sizes. Results indicate that integration sessions effectively enhance content mastery, address learning gaps, and strengthen test-taking readiness. The study underscores the value of structured, competency-based review interventions in teacher education programs to improve licensure outcomes and overall preparedness of future educators.

INTRODUCTION

The pre-service teachers in the Philippines, especially those who take a Bachelor of Elementary Education (BEEd) and a Bachelor of Early Childhood Education (BECEd), must be equipped to ensure that they possess the necessary competence for the Board Licensure Examination for Professional Teachers (BLEPT). Integration sessions are tailored to be a key factor in making professional education curricula more effective. Teacher candidates' experiences and perceptions are key factors in comprehending the issues that they face along the way through education and licensure preparation. Several studies have examined factors associated with the LET/BLEPT performance which highlights the role of academic preparation, review practices, and institutional support in influencing licensure outcomes (Cadosales et. al, 2023; Dagdag et.al, 2017).

Recent studies on licensure examination for teachers in the Philippines highlight that institutional preparation mechanisms such as pre-licensure examinations and academic performance are significantly associated with licensure results. For instance, Fiscal and Roman (2022) found that performance in pre-licensure examinations is significantly related to actual LET outcomes, indicating the value of structured preparatory assessment in predicting examination success. Similarly, Cahapay and Toquero (2022) demonstrated that a combination of academic and institutional measures can significantly predict first-time LET performance among graduates. Furthermore, a scoping review of LET-related studies found that most studies observed positive relationship between academic achievement and LET performance (Bellen et.al, 2022)

Additionally, several studies indicates that licensure examination performance among teacher education graduates in the Philippines is influence by multiple factors, particularly academic preparation, institutional quality, and support mechanisms. In the study of Delos Angeles (2020), it was found that variables categorized along the quality of instruction and quality of curriculum are factors most strongly associated with LET performance. Similarly, Balanquit et.al (2023) demonstrated that institutional characteristics such as faculty qualifications are linked to variations in LET passing rates across state universities and colleges in the Philippines. Moreover, Balinario et.al (2023) identified academic performance and program-related factor such as entrance examination as significant predictors of licensure examination results among teacher education graduates. These findings collectively suggest that strengthening curriculum alignment and enhancing instructional support such as integration sessions may contribute to improved examination readiness and licensure performance among pre-service teachers.

Recognizing the relationship between curriculum development and licensure performance, there is a need to identify the determinants that have a significant impact on the preparedness of pre-service teachers. Existing literature highlights that variations in teacher readiness are often linked to differences in academic preparations, grade point average, and the type of teacher education institutions, all of which contribute to variations in outcomes among graduates (Abao et.al, 2023). Moreover, recent evidence suggests that the alignment of teacher education curricula and program delivery contributes to graduate quality, as reflected in licensure examination performance and early teaching outcomes (Olvido et.al, 2024). These findings suggest that strengthening curriculum alignment and providing structured learning experiences can help address disparities in preparedness. In this context, focused integration sessions may serve as a viable approach to reinforcing foundational competencies and enhancing pre-service teachers' readiness for both teaching practice and licensure examinations.

This research aims to evaluate the impact of integration sessions in chosen professional education courses on the licensure examination preparedness of BEEd and BECED pre-service teachers at Gordon College. Particular attention aims to be paid to whether structured integration sessions have a significant impact on academic achievement in directly relevant BLEPT outcome courses. In accordance with the United Nations Sustainable Development Goals (SDGs) as SDG 4 on Quality Education, the research has the aim of advancing the international agenda of providing inclusive and equitable quality education, and advancing the possibilities of lifelong learning for all. Through the improvement of teacher preparedness through curriculum enhancement, the research advances the agenda of expanding the numbers of trained educators, particularly in underdeveloped areas.

LITERATURE REVIEW

Teacher education programs play a crucial role in equipping pre-service teachers with the competencies required for both classroom practice and licensure examination success. In the Philippine context, the Board Licensure Examination for Professional Teachers (BLEPT) remains a key measure of teacher quality and institutional effectiveness. As a result, higher education institutions continuously explore research-based interventions to enhance academic performance and examination readiness.

Recent studies emphasize the importance of curriculum alignment with licensure standards. Amanonce and Maramag (2020) found that teacher education institutions that align their curriculum with licensure competencies tend to produce higher passing rates. Supporting this, Darling-Hammond et al. (2017) highlighted that coherent and standards-based teacher preparation significantly improves both content mastery and assessment performance. These findings suggest that aligning instructional content with licensure requirements is essential in improving examination outcomes.

The integration of knowledge across subject areas through integration sessions or interdisciplinary learning approaches is also supported in recent literature. Biggs and Tang (2022) emphasized the concept of constructive alignment, where learning activities and assessments are closely linked to intended outcomes. This approach enhances deep learning and retention, making it particularly relevant for licensure preparation. Integration sessions allow pre-service teachers to connect concepts across domains, thereby strengthening their conceptual understanding and readiness for comprehensive examinations.

Furthermore, the development of foundational competencies and academic skills remains a strong predictor of licensure success. Goldhaber and colleagues (2017) found that teacher candidates with stronger academic preparation and training perform better in licensure assessments. These elements are often embedded in integration sessions, which provide continuous feedback and opportunities for practice.

The psychological readiness of pre-service teachers is another important factor. Test anxiety and lack of confidence can negatively affect performance in licensure examinations. Putwain and Daly (2014) found that test anxiety is prevalent among students and is associated with poorer academic performance, particularly when learners perceive examinations as threatening. In the Philippine setting, Bautista et al. (2024) reported that pre-service teachers experience moderate levels of anxiety prior to field and assessment tasks, highlighting the need for supportive academic interventions such as integration sessions.

Evidence from intervention-based studies supports the effectiveness of in-house approaches. Valle and Brobo (2022) emphasized that in-house review sessions integrated within the curriculum significantly improved LET performance, suggesting that embedding review activities in academic programs leads to better outcomes compared to isolated review efforts. Similarly, Wagan et al. (2025) found that structured review lectures conducted within the institution significantly enhanced students' readiness, demonstrating the value of integration sessions in professional education courses.

Institutional review programs also provide opportunities for continuous assessment and feedback. Colicol et al. (2022) highlighted that university-based LET review programs function as systematic processes involving inputs, instructional strategies, and outputs, where structured interventions contribute directly to improved licensure performance. These findings suggest that integration sessions are most effective when they include diagnostic testing, feedback mechanisms, and competency-based instruction.

Contemporary literature (2016–present) consistently supports the effectiveness of integration sessions as an evidence-based instructional strategy. By combining curriculum alignment, structured review, active learning, and continuous assessment, integration sessions address both cognitive and affective dimensions of learning. These interventions not only improve academic performance but also enhance licensure examination readiness, contributing to the preparation of competent and confident future educators.

METHODOLOGY

This study utilized quasi-experimental research design, a single-group pre-test and post-test design, to evaluate the effect of integration sessions on the academic performance of pre-service teachers from Bachelor of Early Childhood Education (BECed) and Bachelor of Elementary Education (BEEd). Quasi-experimental design is utilized in a situation where random assignment of the participants is not possible but comparison of the conditions (prior and subsequent to the intervention) remains possible (Fraenkel & Wallen, 2009). The design allied the research to measure any significant changes in the test scores of the students once the integration sessions had been implemented.

According to Fraenkel and Wallen (2009), utilizing a design that incorporated naturally occurring groups, such as enrolled students, is beneficial for evaluating educational interventions within authentic learning environments. In this study, students' performance on a pre-test established their initial proficiency, while the post-test results were used to determine learning gains after the structured intervention. These outcomes provided empirical support for the effectiveness of the integration sessions.

The research was conducted at a local institution of higher learning in Olongapo City, Zambales, Philippines. Gordon College has a diverse array of academic programs, including teacher education programs like the Bachelor of Early Childhood Education (BECed) and the Bachelor of Elementary Education (BEEd), the core of this research.

The institution was chosen as the locale for this study due to its ongoing initiatives to enhance the academic performance and licensure readiness of its pre-service teachers. In recent years, Gordon College has implemented integration sessions as part of its intervention strategy to improve outcomes in the Board Licensure Examination for Professional Teachers (BLEPT). The availability of relevant academic programs, an accessible population of pre-service teachers, and the institution's support for research-based improvement practices make it an ideal setting for this investigation.

This study employed standardized pre-test and post-test questionnaires as the main research instruments to measure the academic performance of pre-service teachers taking up professional education courses. These tools were carefully designed to adhere to the Table of Specifications of the BLEPT to ensure that the content validity precisely mirrors the licensure competencies and standards that are applicable.

The format of each questionnaire was a multiple-choice type, with questions well designed for the following domains of professional education: (1) Facilitating Learning, (2) Curriculum Development, (3) Child and Adolescent Learners and Learning Principles, (4) Foundation of Special and Inclusive Education, (5) Assessment of Learning, and (6) Mixed Professional Education Topics. The pre-test was administered to assess the participant's baseline level of knowledge before the intervention, whereas the post-test was utilized to ascertain their educational advancement following the integration sessions.

The measurement validity of the instrument was established through a systematic review by a panel of education experts, who conducted a review of the test items in terms of content relevance, appropriateness, and clarity. The pilot test was also conducted on an alternative group of pre-service teachers who were not included in the larger sample. Pilot test findings allowed for the instrument to be refined by pointing out unclear items, removing ineffective distractors, and increasing the overall readability and difficulty of the test. The completed tools gave quantifiable data that could be compared on pre-test and post-test using suitable statistical aids. The data were the means for ascertaining the usefulness of the integration sessions as a teaching intervention towards equipping the pre-service teachers to undertake the BLEPT.

The data-gathering procedure followed a systematic process to assess the effectiveness of integration sessions on the academic performance of BEEd and BECED pre-service teachers in professional education subjects. The process was conducted over a defined academic period at the college, and included the administration of validated assessment tools before and after the intervention. Initially, the pre-test was administered to all participant to evaluate their existing knowledge and understanding of the six targeted professional education subjects: Facilitating Learning, Curriculum Development, Child and Adolescent Learners and Learning Principles, Foundation of Special and Inclusive Education, Assessment of Learning, and Mixed Professional Education Topics. The pre-test served as a baseline measure to identify knowledge gaps and learning needs.

Following the pre-test, the integration sessions were conducted as the intervention. These sessions were facilitated by instructors handling the respective subjects and focused on reinforcing key concepts simulating BLEPT-style questions, and providing students with opportunities for discussion and clarification. The integration sessions were held over several weeks and followed a structured schedule to ensure consistent delivery across all subject areas.

After the completion of the integration sessions, the post-test was administered to the same group of participants using a parallel set of test items aligned with the original pre-test. This post-assessment aimed to measure the extent of improvement in students' performance and content mastery as a result of the intervention. All tests were conducted in a controlled classroom environment to maintain the integrity and consistency of the assessment process. Scores were recorded and encoded for statistical analysis using the Wilcoxon Signed-Rank Test and rank biserial correlation to determine both the significance and effect size of the intervention. Ethical protocols were strictly followed throughout the data collection, including secure informed consent from participants, maintaining confidentiality, and ensuring that participation was voluntary.

RESEARCH RESULTS

Table 1. Means of Pre-test and Post Test Scores for Professional Education Courses

	<i>MD</i>		<i>FL</i>		<i>CD</i>		<i>CALLP</i>		<i>FSEIE</i>		<i>AL</i>	
	Pre - tes t MS	Post Tes t MS	Pre - tes t MS	Post Tes t MS	Pre - tes t MS	Post Tes t MS	Pre - tes t MS	Post Tes t MS	Pre - tes t MS	Post Test MS	Pre - tes t MS	Post Tes t MS
BEEEd	11. 87	25. 85	10. 49	27. 18	11. 97	25. 82	12. 62	26. 46	13. 56	26.36	11. 62	24. 56
BECED	10. 67	25. 53	9.8 7	22. 93	6.4 0	21. 67	9.6 7	20. 93	12. 47	21.13	10. 00	21. 33

Note: BEEEd = Bachelor of Elementary Education; BECED = Bachelor of Early Childhood Education; MS = Mean Score; MD = Mixed Data; FL = Facilitating Learning; CD = Curriculum Development; CALLP = Child and Adolescent Learners and Learning Principle; FSEIE = Foundations of Special Education and Inclusive Education; AL = Assessment in Learning

Table 1 presents the means of pre - test and post - test scores mean for Professional Education Courses. This table compares the mean scores before (Pre-test) and after (Post test) instruction across various Professional Education courses, for Bachelor of Elementary Education (BEEEd) and Bachelor of Early Childhood Education (BECED). Each row shows the average scores of students from the two programs. All post - test means are significantly higher than pre - test means indicating improvement in student knowledge and skills after taking the courses. For Facilitating Learning, under BEEEd, pre-test mean= 10.49 and the post test mean= 27.18; under BECED, pre-test= 9.87 and the post test mean= 22.93. For Curriculum Development, under BEEEd, pre-test= 11.97 and the post test= 25.82; under BECED, pre-test= 6.40 and post test= 21.67. For Child and Adolescent Learners and Learning Principles, under BEEEd, pre-test= 12.62 and the post test= 26.46; under BECED, pre-test= 9.67 and post test= 20.93. For Foundation of Special and Inclusive Education, under BEEEd pre-test= 13.56 and post test= 26.36; under BECED pre-test= 12.47 and the post test= 21.13. Lastly, for Assessment of Learning, under BEEEd pre-test= 11.62 and the post test= 24.56; under BECED pre-test= 10.00, post test= 21.33. Both programs showed marked improvement after instruction across all Professional Education courses.

Table 2. Pre-test and Post-test Comparison of Mixed Data Mean Scores in Professional Education Courses (BECed and BEEd) Using the Wilcoxon Signed-Rank Test

				Statis tic	p			Effect Size
MD PRE- TEST BECed	MD TEST BECed	POST	Wilcoxon W	0.0 0	^a 1	0.00	Rank biserial correlation	-1.00
MD PRE- TEST BEEd	MD TEST BEEd	POST	Wilcoxon W	0.0 0	^b 1	< .00	Rank biserial correlation	-1.00

Note: MD= Mixed Data

The Wilcoxon Signed-Ranked Test revealed statistically significant improvements in both the Mixed and Non - mixed groups following the intervention. For the Mixed group, scores increased significantly from pre - test to post - test ($W = 0.00$, $p = 0.001$), and rank biserial correlation of -1.00, indicating a very strong effect size. Similarly, the Non - mixed group showed significant improvement ($W = 0.00$, $p < .001$), and the same strong effect size (-1.00). These results indicate that the intervention had a substantial positive impact on both groups, producing statistically and practically significant gains in performance.

Table 3. Pre-test and Post-test Comparison of Facilitating Learning Scores for BECed and BEEd Using the Wilcoxon Signed-Rank Test

				Stati stic	p			Effect Size
FL PRE- TEST BECed	FL TEST BECed	POST	Wilcoxo n W	0.00 0	^a 1	0.00	Rank biserial correlation	-1.00
Faci PRE- TEST BEEd	Faci TEST BEEd	POST	Wilcoxo n W	0.00 0	^a 1	< .0 01	Rank biserial correlation	-1.00

Note: FL= Facilitating Learning

The Wilcoxon Signed-Rank Test was conducted to assess the differences between pre-test and post-test scores following the intervention for both groups. The results revealed statistically significant improvements in Facilitating Learning scores for the BECed group ($W = 0.00$, $p = 0.001$) and the BEEd group ($W = 0.00$, $p < .001$). In both cases, the rank biserial correlation was -1.00, indicating the strongest possible effect size. This value signifies that all post-test scores were consistently higher than the corresponding pre-test scores across participants. The negative sign reflects the direction of the change (pre - post) and does not indicate a decline in performance. These findings demonstrate that the intervention had a statistically significant and exceptionally strong positive impact on participants' performance in Facilitating Learning.

Table 4. Pre-test and Post-test Comparison of Curriculum Development Scores for BECEd and BEEd Using the Wilcoxon Signed-Rank Test

			Statistic	p	Effect Size		
CD PRE-TEST BECEd	CD POST TEST BECEd	Wilcoxon W	0.00 ^a	0.002	Rank correlation	biserial	-1.00
CD PRE-TEST BEEd	CD POST TEST BEEd	Wilcoxon W	0.00 ^b	< .001	Rank correlation	biserial	-1.00

Note: CD= Curriculum Development

The results revealed statistically significant improvements in Curriculum Development. For the BECEd group, the Wilcoxon Signed-Rank Test showed a significant increase from pre-test to post-test ($W = 0.00$, $p = 0.002$). Similarly, the BEEd group demonstrated a significant improvement ($W = 0.00$, $p < .001$). In both cases, the rank biserial correlation was -1.00 , representing the strongest possible effect size within this context. A rank biserial correlation of -1.00 indicates that all post-test scores were higher than their corresponding pre-test scores, aside from a few tied pairs which demonstrates a perfectly consistent and substantial positive impact of the intervention. The negative sign reflects the direction of the subtraction (pre – post) and does not imply a decline in performance. These findings indicate that the intervention had a statistically significant and extremely strong impact, leading to marked improvements in participants' post-test performance.

Table 5. Pre-test and Post-test Comparison of Child and Adolescent Learners and Learning Principles Scores for BECEd and BEEd Using the Wilcoxon Signed-Rank Test

			Statistic	p	Effect Size		
CALLP PRE-TEST BECEd	CALLP POST TEST BECEd	Wilcoxon W	0.00 ^a	0.003	Rank correlation	biserial	-1.00
CALLP PRE-TEST BEEd	CA POST TEST BEEd	Wilcoxon W	0.00 ^a	< .001	Rank correlation	biserial	-1.00

Note: CALLP = Child and Adolescent Learners and Learning Principles

The results showed statistically significant improvements in Child and Adolescent Learners and Learning Principles. For the BECEd group, the Wilcoxon Signed-Rank Test indicated a significant increase from pre-test to post-test ($W = 0.00$, $p = 0.003$). Similarly, the BEEd group showed a significant improvement ($W = 0.00$, $p < .001$). In both cases, the rank biserial correlation was -1.00 , representing the maximum possible effect size for this test. This indicates a perfectly consistent and strong positive effect of the intervention, where nearly all participants scored higher on the post-test compared to the pre-test, with only three tied pairs in each case. The negative sign simply reflects the order of subtraction (pre – post) and does not indicate a decline in performance. These findings provide strong evidence that the intervention resulted in a substantial and statistically significant improvement in participants' performance.

Table 6. Pre-test and Post-test Comparison of Foundation of Special Education and Inclusive Education Scores for BECEd and BEEd Using the Wilcoxon Signed-Rank Test

				Statis tic	P			Effect Size
FSI TEST BECEd	PRE- TEST BECEd	FSI TEST BECEd	POST TEST BECEd	Wilcoxo n W	0.00 ^a	0.00 4	Rank correlation	biserial -1.00
FSI TEST BEEd	PRE- TEST BEEd	FSI TEST BEEd	POST TEST BEEd	Wilcoxo n W	0.00 ^a	< .0 01	Rank correlation	biserial -1.00

Note: FSEIE = Foundations of Special Education and Inclusive Education

The results showed statistically significant improvements in Foundations of Special Education and Inclusive Education scores for both groups. For the BECEd group, the Wilcoxon Signed-Rank Test indicated a significant increase from pre-test to post-test ($W = 0.00$, $p = 0.004$). Similarly, the BEEd group demonstrated a significant improvement ($W = 0.00$, $p < .001$). In both cases, the rank biserial correlation was -1.00 , indicating the strongest possible effect size and reflecting a perfectly consistent direction of change – every participant improved from pre-test to post-test, with only four tied pairs in each comparison. The negative sign denotes the direction of subtraction (pre – post) and does not imply a decline in performance. These findings confirm that the intervention had a statistically significant and maximally strong impact on participants' post-test scores.

Table 7. Pre-test and Post-test Comparison of Assessment of Learning Scores for BECEd and BEEd Using the Wilcoxon Signed-Rank Test

				Statistic	P			Effect Size
AL TEST BECEd	PRE-TEST BECEd	AL POST TEST BECEd	Wilcoxon W	0.00 ^a	0.002	Rank correlation	biserial	-1.00
AL TEST BEEd	PRE-TEST BEEd	AL POST TEST BEEd	Wilcoxon W	0.00 ^b	< .001	Rank correlation	biserial	-1.00

The results revealed statistically significant improvements in Assessment of Learning scores following the intervention. For the BECEd group, the Wilcoxon Signed-Rank Test indicated a significant increase from pre-test to post-test ($W = 0.00$, $p = 0.002$). Similarly, the BEEd group demonstrated a significant improvement ($W = 0.00$, $p < .001$). In both comparisons, the rank biserial correlation was -1.00 , indicating a maximally strong and consistent effect size, where post-test scores were universally higher than pre-test scores, aside from the few ties. The negative sign denotes the direction of subtraction (pre – post) and does not indicate a decrease in performance. These findings provide strong evidence that the intervention led to significant and highly consistent improvements in participants' outcomes.

DISCUSSION

The results of this study reveal that integration sessions were significant in improving the academic performance of BEEd and BECEd pre-service teachers in all the domains of professional education. This can be supported by the increase in scores in the post-tests, which reveal that the structured review sessions were successful in improving the understanding of the students on important concepts such as Facilitating Learning, Curriculum Development, Child and Adolescent Learners and Learning Principles, Foundations of Special and Inclusive Education, and Assessment of Learning.

The significant difference in the results of the pre-tests and post-tests also reveals that the integration sessions were successful as an instructional approach in improving the academic performance of the BEEd and BECEd pre-service teachers. The large effect size also reveals that the results were significant, showing that almost all the participants were affected positively by the instructional approach, which supports the idea that academic interventions can help narrow the knowledge gaps and enhance conceptual understanding among the pre-service teachers. This finding is consistent with the study of Obispo et al. (2023), which emphasized that structured and well-supported teaching internship and instructional interventions contribute to improved learning experiences and outcomes among pre-service teachers, particularly when supported by appropriate strategies and resources.

In terms of specific domains, it is notable that the improvement in Facilitating Learning highlights the effectiveness of integration sessions in improving pedagogical knowledge and learning methodologies. Structured review sessions and guided practice have been shown to significantly improve learning outcomes and examination performance. For instance, Paz et al. (2024) demonstrated that in-house review sessions led to significant gains in pre-service teachers' licensure examination performance, emphasizing the role of systematic reinforcement and practice in mastering professional education concepts. In a study by Andrecio et.al (2020), the pre-board in-house review programs were found to be highly implemented across institutions, yet only weakly correlated with LET performance. The findings imply that the implementation of the pre-board in-house review and the management practices of academic heads could be strengthened and enhanced to influence positively the result of the Licensure Examination for Teachers.

The improvement in Child and Adolescent Learners and Learning Principles and Foundations of Special and Inclusive Education suggests that integration sessions are also effective in improving understanding of learning diversity, which is critical in licensure examination success. This is because inclusive education is highly encouraged in the Philippine educational system. Moreover, these findings may also be viewed in light of the emotional readiness of pre-service teachers. Bautista et al. (2024) found that pre-service teachers commonly experience moderate to high levels of anxiety prior to field study, which may affect their learning and performance. Thus, structured integration sessions may also serve as an academic support mechanism that helps reduce uncertainty and improve confidence in mastering complex educational concepts.

Furthermore, the enhancement in Assessment of Learning demonstrates that students developed better skills in evaluating and measuring learning outcomes. This is particularly important, as assessment literacy is a key component of effective teaching and is heavily emphasized in the BLEPT. The findings support the claim of Cabahug et al. (2024) that systematic review programs improve students' familiarity with test formats and increase their confidence in answering examination-type questions.

The results of this study also align with Amanonce and Maramag (2020), who found that aligning instruction with licensure competencies leads to improved performance among teacher education graduates. The integration sessions in this study were designed based on BLEPT-aligned competencies, which likely contributed to the significant improvement in students' performance. This reinforces the importance of curriculum alignment and targeted review strategies in teacher education programs.

Moreover, the use of a pretest-posttest design provided clear evidence of learning gains, supporting the effectiveness of the intervention within a classroom setting. The application of the Wilcoxon Signed-Rank Test ensured that the analysis was appropriate for the data, particularly in measuring paired differences without assuming normal distribution. The consistent pattern of improvement across all domains suggests that the intervention was not only effective but also reliable in enhancing student outcomes.

The findings indicate that integration sessions serve as a powerful instructional strategy in improving both academic performance and licensure preparedness of pre-service teachers. These results highlight the importance of incorporating structured, continuous, and competency-based review interventions within teacher education programs. By doing so, institutions can better prepare future educators for licensure examinations and contribute to the development of a more competent and qualified teaching workforce.

CONCLUSIONS AND RECOMMENDATIONS

The following are the conclusion of the study:

- a. Pre-service teacher's average scores of BEEd and BECEd before the test reflected moderate prior knowledge in Facilitating Learning, Curriculum Development, Child and Adolescent Learners and Learning Principles, Foundation of Special and Inclusive Education, and Assessment of Learning, which necessitated intervention.
- b. Post-test scores indicated improved performances in all professional education topics following the integration sessions, which indicated the efficacy of the sessions in solidifying students' mastery of licensure-related skills.
- c. Wilcoxon Signed-Rank Test indicated a statistically significant difference between pre-test and post-test scores of all the participants, hence the null hypothesis was rejected and the positive impact of the integration sessions was confirmed.
- d. In general, integration sessions significantly improved BEEd and BECEd pre-service teachers' academic readiness to the Board Licensure Examination for Professional Teachers (BLEPT) as a testament to the worth of systematic review interventions on licensure needs.

On the basis of the findings and conclusions derived from the study, the following are hereby recommended to further improve the academic preparation of pre-service teachers pursuing the Bachelor of Elementary Education (BEEd) and Bachelor of Early Childhood Education (BECEd) courses for the Board Licensure Examination for Professional Teachers (BLEPT):

- a. It is strongly advised that Teacher Education Institutions (TEIs), and specifically Gordon College, include frequent and systematic integration sessions in the professional education program to improve students' mastery of licensure competencies and give them consistent academic support.
- b. Integration sessions should be maximized to incorporate not just professional education issues but also general education and specialty courses so that pre-service teachers are better qualified in all areas assessed by the BLEPT.

- c. There is a call for the regular use of pre-assessment diagnostics to ascertain specific learning deficit areas among pre-service teachers and in turn enable the development of targeted and evidence-informed integration session strategies to address areas of weakness discovered. Implementation of Continuous Faculty Development Programs Academic staff assigned with the responsibility to carry out integration sessions need to be provided with continuous professional development on the basis of the latest trends in BLEPT content, efficient review methods, and innovative pedagogical styles to ensure uniformity and applicability of instructional delivery.

ADVANCED RESEARCH

Future research may explore the long-term impact of integration sessions on pre-service teachers' performance in actual licensure examinations, as well as their professional competence in real classroom settings. It is also recommended to examine the effectiveness of different models of integration sessions across various disciplines and institutional contexts. Furthermore, subsequent studies could incorporate experimental or mixed-method approaches to better understand the relationship between integration strategies, learning engagement, and examination outcomes. Additionally, investigating the role of technological tools and digital platforms in enhancing integration sessions may provide valuable insights for improving licensure examination readiness among pre-service teachers.

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