

An Examination of the Challenges Faced by BSIE-Home Economics Graduates in Achieving Licensure: Insights on Lost Momentum and Missed Opportunities

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The Bachelor of Science in Industrial Education (BSIE), major in-Home Economics, was once the standard program in the Philippines for preparing future educators in technology and livelihood. Designed to provide hands-on technical training and foundational teaching knowledge, the BSIE served as a crucial stepping stone for many aspiring teachers—especially before the K–12 reform. Over the years, the program has evolved into the Bachelor of Technology and Livelihood Education (BTLED), aligning with modern, competency-based teaching standards. While the updated BTLED curriculum has achieved milestones such as Level II accreditation in 2025, a significant issue remains largely overlooked: the large number of BSIE-Home Economics graduates who, even after many years, have yet to pass the Licensure Examination for Teachers (LET).

Despite graduating years ago, many BSIE majors have not taken the LET or have repeatedly failed it. Some have transitioned to entirely different professions—working in the private sector, abroad, or in non-teaching jobs—having set aside their original dream of becoming licensed teachers. For others, failing once or twice was enough to discourage them from trying again. One former student expressed: *“Parang nawalan na ako ng gana. Matagal na akong graduate, pero hindi pa rin ako pasado. Sa dami ng responsibilities ko ngayon, hindi ko na kayang mag-review.”*

Several core issues contribute to this persistent outcome. First is the outdated alignment of the BSIE curriculum with current LET standards. Unlike the BTLED curriculum, the BSIE program emphasized industrial and technical subjects over professional education competencies like curriculum planning, pedagogy, and classroom management. When these graduates take the LET, they find themselves unprepared for questions rooted in theoretical and pedagogical frameworks that were never covered in-depth during their college years. As Cervantes (2022) noted, graduates of older education programs often struggle with LET content that no longer matches their academic background.

Second is the lack of accessible and affordable review programs, especially at the time of their graduation. Many BSIE graduates came from rural or low-income backgrounds, limiting their ability to enroll in review centers or access quality review materials. The burden of self-study combined with work and family responsibilities created an environment where exam preparation was neither sustainable nor prioritized. As Magno (2019) noted, the absence of structured review strategies significantly reduces the likelihood of LET success. Similarly, Alcantara and Ocampo (2023) emphasized the widening gap between pre-K to 12 curricula and current licensure requirements as a key barrier for legacy program graduates.

Third, there is the psychological toll of repeated failure and lost momentum. Many BSIE graduates have attempted the LET once or twice, and after failing, decided not to try again due to embarrassment, disappointment, or emotional fatigue. Others fear they have already "*missed their time*" and no longer possess the academic stamina or confidence to revisit content they last encountered years ago. One graduate shared: "*Nahihiya na ako. Lahat ng kaklase ko noon pasado na. Ako na lang ang hindi. Tumatanda na rin ako, baka hindi ko na kaya.*" This feeling of being "left behind" creates a self-fulfilling cycle of avoidance and lost opportunity.

Additionally, life circumstances have led many BSIE graduates in different directions. Some have become homemakers, migrated abroad for domestic work, or shifted to other careers such as sales, caregiving, or food service. In these fields, the urgency to pass the LET has faded, replaced by new priorities like supporting a family or maintaining overseas employment. Unlike fresh graduates, these individuals may no longer feel that obtaining a teaching license would significantly improve their situation. Reyes and Manansala (2020) highlight that career shifts often diminish one's motivation to pursue long-term academic goals, especially if those goals now seem irrelevant or economically impractical.

Institutional and government support for BSIE graduates has also diminished over time. Most licensure exam interventions now focus on current BTLED enrollees, leaving older graduates without refresher courses, special programs, or academic counseling. Domingo and Fernandez (2021) argue that tailored support for non-passers and older graduates is essential for closing the gap, but such initiatives remain scarce or inaccessible. Torres and Calimag (2023) stress that continuing education

and bridging programs for legacy curriculum graduates should be part of any inclusive teacher education reform strategy.

Thus, the low passing rate among BSIE-Home Economics graduates is not simply a matter of academic failure; it is the result of systemic, emotional, and socioeconomic factors that have accumulated over time. From outdated curriculum alignment and lack of review opportunities to the psychological weight of repeated failures and life transitions, many of these graduates have quietly stepped away from their teaching dreams. Without targeted interventions and inclusive review programs, this cohort will remain underserved and overlooked. As education continues to evolve, it is crucial to remember that some of our future teachers were left behind not because they lacked ability, but because they lacked support, time, and a second chance.

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