

Putting One's Best Foot Forward: Exploring the Lived Experiences of the Elementary Level Licensure Examination for Teachers Repeaters

Sweet Charey Lou T. Mapindan, Roel P. Villocino

* Davao de Oro Stage College – New Bataan Campus
Assumption College of Nabunturan, Philippines
Corresponding Author's Email: sweetmapindan@gmail.com

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ABSTRACT

This study explored the real-life experiences of elementary-level LET repeaters from Davao de Oro State College – New Bataan Campus who failed the licensure exam twice before finally passing between 2018 and 2024. Using in-depth interviews, the research revealed the emotional, social, and academic struggles they faced—such as stress, pressure, financial challenges, lack of focus, and self-doubt. Despite these obstacles, participants shared moments of hope, motivation, and spiritual support that kept them going. They coped through time management, prayer, discipline, and by turning failure into motivation. Inspired by their stories, an intervention called Project P.A.S.S. (Prepare, Aspire, Support, Succeed) was developed to guide future LET takers through mentoring, academic preparation, and emotional support. The study encourages schools, families, and communities to work together in supporting future teachers. Their voices remind us that failing once—or even twice—doesn't mean the end, but can be the beginning of a more determined journey.

Keywords: education, licensure, challenges

INTRODUCTION

There is a recurring challenge regarding the fluctuating performance of Teacher Education Institutions (TEIs) in the Licensure Examination for Teachers (LET). Passing the LET is the minimum requirement for aspiring teachers to achieve; this validates whether they have the qualifications and readiness to enter the professional teaching workforce. The only issue, however, is the problem that occurs mainly among the graduates in the elementary levels who take the LET after many failed attempts. This raises important questions about the role of contingencies that cause failure recurrence. A study by Blanco (2025) found that exhaustion due to lack of sleep, long review hours, work commitments, and financial and logistical pressures often compromises exam performance. It also includes the psychological and emotional toll of re-taking the examination, the support systems available, and the socioeconomic status, or lack thereof, available to these individuals. This phenomenon is not only a concern for the individuals taking the LET, but it also raises concerns for the institutions producing education graduates, curriculum developers, and the overall quality of the education system in the Philippines.

People all over the globe are seeing this issue. Around the world, teachers and prospective teachers encounter similar problems during high-stakes exams. For example, Supramaniam et al. (2020) researched what it is like for teachers working in a system with two main high-stakes exams in Malaysia. The study found that teachers and

professors face intense mental and professional stress during exam preparation. Many teachers talked about feeling anxious, scared of not succeeding, and believing they were losing the freedom to decide independently, as reflected by the LET repeaters who struggle to complete the licensure process. In the Philippines, Pregoner (2020) looked at what influences LET results and discovered that psychological health, level of readiness, and the surroundings of examinees are key aspects. Pregoner claims that not performing well in the LET often concerns the many issues candidates encounter in their education and later professional lives. Specifically, the study found that teacher education institutions should continue helping repeaters with their journey from failing their exams to earning their teaching licenses.

At the local level, the Bachelor of Elementary Education (BEEd) LET results at Davao de Oro State College (DDOSC), New Bataan Campus exhibit a fluctuating trend in performance between 2018 and 2024, with passing rates of 37.50%, 50.00%, 85.71%, 77.02%, and 57.76%. The campus record sometimes exceeds the national passing rate, but it still worries officials because many students consistently fail the LET. The problem highlights the ongoing challenge for the institution, helping graduates who cannot pass their licensing test despite completing their studies. For many people, repeater classes consist of intensive learning and high failure because they lack good support or targeted practice methods. Graduates become more disheartened because there is insufficient support after finishing their undergraduate studies, pointing to the need for greater action and backup from the institution and all teachers involved. There are still too many LET repeaters, mainly at DDOSC, New Bataan Campus, which demonstrates that there is still a serious concern even when passing rates briefly improve. Although past research highlights several LET failures linked to stress and lack of readiness, there is not enough research on how rural repeaters go through key stages in their education. Most research pays attention to the results or patterns found in the testing process rather than the individual efforts and challenges overcome by those taking the exam repeatedly. This study seeks to address this shortcoming by better describing the experiences of LET repeaters to help institutions better assist them.

Literature Review

Licensure Examination for Teachers. The Republic Act 7836 is the legal filing containing the "Philippine Teachers Professionalization Act of 1994," a short title to supervise the teaching profession in the Philippines. According to Republic Act 7836, all public-school levels must enhance their teaching standards because it restricts professional teaching practice to individuals who pass the Licensure Examination for Teachers (LET). The Professional Regulation Commission (PRC) supervises licensing exams in the Philippines, through which candidates must achieve 75% or higher to receive their teaching license. Examinees must meet specific requirements before taking the test, including earning a bachelor's degree or equivalent. The government requires total adherence to legal provisions that protect future exam passers from lacking the necessary teaching abilities set by the Department of Education. Examinees' work on licensure examinations demonstrates quantitative results reflecting their educational quality during their undergraduate period. Through this law, the government establishes a solid foundation for the teaching profession in the nation, along with specific standards to determine instructor competency levels needed for academic achievement.

General Education. This segment of the Licensure Examination for Teachers (LET) at the elementary level includes comprehensive topics across several disciplines, including English, Filipino, Mathematics, Science, Social Science, general knowledge, and current national affairs. This will evaluate the examinees' knowledge base, aiding in establishing foundational skills for elementary kids. The general education assessment comprises 150 items; candidates must attain a minimum score of 50%, accounting for 40% of their final evaluation.

Professional Education. At the primary level, this segment of the Licensure Examination for Teachers (LET) evaluates candidates' comprehension of essential concepts, theories, and practices pertinent to the teaching profession. The professional education test has 150 items; examinees must get a minimum score of 50%, constituting 60% of their overall rating.

Bachelor's Degree in Elementary Education. The Commission on Higher Education (CHED) published Memorandum Order No. 74 Series of 2017 to define the policies alongside standards and requirements that govern the Bachelor of Elementary Education (BEEd) program. This memorandum defines all the program's vital components, including description and expected results, performance evaluation criteria, and proposed subject matter organization. The Bachelor of Elementary Education (BEEd) constitutes a four-year program that prepares teachers for Grades 1 to 6 through academic learning and practical education modules. The program delivers its foundation through general and professional education alongside specialized courses.

Student enrollment in the program provides full exposure to fundamental knowledge alongside key principles and teaching techniques required for delivering effective basic education.

Existing Problems with the Licensure Examination for Teachers. As much as all the colleges and universities tried to enhance teacher education programs, 56 percent of the TEIs attained passing rates below the 12-year national passing average. The emerging picture shows real problems regarding the quality of education that prospective teachers are exposed to and the efficiency of educators' further education organizers. According to the deputy executive director of the PBED, Diane Fajardo-Valencia, the subject requires much closer scrutiny of the teacher education curriculum and the items in the licensure examinations. Such fears imply that there exists a disconnection between what is imparted in TEIs and the content of the LET, which seems to contribute to the low passing rates. Fajardo-Valencia has noted that these findings also pose difficulties for student teachers in choosing the school they want to attend or the time to sit for the board exams.

Experiences while taking the LET. Ventayen (2020) presented review centers and self-assessment as crucial for LET takers, particularly those with limited funding. According to their survey, 73% of the 88 teacher education graduates passed the LET, with many choosing review centers because of a lack of books or time to complete self-study. A few examinees pointed out that setting timings and group study to keep the momentum going helps. Specific recommendations included that TEIs must provide internal review mechanisms to improve LET preparation and frequent student progress tracking. Ventayen also blames Universities for failing to manage students' shortcomings and overlooking curriculum diversification to produce sufficient graduates for the exam. Roman and Fiscal (2022) analyzed the contribution of mock examination results and reviewed items to LET performance in 71 BEED graduates and 127 BSED graduates. This study established a positive correlation between mock review performances and the general performance in the LET, thus confirming the usefulness of review programs in preparing students. Thus, concordantly with the argument, Roman & Fiscal identified schools' teaching approaches and pre-LET review programs as the most important determinants, affecting increases in students' performance and confidence levels. Subsequently, Bansiong (2019) studied the factors that influence LET success, emphasizing mock examination effects. The grades from the board examination served as predictive indicators for LET success, thus implying that graduates needed review classes for preparedness. The study revealed that the sample examination brought tangible results, and we saw an uplift in students' preparedness. By mimicking real testing conditions, students developed confidence and were exposed to the questions they would likely encounter in the LET. According to Bansiong, the mock exams to be administered by school administrators should be well-developed, valid, and authentic to act as real preparation for the students.

Academic preparedness and Experience. Studies also show that academic readiness strongly correlates with test-taking on standard teacher certification examinations like the Praxis in the United States of America (Buzick, 2021). These candidates, especially those with low SAT/ACT and low GPAs, struggle to meet the academic requirements expected of teachers. This calls for early education programs to improve the knowledge and skills base to increase the chances of success in teacher certification examinations. However, the observation from the European countries, as highlighted by Algate (2022), has a higher live-up standard in teaching recruitment that one should have a teaching license and must have taught for at least two years in the same capacity. This requirement assists in keeping a realistic value in the classroom practice as one of the ways of qualifying a teacher. As stated by Algate (2022), incorporating the professional experience into the qualification process to produce more competent teachers qualified to handle a classroom is seen. The successful implementation of a practical training program as part of teacher preparation processes in the United Kingdom might hold lessons for changing the existing teacher certification practices in other European countries, and the rest of the world. When it comes to teaching licenses, Asia, in particular countries like Singapore, Thailand, Indonesia, and the Philippines, offers a teaching license upon the attainment of a bachelor's degree: This is the view held by Adoniou & Gallagher (2017) and Yauney (2022). In their opinion, this approach offers protections for reducing the admission of low academic achievers into the teaching profession. However, the concept depicted or used in defining teaching success may not be sufficient; indeed, we may require other ways of ascertaining teaching outcomes. Surprisingly, these authors' findings suggest the importance of a paradigm shift in the certification and qualification of teachers in attempts to produce teachers who are not only academically equipped but also possess practical skills to fit the dynamic teaching-learning process. Stakeholders might thus find these concepts applicable to inform changes to the teacher training to strike a balance as to how it is practice-based and ready for success.

Financial Readiness of LET Examinees. In the study by Albina et al. (2021), one of the highlights was that financial concern influenced the participants during exam preparatory process and the Criminologist Licensure

Examination. According to the respondents, they faced financial difficulties due to inadequate pocket money given by their parents while they were in college, which cost them their performance in class. They learnt that commercial support and care from parents were considered necessary during examination. On the choice of career path, one of the participants stressed that parents should be aware of the importance of the board examination and should not compel children to seek employment immediately after school, because such a move can hamper study for the examination. This shows that parents must stand by their child during these critical phases in their child's educational and perhaps professional progression as they prepare for crucial professional examinations.

Unpreparedness. A study by Basadre et al. (2024) found that the participants' unpreparedness during the Licensure Examination for Teachers caused them to fail. The preparedness of the takers makes or breaks them. On exam performance, being unprepared can have a significant impact. According to Yusefzadeh et al. (2019), the effects of being unprepared include test anxiety, which can result in extended study times, higher university dropout rates, exam failures, and mental and physical health problems. As the date of an exam approaches, and students remain unprepared, the aversion to the impending exam increases. Studying thereafter becomes more probable and mitigates the impending examination's unpleasant aspects. Being ready helps examinees do well on the Licensure Examination for Teachers (LET) exam. The authors, Bersabal & Cañete (2024), view preparedness as covering both subject knowledge and confidence and being ready emotionally and mentally for the exam. Their study found that students who regularly studied, practiced questions, and organized their studies performed better and felt more confident in the actual license test. On the other hand, students who felt they lacked academic readiness tended to get more anxious and unsure about themselves, which lowered both attention and exam performance.

Social Pressure. Results of an article by Albite and Ouano (2023) demonstrated that the participants who are LET repeaters are experiencing high social pressure due to family expectations, peer pressure, and community-level pressure. This pressure usually brought about poor self-assessment, shame, and isolation. The authors stress that the internalization of society has led to many repeaters losing their confidence in their abilities to study and retake their exams. Nevertheless, the research also found that numerous repeaters present adaptive motivation. Others grew to have a burning ambition to show what they could achieve, and the exam was not a measure of how much they knew but how strong they were and how they could endure hardships. Many kinds of dependence and interconnectedness between people create social pressure, which is claimed as a barrier by Albite and Ouano (2023). However, as the researchers observe, it can also become the force that promotes resilience; it depends on the supporting structure.

Inadequate Knowledge. In a research article published by Blanco (2025), the researcher sampled the issues that Social Studies teachers encounter in the LET and highlighted the significant contribution of poor knowledge and mental preparation to their poor performance on the exam. The study sample was extrapolated to consist of LET repeaters, who stated that their failures in taking this test were a failure to study comprehensively, superficial knowledge of the core concepts, and mental blocks during their attempts to take the exam. As Blanco (2025) pointed out, rote learning, semantic learning, and passive learning were the most common methods used by most examinees instead of preparing by thinking and doing applications. This gap between what should have been done in the examination and what the examinees had internalized was brought about by this deficiency. Other study findings showed that most repeaters knew some gaps in their product knowledge. However, they were already lost in the large bulk of the exam, and their inability to plan powerful study habits also reduced their possibilities of success in passing. This result proves the broader argument that thoughtfulness and preliminary dependable background are central to achievements on mature board tests. In addition, the research conducted by Blanco (2024) depicts the psychological aspect of taking exams, in which frustration with the academic background is further supplemented by the sense of anxiety and inefficiency, becoming a barrier in the self-reinforcing loop of failure and hopelessness. This paper, in agreement with other related literature, recommends a broader intervention by Teacher Education Institutions (TEIs). The demand increases daily to move institutional review processes away from conventional processes in favor of strategic and skill-based curricular review programs, which neither solely target content delivery but also train students to think critically, adapt test-taking designs, and equip them to become emotionally ready. Such reforms may assist in decreasing the number of repeaters because the underlying causes of poor performance can be dealt with, such as inadequate academic knowledge and poor preparation.

Coping with Failure. It could cause distress both emotionally, psychologically, and academically on the part of aspiring teachers when they fail the Licensure Examination for Teachers (LET). Nevertheless, research has revealed that, despite the failures, most of the LET repeaters can overcome and eventually succeed because of the incorporation of excellent coping skills. Following Banay (2024), self-doubt, frustration, and demoralization make up LET repeaters' first response toward failure. However negative such feelings and emotions are, they tend to become an eye-opener toward building resiliency. Banay interviewed 24 LET retakers in her phenomenological study and discovered that most of them restored their determination through the support of their families, friends, and religious support structure. This was not only an emotional support but also a boost that was necessary to train again with superior mindfulness. According to research published as *Strategies and Success Stories of Retaking the LEPT* (2023), repetitive learners had three main coping strategies: adverse emotional reaction, diversion, and seeking help. These early reactions were later converted into competent and responsive behaviors like goal-setting, establishing proper study patterns, physical health care, and optimism as they advanced their trip. Such results correlate with Banay, who concluded that LET repeaters enjoy an all-encompassing approach in preparation, which implies using both cognitive and emotional reinforcement. Specifically, adaptive coping functions like time management, self-discipline, mock exams, and reflective learning were mentioned as the medium to restore self-confidence and the stamina to work with tests. Perhaps one of the most significant problems encountered by would-be teachers in the Philippines is the need to bear the distress of failing the Licensure Examination for Teachers (LET) numerous times. Research in educational psychology argues that the examinees' response to failure can determine their performance in subsequent attempts. Algorani and Gupta (2023) note that problem-centered coping strategies can help a candidate enhance their performance in the subsequent sittings of an exam, including changing the study schedule, attending review sessions, and seeking academic assistance regularly. The strategies put examinees back in control of academic direction and develop self-efficacy. On the contrary, examinees who rely on emotion-based approaches, e.g., avoidance, denial, or overblaming themselves, may have prolonged stressful effects and less motivation, compromising their chances of passing the examination. These studies share the same tendency with the Filipino LET repeaters, where resilience, adaptive preparation, and positive coping mechanisms are indicated to be the key ingredients in recovering after failure. This is why well-encouraged, goal-focused coping methods and minimized passive emotion reactions are critical in any institutional review program and within individual initiatives to succeed for examinees.

Study Habits. Good study habits are essential for students taking the Licensure Examination for Teachers (LET) again. Ferrer (2024) did a big correlational study with 299 Bachelor of Elementary Education graduates from Ilocos Sur Polytechnic State College. He found that doing well in general and professional education courses strongly predicted LET's success. The study found that disciplined study habits and consistent academic engagement were linked to higher passing rates at both the institutional and national levels, even though repeaters usually did worse than first-timers. In the same way, a study from a community college in Bukidnon found that taking part in organized review sessions, an essential part of structured study habits, was linked to better LET performance (Camañero et al., 2024). The authors found that students should learn how to study well using techniques like active memorization, regular practice tests, and mnemonic devices. They also said schools and families should work together more to help students prepare. Additionally, the results imply that proactive, structured study techniques better enhance academic preparedness than passive study habits like last-minute cramming or inconsistent revision, which are unlikely to yield long-lasting gains. For LET repeaters, in particular, developing disciplined and helpful study habits may help them catch up with first-time test-takers by improving their ability to remember what they learned, manage their time, and feel confident when taking the test. So, schools and review centers are essential for creating environments and programs that support these best study habits. Encouraging repeaters to make study schedules, take practice tests, and learn memory techniques is one of the most essential things that can help them improve.

Home Environmental Factors. College students' academic performance is greatly influenced by their home environment, which is especially important for those getting ready to retake essential tests like the Licensure Examination for Teachers (LET). Patel et al.'s thorough review from 2024 summarizes research from various paradigms and shows how living arrangements, parental involvement, family dynamics, and socioeconomic status (SES) affect students' academic performance. Even though this study concentrated on general college populations, LET repeaters, who frequently encounter comparable difficulties, can directly benefit from its findings. For instance, low SES might make it hard to get essential learning tools like stable internet, review materials, or coaching services, making it harder to prepare for the licensing exam. Also, homes where parents are not involved or there is tension between family members can lower motivation, make anxiety worse, and take

away the mental space needed for effective review. On the other hand, active parental involvement and emotional support have been shown to make people more resilient, help them manage their time better, and encourage them to study regularly, all of which are important for a successful exam recovery. In addition, Patel et al. (2024) also point out significant differences in demographics. LET repeaters from first-generation college families or families that live in rural areas may not have the educational resources and support systems that help them study reflectively and plan for tests. These differences can make it even harder to master the material, develop good test-taking strategies, and control your emotions. Overall, the evidence shows that Teacher Education Institutions (TEIs) and review centers must provide comprehensive support considering the specific circumstances of LET repeaters. This could include financial aid, community-based tutoring programs, and workshops for parents and teachers to work together. By changing interventions to fit the home environment, stakeholders can better close readiness gaps and create fair paths to success in getting a license.

Social Support. Individuals' psychological and physical health benefits greatly from social support systems, which are essential for stress management. Stress management improves when community members have strong social connections with family members and friends and their community organizations, which helps reduce their anxiety and depression symptoms. Members receive encouragement and valuable help in challenging times through this support network. People without social backing face higher risks of developing severe psychological problems that lead to panic attacks and phobias. Social support is a protective force, enabling people to handle problematic situations to maintain psychological fitness and whole-body resilience (Acoba et al. 2024). The support network students receive is vital as a stress protection mechanism. The availability of supportive social networks leads students to excel academically because social support enables effective stress management, producing enhanced academic success. Students who receive inadequate social support tend to develop elevated anxiety levels along with depression symptoms that obstruct academic achievement. The research reveals that students need external help and support from their environment because it is essential for their academic achievement (Fernández-Lasarte et al., 2019). Student achievement necessitates a conducive environment for success, particularly in academic settings. Students under the care of academics who build motivating learning spaces demonstrate brighter performance outcomes and maintain better interest levels. Students utilize peer relationships as their primary source for obtaining academic guidance because they seek exam preparation hints and study advice from one another. Students receive additional guidance in exam preparation through workshops and seminars, which assist in maintaining focus and motivation. A complete support structure delivers improved success opportunities to students when they take the Licensure Examination for Teachers (LET) because strong collective support systems foster academic achievement, according to Baker-Doyle and Petchauer (2015).

Students' outcomes in the Licensure Examination for Teachers (LET) depend on more than students' preparation measures and teachers' quality of instruction. The outcomes of LET examinations rely heavily on three essential factors: personal well-being, self-efficacy, and supportive relationships with teachers. Supportive relationships between students and their instructors are equally crucial to teaching effectiveness despite its evident importance. Educational relationships between students and their instructors provide motivation and confidence, allowing them to succeed in their LET preparation and emphasizing the diverse nature of LET performance impactors. A complete foundation for developing student-centered LET preparation strategies must encompass the entire educational experience, according to Bernardo et al. (2024). Social support theories emphasize their essential role in creating exam readiness for the Licensure Examination for Teachers (LET) and other test candidates. Various stakeholders from academic institutions, peers, and family members offer essential resources and guidance to candidates who need support for success. Additional institutional support structures and structured review programs strengthen the support framework, enabling examinees to feel academically and emotionally ready for their tests. The research shows that social support helps LET candidates succeed, but peer support is a key determinant of examination outcomes. Research analysis confirms that letting candidates gain their best performance through having solid networks both academically and emotionally (Guardario et al., 2024).

Failed LET examinees commonly respond to their failed attempts by criticizing their performance through negative self-reflection and shifting their focus to non-academic interests. The most beneficial coping method comes from receiving robust social backing from members of your family and friends as well as your mentors. Social support allows examinees to restore their confidence, which leads them to keep trying and eventually retake the exam. Olvina et al. (2023) confirm the significance of personal evaluation and external help by showing how emotional and pragmatic aid enables test takers to recover from their failures to achieve their pursuit of achievement. Research evidence proves that academic achievement rate directly relates to professional teaching competencies, leading to success in licensing exams, including the Licensure Examination for Teachers (LET).

Students who maintain high grades and excellent teaching performance are more likely to pass licensure exams such as the Licensure Examination for Teachers (LET). Students' success in exams heavily depends on the quality of the academic environment and elements like curriculum quality and instructor support. This research shows that safe learning environments should support scholarly and professional advancement to ensure students obtain the necessary skills to succeed in licensure exams (Tarun, 2017; Valle & Brobo, 2022).

Uncomfortable seating arrangements and noisy distractions inside the examination space cause examinees to become more anxious. The combination of poor administration techniques, such as unclear instructions or exam delays, generates more stress for the candidates. Continued stresses from unfavorable examination settings fill the environment with barriers preventing students from performing optimally. The research reveals an essential requirement for exam venue enhancements because unnecessary stressors must be minimized for an equal and encouraging testing space that will benefit all candidates. Exam organizations that solve their physical and logistical issues create better conditions for testing participants, according to Sadiq and Saeed (2017). Methods to explore the lives of LET failure candidates are vital to reveal the underlying difficulties and education system weaknesses responsible for their failing results. Exam preparation strategies will become more effective through the analysis of these educational challenges when developed by educators and policymakers. Additional analysis of specific factors enabling better identification of intervention targets to support examinees in future tests will result in higher success rates (Espartero, 2022).

Different Teacher Education Institutions show substantial differences in their LET examination success rates according to research findings. The academic success of students, together with entrance exam scores and faculty member qualification level, serve as fundamental determinants for exam outcomes. Performance measurement at different colleges requires a complete examination to determine worthwhile enhancements and verify that institutions deliver proper student preparation. An extensive analysis of all involved factors will enable the identification of successful strategies and critical areas necessary for further development to enhance examination pass results (Guzman, 2020). Ardina et al. (2023) investigated a correlational research study regarding the academic and LET performance results of the University of Cebu–Lapu-Lapu and Mandaue College of Teacher Education students (UCLM-CTE) from 2018 through 2021. The researchers observed steady achievements in academic performance and licensure exam results during the four-year research period. The research showed modest variations in student outcomes because students arrived at the evaluation with varying background knowledge and readiness levels. The research establishes a direct relationship demonstrating that students who achieve high academic grades produce better results in the licensure exam tests. Student performance levels that are not strong tend to produce corresponding weak LET test results. The success rate in professional licensure examinations depends heavily on academic readiness because it is a key factor for exam success. The research shows that establishing specialized programs should target student academic development to improve LET-taking and career advancement in teaching.

Even more, Dagdag et al. (2017) researched to explore LET performance indicators among 146 Bachelor of Secondary Education graduates for TEI program strategy development. Research investigators used descriptive-correlational methods to study students' educational performance data, college admission test (CAT) exam scores, and course assessment outcomes. Research data revealed that students who performed poorly academically, with lower CAT scores and fewer completed course audits, scored poorly on the LET. Course audit performance was a better indicator of success in the LET central area than in the CAT test scores, which failed to show prediction capabilities in this domain. Student success demands that academic fundamentals are strengthened and that students receive continuous performance checks. The authors propose five recommendations to enhance LET performance by adopting benchmarks from strong TEIs while using LET-aligned faculty members who receive proper qualifications, implementing validated curricula and assessments, enforcing strict admission guidelines and retention policies, and using a systematic course audit system. These intervention strategies are fundamental to guarantee qualified readiness among prospects within teacher education programs who will enter the licensure process and subsequent professional practice careers.

Instituted house-based review programs demonstrate critical importance as a preparation method for pre-service teachers who seek success in the Licensure Examination for Teachers (LET). Paz et al. (2024) conducted research at Notre Dame of Marbel University to evaluate the success of institutional review sessions through pre-tests, post-tests, and mock board exam testing of participants. Participation in review sessions led examinees to achieve superior scores in their standardized tests and consistent relationships between their review results and responses in mock board sessions. The research data confirms that students need specific targeted review sessions to boost

their preparation for the licensing evaluation. LET repeaters can benefit from these framework-oriented programs because the programs reinforce initial exam takers, yet simultaneously fill knowledge gaps and boost test-taking confidence for superior future exam results. The findings demonstrate that structured institutional assistance programs help LET repeaters achieve better results as they overcome their frequent assessment obstacles.

In addition, Bibon (2022) looked into growth mindset and grit as factors influencing how students do in licensure examinations such as the LET. It was believed in the study that accomplishing well in major exams is helped by knowledge and mental determination. With a quantitative method, Bibon noticed that those with a growth mindset preferred effective review strategies. They also recovered quickly from failures in their studies. The study also noted that grit, which means persistent enthusiasm for goals, strongly predicted a good licensure exam result. Anyone with lots of grit was likelier to have regular study habits, manage their study time well, and not lose hope during exam preparation. The results emphasize that addressing psychological development in teacher preparation courses is essential. Regarding LET performance, these gifts boost a student's knowledge while simultaneously providing them with the strength for the difficulties of exam preparations. A study by Binayao (2020) focused on what passers and non-passers of the Licensure Examination for Teachers (LET) went through, shedding new light on the factors influencing the exam results. According to detailed interviews and an analysis of themes, the study learned that, although both groups endured time pressures and difficulties with money and schoolwork, the strategies they took, what motivates them, and their opinions about the exam vary greatly. Many people who passed the bar credited how they managed their time, the help they received at home and from friends, and never giving up on studying. They showed effort by finding new things to research and reviewing programs. Meanwhile, those who did not pass more often pointed to not being ready, an increase in anxiety, and insufficient help as primary reasons for failing. Many people who did not pass felt unsure of themselves and said the exam covered a wide range of material. It was made clear by the study that psychological resilience, self-discipline, and setting clear goals were critical in helping people face and overcome difficulties in the timeframe reviewed. Binayao pointed out that, as well as knowledge, the key to passing the LET is readiness in the mind and heart and the ability to cope with stress. This research suggests that teachers will benefit from both academic help and emotional or psychological support when preparing for the LET.

The authors (Cabahug et al., 2024) examined the ethical issues that led to the repeated failure of graduates in the Licensure Examination for Teachers (LET). According to the study, many students felt they had not received enough preparation because gaps existed in what was taught, how it was taught, and the help provided by the institution. Many students experienced frustrations, shame, and disillusionment due to their constant run of failures. The authors pointed out that teacher education institutions must support students academically and emotionally and should change their programs to match the requirements of licensure exams. Another phenomenological study related to why many aspiring criminologists fail their licensure examination was conducted by Colaljo and Cuevas (2024). Examinees were shown to feel many emotions, such as frustration, embarrassment, and anxiety, because of facing constant failures and expectations from their society. Nevertheless, the study showed that people displayed more drive, flexibility, and preparedness. Most repeaters indicated they started using different study methods, joined review schools, and looked for mentors to help them after earlier attempts. Teachers noted that having family and peers behind them made it much easier for students to motivate themselves. The research points out that though failure is hard to face repeatedly, it can make people more resilient, self-aware, and likely to use different learning methods, knowledge that could help LET repeaters.

Chue and Lim (2024) examined how optimism, perseverance, and test anxiety are connected to academic achievements. Their study shows that confident and perseverant learners do better in academic subjects and have less anxiety before tests. They pointed out that a positive mindset and practicing often can reduce the damage of anxiety in critical testing situations. The findings indicate that providing optimism and perseverance to LET candidates might help them do better in the examination and feel better emotionally. In their study, Colanggo et al. (2024) explored the methods and strong will of criminal justice graduates who pass their licensing tests. Experts found that following an organized study schedule, managing time well, controlling emotions, and having strong, supportive relationships are key to success. The participants were very determined and adaptable, particularly when facing challenges they had previously faced. They prove that preparation and resilience, like these qualities show in candidates for LET, are profoundly needed by candidates taking the licensure test.

Daud and Guillena (2024) investigated how LET takers handled their challenges and the strategies they followed to cope before the exam. According to the study, many students had difficulties with academic demands, tight

schedules, financial worries, and stress. So, examinees practiced time management, sought help from their friends, prayed, and joined review programs. The research points out that good internal and external coping methods help candidates improve before the board exam, underlining why LET candidates should receive full support from all angles. Further, Domaub et al. (2025) investigated the effects of seeing professional licensure tarpaulins and public announcements of board exam passers on college students' grades. According to the study, such visuals give students the encouragement they need to put effort into their studies and see their achievements. Acknowledging passing participants encouraged students and made them believe more in their preparation. According to the study, such symbols can strengthen the motivation of future LET takers to study and achieve their career goals.

In 2019, Eckerlein et al. researched how motivational regulation supports exam preparation using a standardized diary study. Their findings showed that regulating motivation by setting goals, watching progress, and rewarding themselves allows students to study better over time. It pointed out that students who managed their motivation throughout exam preparation had stronger academic results. The results suggest that it is important to help LET applicants build motivational skills to support their efforts and success. Hernandez et al. (2020) studied perceived autonomy support and grit to determine how they affected students' academic performance. The research revealed that learners who felt more supported in making their own choices achieved better results at school. Evidence in the research suggests that people who show persistence often perform well in school. The results indicate that helping licensure exam takers, like LET candidates, to be more independent and determined could result in better exam performance. Not only did Igcasama et al. (2021) look at things that affected the outcome of Saint Michael College of Caraga graduates in the Licensure Examination for Teachers (LET) from 2017 to 2019. Research indicated that academic performance, lessons received, review participation, and study practice were the primary keys to a student's success in LET. Additionally, how well students did and how confident they felt were both influenced by their socio-economic background and the help they received from family. The research demonstrates that LET performance is complex and that providing help in academics and the environment improves the chances of passing successfully.

Various factors affecting how well students do on their licensing examinations were pointed out in the study of Labial et al. (2024). Variables pointed out in the study, including academic record, attendance at review sessions, the length of time spent studying, and socioeconomic status, were identified as significant factors determining test scores. They found that students benefited from access to learning tools and close guidance from trained faculty. A well-thought-out education policy could raise pass rates on licensure exams by promoting actions that help learning and access to support. In other cases, such as the study of the connection between social support, resilience, academic self-efficacy, and learning outcomes among pre-licensure student nurses, was examined by Labrague (2024). Strong social support from family, peers, and educators would greatly help students become more resilient and boost their belief in their learning and school abilities. From the findings, building a wholesome environment and resilience among students helps them do well on their licensure exams. The knowledge shared here benefits LET takers, showing why a strong support system and self-confidence go a long way in passing the exam.

Apart from this, obstacles encountered by education graduates when sitting for licensure exams were studied by Mercado et al. (2025). Multiple hurdles were found, such as insufficient academic readiness, economic difficulties, difficulty reaching quality study programs, and thinking too much about anxiety or having self-doubts. Statistically, other problems, such as family duties and a lack of support at school, impaired examinees. Evidence in the research stresses that because multiple barriers can impact licensure exam results, it is necessary to help education graduates with classroom and personal issues. Not only that, but the study conducted by Micabalo and Cruspero (2022) investigated what determines the preparedness of accountancy students for the Certified Public Accountant (CPA) exam. Their research concluded that academic performance, joining review programs, handling time effectively, and emotional and mental readiness played significant roles in preparing for a test. The study pointed out that motivation and support from the school help graduates prepare better for their exams and build confidence. While geared toward CPA examinees, the study's conclusions are helpful for other licensure exams, such as the LET, since they highlight how ready someone is for the exam in multiple ways. Another study pointed out that those being studied had different challenges, such as feeling anxious, handling their studies while managing other duties, and finding enough time for review (Molina et al., 2024). Many participants found solutions like peer help, religious faith, and study routines to overcome these setbacks. The results show that preparing for LET takes effort and make it clear that good emotional strength and support from others can help those preparing.

Significantly, the preparedness of the Bachelor of Secondary Education (BSED) students for the Licensure Examination for Professional Teachers (LET) was investigated by Morong et al. (2024). They measured different parts of readiness, such as academic skills, mental confidence, and practical experience. Findings showed that although most kids thought they were academically ready, many said they experienced some stress before taking the exams, which influencing their confidence. The study advised boosting education and mental support for LET candidates since they suggested that a clear mind and positive emotions are essential for doing well. Correspondingly, critical challenges addressed in the study of Panlaqui (2025) were modifying the curriculum, working with short instructional periods, and changing to competency-based learning. In addition, graduates found it hard to handle changes in course delivery and assessment, leading to greater failures. Panlaqui pointed out that using the new curriculum in teaching and review could help education graduates perform well in board exams.

Changes in students' emotions were analyzed, their grades were compared, and Pavlovic et al. (2021) investigated the curricula used for exams. Those students who had stronger emotional skills were seen to be calmer before taking exams, which helped their academic performance. Those with less emotional control dealt with more emotional challenges during tests, and their grades usually suffered. Evidence shows that learning to manage emotions plays a key role in preparing and performing well on exams, meaning working on emotional skills can help students do better in different areas of study. It is also evident in the study conducted by Paz et al. (2024) regarding how in-house meetings with teachers helped prepare students for the licensure exam at Notre Dame of Marbel University (NDMU). Results showed that structured in-house review sessions boosted our participants' confidence and test results. I participated in practice at these sessions, met others for support, and reviewed important exam preparation topics. Results prove that internally organized preparation programs can enhance the LET takers' readiness. Ramirez et al. (2024) developed a study focusing on the habits and influences that powered the region's most successful topnotchers in the Criminologist Licensure Examination. Using interviews, researchers found that students who do well use regular time, mock tests, study in groups, and know their subjects in detail. In addition, emotional strength, family backing, and strong motivation from within were necessary. It points out that proper preparation and ongoing physical and emotional support play a key role in creating outstanding LET results and helpful information for test takers and teachers.

It should be noted that the research of Sumicad et al. (2023) showed that although most graduates believed they were ready for their studies, numerous students experienced anxiety, doubt, and pressure because of worry over the new curriculum. Student preparedness was shaped mainly by institutional support, encouragement from friends, and their ways of dealing with difficulties. Overall, the findings stress that doing well on the LET depends on preparing mentally and emotionally and studying the subjects. This reminder is helpful for repeaters and stakeholders in education. In 2023, Villaflores focused on how ready and confident education graduates were in preparing for the Licensure Examination for Teachers (LET). Overall, students rated their preparation in content knowledge as moderate. However, their confidence varied a lot and usually depended on what they studied previously, how they prepared, and the flexibility of their institution. Findings indicated that confidence and readiness influence how successfully students perform on the licensure exam, suggesting that review courses and support help candidates improve their performance.

Success in students is mainly influenced by being academically prepared, psychologically ready, feeling motivated, handling emotions well, and having institutional help. Experts consistently agree that mental skills are essential, yet grit, self-confidence, and coping ability are also crucial for repeat-takers. It also becomes clear from phenomenology that repeaters face many personal challenges, keep working hard, and use different strategies. The authors emphasize that to support the teaching process, teacher education should focus on students' needs at the academic and emotional levels.

Intervention Program for the Licensure Examination for Teachers Repeaters. Developing a school-based intervention in the Licensure Examination for Teachers (LET) repeaters is complicated. However, it is widely accepted among scholars that strategic planning, as well as planned delivery and implementation of programs, go a long way in the success of such initiatives. Hawthorne (2021) underlined that school interventions with a properly constructed framework improve the probability of fulfilling the desired results, especially in academic remediation and support. Those interventions based on specific goals, evidence-based practice, and open monitoring will likely improve student performance. Intervention programs have become central in teaching environments, particularly in managing learners' academic, behavioral, and emotional problems. One of the earliest studies in this area is the research completed by Domitrovich et al. (2017) that identifies the best outcomes

of evidence-based interventions in facilitating the growth of social and emotional skills in students. Domitrovich et al. reiterated that school-based intervention programs are one of the major contributors to improving academic performance, better behavior in the classroom, and the ability to deal with stress and depression, as well as a more positive self- and self-other view. This study followed their previous meta-analyses, assessing hundreds of programs to enhance social and emotional learning (SEL) in a diverse school environment.

The most effective intervention programs include character structures and psychological principles, and they use evidence to deliver the intervention program. Firstly, the significance of participatory planning concerning academic interventions is emphasized by Samson (2019). According to him, when the learners, particularly the at-risk learners, have direct input in designing the program, it will improve ownership and ensure that it matches what the learners face in their academic problems. This participation process leads to the importance of intervention programs and their flexibility and sustainability. Regarding motivation, Kong (2021) discusses the usefulness of emotionally charged educational environments. According to his findings, methods of intervention that are initiated with a clear purpose and a strong sense of community will create intrinsic motivation and make students more persistent, especially those who have already failed in academics. Remediation programs that use formative assessments and interactive teaching methods are good at helping students who are likely to fail high-stakes tests. AlMekki et al. (2020) looked into this method with nursing students and found that targeted remediation programs significantly impacted how well students did on their exit exams. The study shows how important it is to give students structured, feedback-based lessons specifically designed to fill in the gaps in their learning.

Moreover, AlMekki et al. (2020) stressed that using interactive teaching methods like simulation-based learning, case-based discussions, and quizzes that happen all the time with real-time feedback made students more interested and encouraged them to learn actively. These teaching methods helped students review essential ideas and change how they studied based on how well they did on tests. It is important to note that students who participated in the remediation program did better on tests after it. This shows that this method works to get people ready for licensure. This significantly affects the situation of people in the Philippines taking the Licensure Examination for Teachers (LET) again. The LET is a high-stakes test requiring knowledge of the material, test-taking strategies, and mental readiness, like nursing licensure exams. Structured remediation programs with built-in formative assessments may be vital for LET repeaters who need specific help to fill in the gaps in their learning and regain their academic confidence. Also, these programs can only be successful if they give students timely, personalized feedback that helps them make real progress. Institutional support is significant for the academic success of people taking licensure exams. Bangi et al. (2024) did a phenomenological study at a private Catholic college in Tuguegarao City (2013–2023) that showed how strong institutional support helped board toppers in education, criminology, arts, and psychology programs do well. The study found that structured academic help, faculty mentorship, better learning materials, and emotional support systems at the school all made students more ready and confident for the licensure exams. This support network, personal drive, and working with others created an environment that encouraged high performance and resilience. The results show that schools need to spend more money on faculty development, library resources, and more intensive review programs to give students a better chance of success. Meyer and Stutts (2024) also examined how short mindset interventions affected college students' stress levels and academic motivation. Their research shows that encouraging a growth mindset (the idea that abilities can grow through effort) and a stress-is-enhancing mindset (stress can be good) lowered anxiety levels and raised motivation to do well in school. These changes in mindset helped students deal with the stress of exams better and stay focused on their studies longer. The study shows how critical psychological interventions are in assisting students to take high-stakes tests like the Licensure Examination for Teachers (LET). Berry et al. (2023) did a meta-analysis that showed that mindfulness practices, like reflective meditation, can help with essential parts of cognitive control, like working memory and response inhibition, which are very important during exam times. These studies support short interventions based on a growth mindset and mindfulness to help teachers and LET repeaters prepare mentally and emotionally for exams.

On a substantial note, Mwedzi (2024) examined how well community-based peer mentorship helped students in Makhanda, South Africa, do better in school. The results showed that students who participated in structured peer mentoring programs did much better in school, with their matriculation scores increasing by as much as 28 percentage points. Peer-led support systems helped students feel like they belonged and got them more involved in schoolwork, which led to this improvement. The study stresses how important it is for students with trouble in school to learn with others and get emotional support from their peers. These results show that peer mentoring could be a valuable way to help LET repeaters in the Philippines, especially by making the learning environment

more motivating and supportive. Black and Wiliam (2018) also did a study that showed how important formative assessment is for helping students progress by creating an active feedback loop between students and teachers. Quizzes, reflections, and questions in the classroom are all examples of formative assessments that give you real-time information about how well a student understands something. This process helps students see where they need to learn more and make changes quickly. It also lets teachers change how they teach to better meet their students' needs. When it comes to LET repeaters, this kind of ongoing and specific feedback is beneficial because it helps them find their weak spots, keep track of their progress, and gain the confidence they need to do well on their subsequent attempts.

It is also noted that Dweck and Yeager (2019) conducted a significant study that showed that short mindset interventions, especially those that teach students that they can get better at things by working hard (a growth mindset) and that challenges are a regular part of learning, can make them much more academically resilient. Their study showed that these interventions helped students, especially those from poor backgrounds or struggling in school, stay motivated and do better in school. This shows how mindset-based approaches can help LET repeaters become more resilient and find a new sense of purpose, which will help them get over failure and stay focused on their licensure goals. Lastly, in a related study, Bangaysiso et al. (2024) looked at the experiences of people who had to take the Criminologist licensure exam more than once and found that emotional problems like discouragement, shame, and fear of failing again were common after failing the first time. The study showed that peer-led group coaching, structured review programs, and regular motivational support were essential for helping the students rebuild their self-esteem and academic drive. These results suggest that emotional support can significantly improve the ability of licensure examinees, including those in the field of education, to handle stress and do well on tests when it is added to review strategies. The literature emphasizes that an intervention addressing LET repeaters should be multidimensional, strategically planned, and efficiently reviewed daily. When applied in practice, these programs can change an examinee's course and significantly positively affect the results of the licensure examinations.

Theoretical Lens

This study is firmly rooted in Weiner's Attribution Theory, which focuses on how people's interpretations of events, such as successes and failures, influence their thoughts and actions. According to attribution theory, people attempt to identify the reasons behind their actions or assign causes to behaviors. Someone who wants to know why someone else did something might give that behavior one or many causes. An attribution is based on a three-step process: (1) the individual must see or observe the behavior; (2) they must think that the behavior was done on purpose; and (3) they must decide whether they think the other person was coerced into doing the behavior (in which case the situation is blamed for the cause) or not (in which case the other person is blamed for the cause) ability and self-efficacy theories that emphasize the significance of students' current self-perceptions in determining how individuals see the success or failure of their ongoing endeavors. They will, therefore, probably repeat the identical behaviors in the future.

Moreover, this theory has been widely applied in education. There is a strong relationship between self-concept and achievement. Weiner (1980) states: "Causal attributions determine affective reactions to success and failure. Attribution theory posits that individuals interpret their surroundings in a manner that preserves a favorable self-image. This implies that they are inclined to ascribe their achievements and setbacks to elements that bolster their self-esteem. Generally, when individuals attain academic success, they attribute it to their abilities or hard work. Conversely, in instances of failure, they are more prone to attribute the outcome to external factors beyond their control, such as inadequate teaching or sheer misfortune. Regarding motivation, the core tenet of attribution theory suggests that an individual's self-evaluation and explanations for success or failure significantly affect the effort they are willing to exert in similar future endeavors. The lived experiences, coping mechanisms, challenges, and suggestions from the elementary level LET repeaters will serve as a basis for crafting an intervention program to show that the school community supports those struggling in their respective examinations.

Research Questions

This study aimed to describe the lived experiences of the Elementary Level Licensure Examination for Teachers Repeaters of Davao de Oro State College – New Bataan Campus.

Specifically, it sought to delve into the following:

1. What are the lived experiences of the Bachelor of Elementary Education (BEEd) graduates Licensure Examination for Teachers (LET) retakers while preparing and retaking the examination?

2. What are the challenges commonly encountered by the LET repeaters before and during the examination?
3. How do the repeaters cope with the challenges experienced in the Licensure Examination for Teachers (LET)?
4. What are the suggestions/tips of the LET repeaters for their peers who have failed and given up taking the LET?
5. What intervention program can be crafted from the findings of the study?

Scope and Delimitations of the Study

This study aimed to explore the experiences, challenges, coping mechanisms, and suggestions of the Elementary level Licensure Examination for Teachers (LET) Repeaters of Davao de Oro State College – New Bataan Campus. However, the participants were limited to the six selected BEEd graduates who failed the LET twice or more from 2018 to 2024. Furthermore, the focus of this study was on the experiences, challenges, coping mechanisms, and suggestions of selected elementary-level LET repeaters, not on the effectiveness and quality of the institution's Bachelor of Elementary Education program. In-depth interviews were used in the data collection procedure. Moreover, results were not generalizable considering the number of participants.

MATERIALS AND METHODS

Research Locale

The study was conducted in New Bataan, Davao de Oro. Davao de Oro is a Davao Region of Mindanao, Philippines province. According to the Commission on Audit, it was recognized as the second most prosperous province in the country in 2017. The province shares its borders with Davao del Norte to the west, Agusan del Sur to the north, and Davao Oriental to the east. Its extensive flatlands serve as a significant rice production area within Davao Province. Most of the population comprises migrants from Cebu, Samar, Bohol, and other provinces in the Visayas. The primary sources of livelihood in Davao de Oro include agricultural products such as rice, coconut, cacao, coffee, papaya, mango, pineapple, durian, and banana.

Research Design

This research employed a qualitative phenomenological design. As Tenny et al. (2022) noted, qualitative research investigates and provides profound insights into real-world issues. It collects the experiences, perceptions, and behaviors of participants. A significant benefit of this approach is that phenomenological researchers can document and analyze the beliefs, emotions, and perceptions of the target audience concerning the phenomenon under investigation. The audience's perspectives, those who have directly experienced the phenomenon, are paramount. The personal assumptions and perceptions of the researcher regarding the phenomenon should not influence the study. Despite the intricacies of human behavior, this methodology can still present a comprehensive understanding of the human perspective being examined. In this study, a phenomenological approach was utilized as the research design, concentrating on the lived experiences of participants and the fundamental nature of their consciousness, with the essence signifying the phenomenon itself. It deals with both the exploration and understanding of subjective experiences of individuals with certain phenomena in a bid to elicit the nature of lived experiences as perceived by the latter people directly affected by them (Creswell & Poth, 2018). This methodology is grounded in the belief that grasping the essence of a phenomenon necessitates revealing the common meanings shared by participants. Consequently, it enables the researcher to explore the experiences, challenges, coping mechanisms, and suggestions of BEEd graduates in dealing with failure in the Licensure Examination for Teachers (LET).

Role of the Researcher

The researcher has multiple roles and responsibilities in using this qualitative-phenomenological research approach. This practice seeks to understand, describe, and interpret human behavior and the meaning individuals make of their experiences; it focuses on what was experienced and how it was experienced. Phenomenology deals with perceptions, meanings, attitudes, beliefs, feelings, and emotions. Such a study may occur in several contexts. However, the researcher explored the experiences, challenges, coping mechanisms, and suggestions of LET repeaters at the elementary level of Davao de Oro State College – New Bataan Campus. The study's findings have led to creating an intervention program that the school can use. Specifically, the researcher examined the participants' thoughts and emotions by applying Fink's seven stages (2000): thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting. The researcher meticulously outlined the study's objectives, the rationale behind the investigation, and the methodology to be employed. Utilizing thematic analysis for data evaluation, the researcher systematically categorized ideas, phrases, and statements into fundamental concepts.

During the in-depth interviews, the researcher took on the role of data collector, actively engaging participants to elicit detailed responses. This approach allows the researcher to construct a comprehensive understanding by integrating concepts and theories from diverse sources. Following the interviews, the researcher transcribed the participants' responses, which were subsequently analyzed for credibility, dependability, and transferability. The qualitative data collected facilitated a thorough examination of the topic, and ultimately served as the foundation for developing an intervention program aimed at helping the LET repeaters.

Research Participants

The research participants were identified through purposive sampling, a non-probability type of sampling. The selection of the participants was based on the researcher's judgment and discretion. The participants were the six selected elementary-level LET repeaters who took the LET during the years 2018-2024 and whose participation was delimited to these criteria: (a) each participant must be a BEED graduate of Davao de Oro State College, New Bataan Campus from 2018 to 2024 and (b) must be a repeater in the Licensure Examination for Teachers, Elementary Level twice or more before passing it. Any gender can participate in the study and must be between 23 and 45 years old. Above these, the participant must be willing to participate in the study. The participants received an orientation regarding the study and signed a consent form, indicating their voluntary participation. They were invited to engage in an in-depth interview (IDI) as the method of data collection. To ensure the confidentiality of the participants during data processing and reporting, pseudonyms were employed. The initial phases include validation, participant selection, obtaining informed consent, and conducting In-Depth Interviews. In addition, transcription, translation, thematic analysis, presentation, discussion, and other concluding activities were carried out.

Data Collection Procedure

The research employed a custom-designed Interview Guide for conducting In-Depth Interviews. Data was gathered from the participants' perspectives and insights regarding their experiences preparing for and undertaking the Licensure Examination for Teachers. Following the ethics review, achieving accurate results in research necessitates adherence to established procedures. To this end, the following steps were meticulously implemented to enhance the quality of the findings. The researcher drafted a permission letter to the institution where the study was conducted. Upon receiving approval from all panel members, the researcher requested authorization from the Program Head of the Bachelor of Elementary Education Department and the Branch Director by submitting a letter requesting permission to conduct the study with the graduating students. The selected participants were informed through messages (email) or other mutually acceptable communication methods. Consequently, the respondents were invited to interview based on their willingness and availability. Additionally, the researcher ensured that consent was obtained from the participants. Once the participants agreed to partake in the study, the researcher provided them with a letter outlining the terms of their participation, which they signed to confirm their willingness to be included as informants. This process guarantees that the consenting respondents have acknowledged the permission letter. The researcher also oriented them regarding their rights and privileges, which include the assurance of confidentiality concerning their identities and the right to withdraw from the interview process at any time, which is respectfully upheld. Moreover, the researcher documented all participants' preferences and responses to furnish relevant data for analysis. To maintain the confidentiality of the participants, the researcher utilized password-protected files. Ensuring confidentiality is a fundamental aspect of this study, aimed at safeguarding the participants' private information.

Data Analysis

After data collection, the information gathered from the comprehensive interviews was compiled, documented, and analyzed. As qualitative data analysis Creswell (2009) outlined several steps in the data analysis process: initially, the data is organized and prepared for analysis, which includes transcribing interviews, compiling field notes, and categorizing the information based on various data sources. Subsequently, the data will be thoroughly reviewed. In this research, the researcher derived a general understanding from the information and reflected on the overall significance of the participants' responses. The analysis was then conducted using a specific theoretical framework, which involves coding or categorizing related data segments into distinct groups. Following the coding process, thematic analysis was performed. The researcher meticulously scrutinized the data to uncover recurring themes, topics, ideas, and patterns of meaning that emerged from the interview transcripts and verbatim accounts of the participants. Themes were then identified based on their experiences, challenges, coping strategies, and recommendations. The final stage of the thematic analysis involves the development of major themes. In this study, the researcher articulated major themes derived from the

verbatim accounts and interview transcripts. These themes were extracted, elucidated, and documented under each topic, supported by relevant citations.

Trustworthiness and Credibility

Robson and McCartan (2016) emphasize that good intentions alone don't guarantee trustworthy research—what truly matters is credibility, or how believable and accurate the findings are. In this study, the researchers made sure to uphold that standard by using proven qualitative methods and drawing on their experience as college instructors and BLEPT coordinators, which helped them connect naturally with the LET repeaters. They carefully selected participants through purposive sampling and encouraged honest sharing by providing clear consent and creating a safe, respectful space for open conversations. Interviews were recorded, transcribed, and—when needed—translated to ensure that participants' real voices and experiences were accurately captured. The researchers stayed mindful of their own biases and made sure the findings reflected what the participants shared, not their own assumptions. Their goal was to let the data speak for itself, offering insights that could support review programs, improve teacher training, and help local leaders respond to the needs of future LET takers.

Ethical Considerations

Miles et al. (2019) articulately state that qualitative research ethics must be upheld at every study stage, including collection and reporting. Miles et al. (2019) remind us how important it is to carry out ethical practices in every stage of qualitative research—especially when dealing with real people's experiences. They highlight the value of informed consent, confidentiality, and being sensitive to participants' stories. At the core of any ethical study is trust between the researchers and those who generously share their lives. Without that trust, both the data and the people involved can be put at risk. In this study, the researchers were deeply mindful of these responsibilities. The research focused on the increasing number of LET repeaters in New Bataan, aiming to better understand their journeys and challenges. Listening to their lived experiences became the foundation for building a support program that could truly help future test-takers. After the study, the results will be shared not only through publication but also with the local government—so they can reach and benefit the wider community. Before any interviews were done, the participants were given clear and simple Informed Consent Forms. The researchers explained who they were, why they were conducting the study, and reassured everyone that joining was completely voluntary. Participants could stop at any time if they felt uneasy, without facing any pressure or consequence. The purpose of the research and how it would be carried out was explained in full, so everyone could make an informed choice. The researchers also took care to make participants feel comfortable. Interviews were scheduled at times and places convenient to each individual, and any expenses they had were covered. Respecting the Data Privacy Act of 2012, all personal details and responses were kept private and secure. Data was recorded using a mobile device and safely stored in a private Google Drive account. When the study wraps up, all data will be permanently deleted. Participants were treated with fairness and kindness throughout. As a small gesture of gratitude, they received tokens of appreciation and were reimbursed for any costs they incurred. They were also given copies of their interview transcripts, so they could see exactly how their voices were represented. The researchers approached this study with experience, empathy, and genuine care—grounded in years of academic training. By following these ethical principles, they ensured that each participant felt respected, valued, and heard.

RESULTS AND DISCUSSIONS

To attain the goal of this research, six elementary-level LET repeaters served as the participants who took the LET during the years 2018-2024 and whose participation was delimited to a participant that should be a BEED graduate of Davao de Oro State College – New Bataan Campus from 2018 to 2024 and must be a repeater in the Licensure Examination for Teachers – Elementary Level twice or more before passing it. The research is open to participants of either gender and requires that they be between the ages of 23 and 45. In addition, the participant has to be open to taking part in the study's operations. The participants were also selected using a purposive sampling technique. Additionally, a qualitative phenomenological approach was used as a research design to gain an in-depth understanding and investigation of the participants' experiences, challenges, and management strategies. In that case, a custom-designed interview guide was used to conduct in-depth interviews, such as one-on-one interviews, which were recorded and documented with the participants' consent. Specifically, this chapter details the findings gathered from the data collection process, which will be divided into themes and corroborated with related literature and studies.

Positive experiences to share while preparing for the examination. The emerging themes in this structured theme are initial motivation and eagerness, perseverance and hopes, realizing the importance of time in studying, being motivated, being prayerful, and having inspiration. These were the positive experiences highlighted by the LET repeaters while preparing for the licensure examination, which shows that despite being repeaters taking the LET, they still have the eagerness, perseverance, motivation, and are inspired to retake the licensure examination. Being motivated and eager to pass the licensure examination drives the examinees to provide consistent effort, enhance their cognitive processing, and contribute to a positive learning experience among the exam takers, which can increase their likelihood of passing. A participant revealed that the eagerness to take the LET immediately helped boost confidence in taking the exam. The participant's dream of passing the LET and having a professional license drives the participant's motivation. It is also emphasized that the LET was difficult and a huge challenge. It took the participant two to three times before being able to pass the exam; however, it does not change the motivation to continue pursuing the dream license. The participant also concluded that striving to pass the exam, putting an effort into reviewing, and not just relying on what the participant already knows about the subject helped pass the LET. Furthermore, perseverance and hope are essential when facing the challenges brought by taking a licensure examination. This allows the examinees to overcome the obstacles, while hope provides them the motivation and resilience they need to push themselves towards their goal, which is to show up on the exam day and to pass the LET. Specifically, the participants emphasized that their failure in their first attempt at taking the examination provided them with perseverance and resilience. They persevere by continuing to study despite failing twice and lacking the budget to retake the exam. They also hope that their third attempt will be their time to pass the exam, and they always keep in mind that they have to strive to pass the LET because they have families and friends waiting for them. A participant also realized the importance of studying during the preparation for retaking the LET. Studying is an essential part of licensure examination preparation because it helps the examinees solidify their knowledge, improve their exam-taking skills, reduce fear and anxiety, and boost their confidence, which can help increase their likelihood of passing the exam. The participant revealed that studying during the preparation is very important. If the examinee wanted to pass the exam, sacrifices should be made to make time for learning. Some things must be set aside so the examinee can focus on reviewing. Also, prayers and a consistent study schedule are crucial for retaking the LET because this provides the examinees with mental and emotional support and ensures that they will have comprehensive preparation and build confidence before the examination day. The participant emphasized that praying has been a top priority during the preparation, which became the first positive thought, aside from the need to study. It is revealed that the combination of positive thinking, praying, and consistently studying finally helped me pass the LET. Despite the struggles during the preparation, it is emphasized that trusting in God and oneself and learning more can help one succeed in the examination. Lastly, being inspired for the examination fuels the examinee's motivation, persistence, and overall success. It helps to find the purpose and direction of why there is a need to take the LET, and makes the exam's challenging process more manageable and rewarding. Notably, the participant revealed that one of the inspirations is the review instructor. It is because of the words of encouragement, sharing of personal experience in taking the board exam, and the way of discussing the topics that the examinee needed for the examination. According to Bibon (2022), consistently motivated people are more likely to persevere, which aids in their successful goal-achieving. It has been underlined that increasing drive is directly linked to success and grit, making grit a powerful predictor of success. Eckerlein et al. (2019) also indicated that in all stages of learning, during the planning stages, during studying, and after studying, when learning procedures and results are assessed, motivation is crucial. This indicates that higher rates of effort put into exam preparation are associated with a high amount and quality of motivational control. Molina et al. (2024) also emphasized that it is crucial to consider enough study time when getting ready for the board test. Their chances of passing the test are raised, and their whole LET preparation experience is improved.

Positive experiences to share while retaking the examination. The emerging themes in this structured theme are not losing hope, having perseverance, acquiring knowledge and reviewing materials online, and not listening to negative feedback. The participants shared these positive experiences based on their experiences while retaking the examination. These experiences showed that the participants maintained a positive attitude while taking their second and third LET attempts. It shows their perseverance in not giving up despite failing their first attempts in the examination, and how they deal with retaking the exam by improving their knowledge, prioritizing time to study, and keeping themselves away from negative feedback. Maintaining hope in the success of taking the licensure examination drives motivation, perseverance, and resilience. It can help the examinees to keep their focus on achieving their goals, which is to pass the LET and have their professional license, adapt to setbacks, and ultimately achieve their desired outcomes. The attitude of not losing hope has been emphasized in the participant's statement of looking to others who have also taken the exam several times and still managed to pass.

It was also applied when the participants used their failure as a factor for not giving up and being more motivated to retake the LET. Also, perseverance provides the resilience and determination to overcome setbacks and keep striving towards the goal. It helps them transform failures into learning experiences, adapt strategies, and maintain a positive mindset despite challenges. Specifically, the participants' perseverance has been emphasized in a way that, despite the difficulties, they still worked hard to achieve their dream of passing. Despite the various responsibilities that they already have, they still manage to find time to study so that they can pass the examination. Even though they feel down due to being LET retakers, they still focus on finishing and passing the LET and show their loved ones that they can pass the exam. Furthermore, the participants used online review materials to acquire the necessary knowledge to retake the licensure exam. These materials are considered convenient, flexible, and cost-effective as a learning option. Specifically, they can review by downloading legitimate reviewers, attending online classes twice a week, and/or downloading lectures on YouTube. They mostly do self-review, partnered with an effort to regularly take time to study and pray that God will help them pass their third attempt. Lastly, ignoring negative feedback is essential. Retakers often face significant emotional and motivational challenges, and dwelling on negative experiences can hinder their progress. Instead, focusing on constructive feedback, improving study techniques, and developing a strong support system is crucial for success. Specifically, the participant's experience of hearing negative feedback became a motivation to strive harder and be resilient, believing that the participant would pass their next attempt on the LET. According to Chue and Lim (2024), persistence and optimism impact academic accomplishment in such a way that persistence combined with optimism, maintaining optimism by not giving up and disregarding criticism, helps produce more fruitful outcomes. Hernandez et al. (2020) claimed that compared to others who lack such qualities, those who are passionate and persistent enough to work and study hard despite difficulties and adversity to accomplish a set of goals are likely to achieve more success. Bersabal and Cañete (2024) also indicated that the easiest way to find review materials is online. Because of its versatility and simplicity, it is the most popular source for reviews. Additionally, the prior study asserted that adopting digital learning resources has significantly increased study effectiveness.

Effect of positive experiences as an examinee who failed the LET the second time. The emerging themes from this structured theme are improved time management and prioritization, learn to sacrifice, never losing hope, and viewing failure as a stepping stone. These were the identified effects of positive experiences among the repeaters despite failing to pass the LET the second time. The generated themes revealed that despite failing the LET, the participants developed better time management skills and prioritization strategies, such that they tend to allocate their time to study more efficiently, especially focusing on the areas that needed improvement. Also, it helped them realize that there are things they need to sacrifice to achieve their goals. It was also emphasized that resilience, by not losing hope, motivates them to continue striving to become licensed teachers. Instead of being discouraged, the participants saw each failure as an opportunity to learn and grow. They likely used their experiences to identify weaknesses, improve their study strategies, and become stronger candidates for their next attempt. Specifically, time management and prioritization allow the repeating examinees to allocate sufficient time for each subject, especially in areas where they mostly lack knowledge. This can also help them improve their time management skills and determine the parts they need to prioritize, not just during preparation, but also during the examination. The participant revealed that time management has been considered to achieve the goal of passing the examination. Also, sacrificing enough time to study hard helps to address the weaknesses of the participant, builds their confidence, and improves the overall knowledge to effectively understand the questions that will be answered in the LET. Specifically, effective study habits and strategies, including targeted review, practice questions, and potentially review classes, are key to improving performance. Based on the data, the participant emphasized that sacrificing some things helped to study hard and maintain focus on the exam. The participants are resilient and do not lose hope despite failing their first and second attempts to take the LET. This shows how they can use their downfall as a motivation to strive harder. They also used the experience of others to motivate themselves, which has been reflected in a statement, where the participants mentioned that if others can retake the LET 14 times or even at an old age, they can also pass it no matter how many times they need to retake the exam. There were also instances when the participants felt ashamed of being a failure; however, due to the perseverance and inspiration they got from individuals with similar situations, they could push themselves to apply for another examination and believe that they would pass the LET this time.

In addition, viewing a failed licensure exam as a stepping stone rather than a defeat is crucial for retaking success. It fosters resilience, encourages learning from mistakes, and builds a growth mindset, ultimately leading to improved performance and greater chances of success in subsequent attempts. The participant revealed that despite failing many times in the LET, posture should be kept and used as a motivation to take another

opportunity to be better and retake the LET until the participant passes the exam. It was explicitly mentioned that thinking that when desiring something, there is a need to put in effort and keep on achieving it, helped to realize the importance of not giving up. Instead, this downfall can be used to improve oneself and prove that one can achieve the dream of becoming a licensed teacher. Molina et al. (2024) emphasized that effective time management guarantees that they may allot enough time to prepare for practice tests and other crucial review tasks. Time management enables a person to arrange tasks that require attention or completion, which helps create a system that can improve their capacity to work toward their objectives and maintain focus on realizing their dreams. Also, Bibon (2022) states that to improve one's chances of passing a retake of a licensing test, one must be resilient to setbacks until mastery is achieved. Igcasama et al. (2021) also supported this claim by arguing that student achievement and failure are linked because a positive perspective on failure can boost a student's drive to study and do well on a test. It is stressed that to succeed in life, one should view failure as a necessary step.

State of being while taking the LET. The emerging themes from this structured theme are staying motivated, having self-doubt, feeling relieved, taking the exam calmly, having light feelings, and stress. This shows that LET repeaters are in emotional flux, navigating both positive and negative emotions because they appear to be motivated and determined, yet also experience self-doubt and stress. The feeling of relief and ability to take the exam calmly suggests resilience and coping mechanisms. However, stress indicates that the person is not entirely without tension and may still be working to manage their emotions and achieve balance. Specifically, maintaining the motivation to take the licensure examination helps the participants to take the necessary effort, focus, and persistence to study effectively and manage exam preparation stress. This encourages them to engage actively with the material, overcome challenges, and achieve their goals. A participant stated that managing emotions while keeping oneself motivated helped mitigate one's fear of retaking the examination. It is emphasized that the participant keeps telling themselves the importance of retaking the exam until the participant passes the LET because the time is precious. Also, self-doubt on performance in licensure exams significantly creates anxiety, lack of concentration, and poor decision-making under pressure. Self-doubt sets in after another retake requirement after an exam due to the potential failure, according to a participant whose performance and commitment to the LET thereafter are severely hampered. The participant became confident to repeat the examination using the support systems and reflection while further developing skills to manage this concern. The post-LET relief effect has two outcomes for LET retakers that integrate the good and the bad. The imperative to take the LET gives some advantages but also has some negative aspects: it reduces anxiety and promotes reflection, perhaps with celebratory occasions. The participants professed relief from their dedication and determination after great endeavors were made in their LET quest. Despite difficult questions, the participant was relieved while praying for the right answers through the examination. The participants expressed gratitude for passing the exam, although they encountered difficulties answering the different questions.

Optimal performance in license examinations depends on maintaining a calm state since it improves focus capabilities and decision-making skills and eliminates careless mistakes. Success probability grows when a person keeps their mind calm because this state enables precise memory retrieval and strategic issue resolution. The participant felt light, quiet, and confident about the exam information during the examination period. After completing the first and second attempts, the participant answered all questions easily due to feeling content with retaking the LET examination. A light feeling during the third attempt at the licensure examination produces superior results because it controls exam-related anxiety, which contaminates concentration, memory, and recall. When the test-takers remain calm, they focus on understanding the exam material to produce their maximum output. The participant indicated the third exam attempt featured favorable and light conditions. The examined state of mind created a prepared feeling combined with prayer and outcome acceptance, which reduced test pressure and led to better focus and relaxation during the examination. Lastly, stress has been a common event during preparation and the actual exam. Stress significantly impacts performance on licensure exams, potentially decreasing concentration, interfering with memory recall, and leading to burnout, which can hinder exam-taking success. Excessive anxiety can interfere with working memory, making it harder to process information and focus during the exam. According to a participant, one leading cause of stress for retakers is the lack of funds needed to acquire the review materials to help them succeed in retaking the LET. Based on a previous study by Labial et al. (2024), the degree of preparedness of the examinees for the licensing test was determined by their motivation. Domaub et al. (2025) also explained that their level of academic motivation is favorably connected with their academic success. This demonstrates the importance of the desire to pass licensing exams, as it encourages efficient study habits and endurance in the face of difficulties encountered during LET preparation. In addition, Banay (2024) found that retakers frequently experience helplessness and self-doubt, with helplessness raising the

risk of quitting and self-doubt negatively impacting performance and well-being in the future. Failure can be difficult, but if seen as a learning opportunity, it can also spur professional and personal development by assisting applicants in being more resilient and keeping a good attitude. Bersabal and Canete (2024) also stated that playing mind games, taking quick pauses, or participating in mentally stimulating activities can all help reduce the stress of getting ready to retake the LET.

Challenges encountered before the examination. The emerging themes from this structured theme are proper balance of review, work, and personal responsibility; social pressure; arguing with older sibling; financial constraints; health condition of a child; forgetting NOA; being separated from child; and overcoming the loss of grandparents' house. These challenges greatly influence the participants' ability to focus on preparing for the exam, which may also contribute to failing the licensure examination. While some participants did not experience any challenges, others emphasized that there has been a struggle to find the proper balance between reviewing for the exam, work commitments, and personal responsibilities. Also, the pressure felt and arguments from social factors added to their stress levels. Other than this, financial difficulties also posed challenges, along with the need to balance parenting responsibilities with exam preparation, forgetting the Notice of Admission (NOA), which is one of the most critical documents in taking the examination, as well as emotional challenges brought by the loss of the grandparents' house. The examination review process faces difficulties because each task allocates specific time demands and energy requirements. Study time required for exam preparation strongly contradicts the schedule for work commitments and fulfilling family responsibilities. The situation becomes more complicated due to financial pressure, stress, and burnout risk. Reviewing techniques, work requirements, and personal duties creates a time management challenge for the participant when attempting to achieve adequate study outcomes according to the LET.

The added social pressure, together with anxiety and stress, produces adverse results that impair attention to the exam while simultaneously hurting study habits and overall health. Social pressure from their environment and community expectations caused their dissatisfaction, according to the participant's account. The participants also ignored unfavorable feedback because they focused on exam preparation. In addition, arguments should be avoided as a study distraction for upcoming examinations. The participant shared their experience of being distracted from the LET review by the arguments with their older sibling and family conflicts during examination preparation time. According to the participant, the practice of forgiveness occurred beforehand during the examination period. The LET review process was also affected by financial limitations, which were a primary obstacle. Due to financial restrictions, participants could not access online courses or review centers that would assist their studies of essential LET subjects. The participants needed to restrict their resources since they were dealing with constrained material for their examination preparation. A participant also experienced challenges in balancing the need to review for the LET and parenting responsibilities, especially in managing the health condition of a child. A participant shared a personal experience regarding this challenge wherein, to be able to review for the examination, the participant downloaded materials that can be watched on YouTube. This shows the perseverance of the participant and the motivation to continue retaking the LET, despite the difficulties in life. The Notice of Admission (NOA) is crucial for taking the licensure examination because it serves as proof of the examinee's eligibility and a key for being able to register for the exam. Without this document, the examinee will not be allowed to take the examination, which happened to a participant in this research. The incident demonstrated the significance of proper planning not just for study but also for logistical concerns. Despite the setback, the participant completed the exam, exhibiting calmness and presence of mind under pressure. Also, one participant claimed to have experienced no substantial challenges while preparing for the examination. Based on the data, the participant experienced a smooth, focused process of reviewing and preparing for the examination. This is because of practicing effective planning, consistency in study habits, and surrounding oneself with a supportive environment.

Being separated from the child has also been a challenge for retakers who are already parents. This causes the participant to experience emotional stress, anxiety, and become distracted, especially since it was the first time for the participant to let other people take care of the child. However, it also worked as a tremendous motivator, since the participant was pushed by the desire to provide a better future for her child by passing the exam. Lastly, emotional and psychological challenges can be experienced from losing something precious or sentimental value for the participant, such as losing the participant's grandparents' house. This could impact the mental state and focus during exam preparation. Specifically, the participant felt sadness, disrupting the attention and motivation to study. However, upon regaining the strength and perseverance to achieve the goal of passing the exam, the participant was able to prove resilience by continuing to retake the LET. According to Cabahug et al. (2024), the

primary sources of stress during test preparation include family pressure, expectations, and other family-related disputes. Their emotional states are significantly impacted, which results in trouble focusing, increased worry, and general emotional discomfort. Daud and Guillena (2024) also stated that family issues and obligations that are sometimes viewed as a burden during exam preparation might cause them to lose concentration when preparing. In addition, Micabalo and Cruspero (2022) indicated that financial factors significantly influence exam takers' preparedness for the licensing exam. Financial difficulties, a lack of confidence, preparation and attention, family issues, and a lack of a strong college background have all been highlighted as factors influencing how they feel about taking the licensing exam.

Challenges encountered during the examination. The emerging themes from this structured theme are a lack of focus due to mixed emotions, being lost in the city, the feeling of anxiety, unintentionally scratching the answer sheet, difficulty with particular subjects, doubting the set written on the exam paper, and time pressure. These indicate the various challenges that the participants experienced during the examination day. Notably, the findings revealed that participants are experiencing a lack of focus due to having mixed emotions, which could stem from personal difficulties or other concerns. Also, getting lost in the city on the way to the examination venue posed a significant challenge that could lead to stress, tardiness, or even arriving late for the exam. Anxiety, which often occurs among exam takers, leads to impaired cognitive functions that reduce focus during tests. The participant accidentally scraped their answer sheet during the exam, which could create problems with scoring. Specific subjects proved challenging for participants because of either poor preparation, anxiety, or insufficient time management, and this caused them to experience mental blocks. Self-doubt also results in both time wastage and mental energy depletion. Test-takers experience reduced cognitive performance when their emotions cause loss of concentration, affecting their ability to remember things, keep focus, and solve problems while taking the LET. When they feel anxiety, it affects their ability to concentrate on processing new material and retrieving stored information. The participant stated that eating problems lead to examination challenges among test-takers. The feelings of distress and discomfort arose because of the situation. Anxious feelings, nervousness, and overwhelming emotions made it challenging for the participant to concentrate during the exam. Finding the exam venue in an unfamiliar city environment is one major problem for candidates taking LET exams. A participant experiences anxiety and stress during this situation, while also increasing the risk of missing the exam, which causes a direct effect on their exam performance. The assessment time management suffers from delays caused by getting lost, because being on time represents an essential requirement during the examination. The participant maintained their dedication and trust in the Lord, thus enabling them to reach the exam venue and successfully take the LET. The condition of exam anxiety creates significant complications because it damages brain performance, which impedes students from focusing and remembering facts while they take tests. Overwhelming worry can set off the "fight or flight" reaction, which alters the body and impairs memory and clear thinking. In addition to making anxiety worse, this can show up as feeling overburdened, "going blank" throughout the test, and a negative self-talk pattern. A participant highlighted having an experience of severe anxiety, which includes factors such as social pressure, fear of failing, and the weight of expectations from family and peers. However, this challenge has been mitigated with the help of relaxation techniques, positive thinking, and a support system. In addition, on a licensing examination, scratching out answers can cause problems because of time limits, the difficulty of making sure the scratched-out response is wholly removed, and the possibility that the exam will be scored by machines that might not read the intended answers after scratching. The participant revealed that while taking the examination, unintentionally poking the answer sheet happened, which affects the confidence of the participant thus leading to a short moment of anxiety on what will happen with the result. However, the participant remained focused on finishing the examination. There are also specific subjects that the participant experienced difficulty answering. This is because some questions are not familiar to the participant or have not been reviewed due to the complexity of the test. Despite this difficulty, the participant remained focused and prayed for guidance while answering the LET. The participant became firm in doing their best in answering the exam.

Other than this, doubts also occurred with the answers already written by the participant. Doubting the answers on the exam paper indicates a lack of confidence or second-guessing. This can lead to wasted time and mental energy, potentially affecting performance. The participant also said that even at home, the participant would still wonder whether the answers were correct. One of the participants also asserted that he had no challenges during the examination. It has been pointed out that the participant made proper preparations in retaking the LET through good study habits, emotional steadiness, and a spirit of readiness. This is a manifestation that adequate preparation for the examination leads to the successful passing of the examination. Lastly, the examination gave rise to the challenge due to time pressure because there is only a fixed time to answer each section or component

of the LET. Time management during exams is the key to answering all questions and allowing participants to present their knowledge appropriately. The participant admitted that the time limit caused pressure, which resulted in the inability to analyze the answers in the exam. Exam participants often lose attention rather than think about the test (Mercado et al., 2025). The following causes of failing the board exam were also identified by Cabahug et al. (2024): insufficient focus on important subjects, study habits, socioeconomic and psychological factors, inadequate institutional support, and a lack of academic preparation that exacerbated exam difficulties. To address these issues holistically and create an atmosphere that supports graduates' performance on professional licensing exams, the study highlights the necessity of cooperative efforts between educational institutions and stakeholders.

Difficulties experienced in preparing for the examination. The emerging themes from this structured theme are financial aspects, difficulties in grammar, means of transportation, no cellphone to use during review, and having trouble catching up to the reviewer. These difficulties experienced by the participants while preparing for the exam imply that difficulties in affording review materials, courses, or other resources necessary for adequate preparation, the lack of language proficiency, difficulties in the means of transportation, limited access to resources, and challenges to keep pace with the review material being covered, have been a very challenging part of retaking the LET. The financial obligations that retake candidates already carry due to their family duties caused difficulty when they needed to pay for review center tuition, testing expenses, travel costs, and proper study resources. Participants faced financial challenges, which made them give up essential things or get help from family members, to show the vital role of economic security in preparing for exam study. The participant's performance suffered because of questions that proved challenging to understand, because their grammar and vocabulary knowledge were insufficient. The participant lacks personal excellence in grammar, leading to challenges while interpreting test questions. The examinee spent too much time, which resulted in unsuccessful responses to specific test questions.

Review preparations proved challenging for the participant because they struggled to focus on their studies. When reviewing material, learners face attention problems that reduce their ability to remember information while processing it effectively, thus negatively affecting LET test scores. Lack of concentration might cause one to overlook important details, comprehend topics insufficiently, and have trouble remembering material throughout the test. The participants emphasized that family problems have been one of the factors causing distractions and difficulty focusing during the LET preparation. Also, other personal responsibilities, the complexity of the study materials, and limited time to review contributed to the participant's lack of focus. Furthermore, due to transportation issues, a participant found it difficult to get study materials, attend review sessions, or get to the exam location on time. It has been highlighted that stress and time restrictions were made worse by a lack of reliable transportation, long travel distances, and unfamiliarity with the examination site. Due to these issues, participants had to arrange their travels well in advance; some decided to spend the night close to the testing location to ensure on-time arrival and reduce test-day anxiety. In addition, it was also a challenge for the participant to experience cellphone restriction during the review. This is regarded as a challenge as it breaks old routines, which may lead to worry and impair concentration, particularly for people who depend on their phones for communication or information. However, these limitations can also make the setting more concentrated and less distracting, which will help you do better on the test. Because they did not have a mobile device, the participant could not participate in virtual study groups, access online review resources, or get timely exam-related information. This issue highlighted the increasing reliance on digital tools for test preparation in the modern world and reaffirmed the need for readily available technological resources to support equitable learning opportunities. Lastly, the difficulty of catching up in the review is also experienced, wherein the participant highlighted that reviewing online reviews through YouTube and other audio-recorded materials makes it challenging to catch up with the explanations in the review. This also shows that the challenge revealed that the participant adopts a slow learning pace due to gaps in basic knowledge about the topic.

Panlaqui (2025) asserts that while taking a formal study session necessitates having enough money to cover fees, test candidates mostly face financial challenges. Financial stress is highlighted as a barrier to their success. Bersabal and Canete (2024) asserted that issues, including intellectual, psychological, and personal obstacles, must be addressed to raise board performance ratings. When preparing students for licensing exams, it is also critical to consider their unique circumstances and difficulties. This highlights the need for comprehensive assistance and interventions to improve students' preparedness and performance on these tests.

Difficulties experienced in retaking the examination. The emerging themes from this structured theme are pressure from society, lack of self-confidence, lack of focus, self-doubt, struggle to study, and financial aspects. This shows the difficulties that the participants experienced in retaking the examination. The findings revealed that societal pressure impacts the stress level and motivation of the participants, especially from the expectations of other people for them to pass the exam. Participants struggle to focus because of their diminished confidence levels, which creates barriers to their study abilities to succeed in the LET assessment. Anxiety levels increase as motivation decreases because of self-doubt, resulting in negative impacts on how they will confront challenges in their examination. Studying effectively faces challenges from students because of poor learning strategies, insufficient resources, or poor comprehension of courses. The additional expenses involved in retaking the exam, reviewing materials, or taking courses further worsen participants' stress levels and create anxiety.

Societal pressure creates a significant barrier for exam licensure because it includes high-risk stakes, a heavy focus on academics, and expectations from family and community members. The combined pressure creates higher stress and worry, which leads to performance-degrading fears about failing. Participants indicated that their mental stress heightened because of negative social views, together with condemnation and guilt, which accumulated with continued academic failures. The combination of embarrassment, self-doubt, and anxiety from criticism diminished their confidence in success. The challenges did not discourage participants from affirming perseverance or confidence as essential tools to fight off social judgment and achieve their training certification. Insufficient self-confidence causes massive detrimental effects on test results in licensure examinations. People who lack confidence in their abilities will feel more tension while experiencing higher difficulty managing exam stress. According to the study's findings, one participant highlighted a lack of confidence that had evolved due to their failed LET efforts. This causes the participant to feel inadequate and anxious about failing, which harms the drive and focus during review sessions. However, the participant gradually regained confidence and developed a more positive attitude about the LET through consistent practice, encouragement from supportive networks, and step-by-step progress and academic advancements.

Furthermore, an inability to concentrate makes it challenging to solve problems, retain information, and do well on retaking the LET. Information processing, rational decision-making, and handling the stress of a high-stakes test all require a concentrated mind. A wandering mind and other distractions might result in missed questions, inaccurate responses, and lower results. As a result of the study, it has been revealed that the participant experienced a lack of focus during the examination because of the improper ventilation of the area. This shows that aside from the emotional aspect, physical constraints can also increase the possibility that the participant cannot focus while taking the examination. In addition, self-doubt may be a major obstacle in licensing tests as it can cause candidates to do poorly and erode their confidence. It can lead to worry, a fear of failing, and a propensity to doubt one's skills and preparation, eventually impairs one's capacity to remember information and think coherently during an exam. This was reflected in one participant's statement, indicating the fear of failing, losing confidence, and overthinking the possibility of not passing the exam again.

Difficulty in studying also contributed as a factor that affects the performance of the participants, such that studying hard makes it challenging to pass licensing examinations for several reasons, such as the requirement for concentrated preparation, efficient time management, stress management, and the possibility of running into learning issues or outside obstacles. Reviewing a large amount of material is frequently required for exam preparation, which can be daunting without a systematic strategy and constant work. One participant said that factors such as burnout from previous attempts, a lack of motivation, and extraneous commitments made it difficult to maintain a consistent and effective study schedule. Additionally, several participants reported difficulty accessing their previously utilized study materials. Overcoming this challenge required new self-control, emotional resilience, and, in some cases, modifying study methods or environments to restore focus and drive.

Lastly, financial concerns continued to be a significant barrier because participants are burdened by the costs of re-enrolling in review centers, transportation, test fees, and study materials. This financial load often limited the time and effort participants could invest in preparation and affected their ability to balance work and education. Despite these challenges, the participants managed their resources and remained determined to pursue their goal.

Exam takers experience psychological and emotional stress as a result of pressure and anxiety brought on by several issues, including self-doubt, a lack of study plans, balancing obligations, high expectations from family members, and a lack of access to resources. Exam-related anxiety can be triggered by characteristics such as a lack of excitement and self-conditioning. Stress, excessive expectations, and lack of preparation also hamper

board test preparation. Performance is negatively impacted by these unpleasant feelings and elevated anxiety levels, highlighting the significance of emotional stability and preparedness (Panlaqui, 2025). Basadre et al. (2024) stated that the participants' failure on the Licensure Examination for Teachers was due to their lack of preparation. The takers' readiness makes or destroys them. Being ill-prepared can significantly affect exam performance. Academic pressure may come from family expectations, high aspirations established by pupils, or society standards, according to the Newport Institute Staff (2022). These individuals frequently blame ineffective time management and harmful peer pressure for their subpar academic achievement. Additionally, participants' performance has been impacted by their lack of knowledge, leading to unsuccessful outcomes throughout the LET (Pandey, 2021).

Techniques used to cope with the challenges experienced in the LET. The emerging themes from this structured theme are perseverance, time management, prioritizing questions by difficulty, borrowing money from an acquaintance, trust in God and one's own self, thinking positively, through prayer, avoiding distractions, focusing on desire and goal, making all challenges as inspiration, and relying on God. According to the investigation, participants' coping mechanisms include faith, perseverance, avoiding distractions, prioritizing challenging questions, financial resourcefulness, determination, tenacity, efficient time management, optimistic thinking, and transforming obstacles into opportunities for growth. These techniques support participants in maintaining their motivation, goal concentration, and efficient time management. Prioritizing challenging issues can improve performance and confidence. Financial resources make it possible to obtain the required preparatory materials. Prayer and faith in God provide the strength and emotional support when things are tough. Another way to stay motivated is to keep a positive attitude, avoid distractions, and concentrate on the exam-passing objective. Also, using obstacles as motivation can boost resiliency and willpower.

Effective time management has been a crucial strategy to success in a licensure examination because this helps the examinees allocate sufficient time for their studying, prioritize topics or subjects that are less confident and mastered, and reduce stress. According to a participant, time management is essential when taking the LET. This should include a study schedule the examinee will follow to cover all the needed topics to review for the exam. Organizing study plans and daily objectives and designating a particular time for each topic or subject can increase productivity, concentration, and memory of the information.

Prioritizing questions based on their difficulty allows for more efficient time management and develops a strategic test-taking approach among the examinees. A participant emphasized that one practice being conducted to cope with the challenges in taking the LET is to prioritize answering the easy questions and answer the most difficult questions later on. This saves time and promotes a strategic approach in effectively bringing the LET. It also boosts their confidence, gains momentum, and avoids being stuck on a single question that could potentially waste their time and opportunity to answer other parts of the test. To address financial difficulties, borrowing money from acquaintances has been the participant's coping mechanism. Financial stability is one factor influencing an examinee's decision to pursue a licensure exam. Specifically, it has been a challenge for the participants to spend on the essentials needed during preparation and on the actual day of the examination. In that case, a participant stated that some classmates are lending their money, which helped the participant be able to attend lectures and take the exam. Having faith to pass the examination by trusting in God and oneself is also crucial for taking licensure examinations. This is because it can assist in increasing self-assurance, controlling anxiety, improving concentration, and promoting composure throughout the test, all of which will eventually lead to a more favorable and practical testing experience. Confidence and resilience may be increased by having faith in one's preparation and ability, which makes it simpler to handle the exam's difficulties. A participant emphasized that with this trust, overcoming the challenges encountered in retaking the LET is possible. Also, this helps increase confidence, pushing retakers to pursue the LET.

Thinking positively improves cognitive performance, builds resilience, and aids stress management. Examinees with a positive outlook can better concentrate on their areas of strength, feel less anxious, and stay motivated both before and during the test. Participants who used this strategy found it helpful for motivation and stress management during their LET journey. Participants stated that they always choose to think positively when facing trials and challenges. They look brighter by saying that the exam will cover their studied topics and that they can get the answers right. They believe positive thinking can help them overcome challenges and achieve their dreams.

As mentioned in the previous themes, prayer provides emotional and spiritual support to the examinees. This helps them remain calm, focused, and have faith during a stressful period. A participant emphasized that praying

through the rosary enabled them to overcome stress. Also, it has been stated that the participants pray before taking the exam to ask for guidance, confidence, and the knowledge they need to answer the questions correctly. The examinee must avoid distractions to perform at the highest level and pass the licensing exam. Distractions seriously affect cognitive processes, including understanding, memory, and attention, making it more difficult to remember and apply knowledge gained. To increase the likelihood of success, they must manage possible distractions, have a positive outlook, and create a focused environment. A participant stated that cellphone use and going out with family and friends have been one of the main distractions while reviewing for the LET. That is why the participant learned how to control this behavior, and the participant will continue and enjoy these things after passing the LET.

Focusing on one's objectives and desires increases motivation, fosters perseverance, and develops productive study techniques. People with a strong drive for a particular vocation or profession are likelier to overcome obstacles, maintain focus, and acquire the skills and information needed to ace the test. Participants stated that one motivation to pursue the LET and to pass the exam is their desire and goals to become licensed teachers. It was emphasized that dreaming about passing the LET helped them to overcome the challenges in preparing for the examination. Turning difficulties into motivation is essential for passing the licensing exam. People may strengthen their resilience, develop better study habits, and raise their exam passing rates by reinterpreting failures and challenges as opportunities for development and education. This strategy encourages a more proactive and upbeat mentality, which enables people to overcome obstacles and accomplish their objectives. This was confirmed by a participant who stated that the challenges experienced during exam preparation served as an inspiration to achieve all of the plans and pass the board exam. Faith in God has been beneficial when studying for a license exam since it can give the examinee courage, inspiration, and serenity during the complex process. It can support them in finding comfort in prayer and introspection, navigating the demands of studying, and keeping an optimistic outlook. The participant stated that faith was always a partner for researching and dreaming of passing the LET. It was believed that only the Lord could provide the participant the wisdom, courage, and confidence needed to take the LET and pass the exam.

According to Hernandez et al. (2020), perseverance is likely to result in greater performance and helps test takers overcome obstacles in their studies. Perseverance influences student motivation and academic achievement in light of the autonomous support that instructors provide. Also, Molina et al. (2024) state that exam takers find solace and support in vicarious learning and depending on support networks despite limitations, anxiety, and difficulties. Educational graduates might approach the LET preparation process more comprehensively and improve their chances of becoming licensed teachers by acknowledging their complex path. Resources and advice tailored to LET preparation, including study guides, practice tests, and review sessions, are provided by teacher education schools. In addition, Sumicad et al. (2023) also state that examinees' chances of passing the licensing test are increased by locating a quiet place and prioritizing relevant subjects. It is also underlined that self-confidence rises when one is prepared. Furthermore, Banay (2024) indicated that the participants' path from disappointment and self-doubt to tenacity and ultimate atonement illustrates the intricate interplay among environmental influences, familial and social expectations, and individual drive. The main findings redefine resilience by demonstrating how early losses progressively change retakers into resolute people motivated by their desires and supported by their faith, friends, and family. Villaflores (2023) argued that the respondents strongly agreed upon attending review sessions, motivating individuals, and persevering through challenges. They also had positive perceptions about self-evaluation, taking notes, and learning. Moreover, a robust relationship of dedication and confidence was found. Such findings mean that instructors can make students more ready and committed to the LET through review sessions and peer and significant other support. Additionally, adopt a facilitating growth mindset; use setbacks as opportunities to grow and learn, and the rate at which students build their self-confidence when undergoing licensing tests will improve.

Managing the techniques used to cope with the challenges experienced in the LET. The emerging themes in this structured theme are time management, maintaining a positive mindset, self-discipline, and controlling feelings and emotions. These are the strategies that the participants have found for managing the coping mechanisms that they use when re-taking the LET. The importance of proper time planning in balancing study plans, material revisions, and personal obligations was emphasized. Maintaining a positive attitude was important so participants would stay motivated and focused. To overcome hurdles and problems, they developed a growth attitude, optimism, and self-confidence. Self-control is also of critical importance in regulating their coping mechanisms. To be oriented towards their goals, they managed to have priorities in their work, set goals, and avoid distractions. Moreover, emotional regulation was essential for participants to be able to regulate their stress

and anxiety. They acquired skills of identifying, reasoning, and maintaining their emotions, which enabled them to keep their focus while under stress.

Effective time management during a licensing examination is crucial since it enables the examinee to complete all exam subjects and prevents stress at the last minute. Dividing the subjects into digestible portions and allocating distinct periods for each topic facilitates the development of an organized study schedule. As the person works through their study plan, this methodical technique improves memory retention and a feeling of achievement. The participant also emphasized that time management is important to effectively use one's time for the LET and allot specific time to sleep and when to wake up to fuel the body and mind to study and answer practice tests.

A positive mindset enhances confidence, motivation, and resilience among exam takers. The participant emphasized that it is essential to maintain a positive attitude. Despite the challenges of retaking the LET, the participant maintained a positive outlook by focusing on progress rather than challenges. Also, imagining the success of taking the exam helped build the confidence to pursue the examination. It is also more crucial to rely on comprehension, or understanding the content, than on memorization, while taking tests. Memorization helps recall specific knowledge, while comprehension speaks more deeply about concepts, making it easier to apply and solve in the test. The participant preferred comprehension of fundamental concepts and ideas, rather than memorizing information. This method has gained popularity, which is associated with the latter facilitating the application of knowledge to numerous styles of questions and real-life situations, which in turn has improved the participants' capability to think critically and address issues during the exam. Picturing comprehension as a priority leads to attaining a smoother and more flexible learned material, which boosts confidence and the exams. Also, self-discipline makes one achieve superior results and have more chances of passing by controlling study habits, maintaining attention, and overcoming distractions. The development of high self-control and a well-established study routine helped the participant concentrate when distracted or tired. The participant ensured dedication to the goals, adherence to the set schedules, and no lack of determination, challenging one to procrastinate. Finally, controlling feelings and emotions allows participants to think, focus, and make better decisions during the exam. This way, there are minimal impulsive answers, and one stays firm under pressure and has a positive mind during the exam, ultimately boosting their chances of passing the exam. The participant highlighted that anxiety in the exam adds to losing focus when undertaking LET. This also predisposes one to being unlikely to pass the examination. The participant worked actively to control their emotions to avoid this because they knew that the adverse reactions of concern, frustration, or fear may influence their ability to concentrate. The ability to control emotional responses on the participant's part helped her attain overall success by enhancing the way she could remain composed and think clearly, as well as the way she could enter the studies with a more positive take and a more collected way. Molina, Olegario, and Baluyos (2024) stressed that effective time management is critical for graduates to ensure ample time for study, taking practice tests, and some necessary review tasks. One of the essential things to undertake when attempting to manage time is a good working plan that would include carefully stated study objectives, breaks, and time allocation for different subjects or topics. It also means prioritizing work, establishing due dates, and maintaining a strict schedule. Throughout the evaluation, this became a significant point, as some discussed how it has impacted their social connections, study habits, and health management techniques to cope with their circumstances. Villaflores (2023) also explained that a growth mindset, in which the examinee has a positive attitude and sees setbacks as chances for learning and development, is crucial since it can boost students' confidence when they take licensing tests. Additionally, it is said that self-discipline contributes to academic performance. Pavlovic et al. (2021) emphasized that it is important to acquire and enhance emotional competence and abilities during test conditions. The fundamental skill and understanding of emotions is known as emotional intelligence, and emotional competence is attained when an individual achieves a particular degree of emotional success. It is asserted that feelings that students experience throughout exams may be seen as a contributing element to their academic success and positively impact their subjective well-being.

Positive outcomes were gained with the coping mechanism in the LET. The emerging themes in this structured theme can set failure as a stepping stone, learn to embrace mistakes and keep pushing forward, turn all discouragement and failure into prayer, reach the goal, overcome challenges, and pass the exam. In particular, by seeing failure as a path for personal enrichment, participants strengthened their resilience and growth-oriented mental perspectives. Accepting mistakes will help them sustain their drive and motivate themselves. Participants obtained emotional tranquility with spiritual development and added faith connection by turning discouragement and failure into prayer. Participating testers who used appropriate coping methods successfully reached their

target of LET exam success. This milestone, accomplished by them, increased their sense of success, raised their confidence level, and testified to the value of their commitment. The participants learned effective ways of managing various hurdles, including internal ones, fear, monetary restrictions, and emotional stress. Participants rejoiced in a significant academic achievement for achieving the LET, an essential criterion for their career to become licensed teachers. This is also critical in effectively embracing one's failure and seeing it as a way of stepping up to improve oneself. Observing these failure attempts to qualify for the LET has been looked at as a chance to pick areas they need to work on and refine their studying strategies. The capacity to draw on failure as a motivator enhanced the participant's emotional resilience and helped in test success, showing how perseverance and a positive approach to life are critical to long-term success.

The use of mistakes as learning lessons also builds resilience, develops problem-solving skills, as well as improves perseverance. One of the participants revealed that instead of perceiving the setbacks and hardships as something bad, they were tapped for motivational purposes to help them become more emotionally resilient and pass the exam. Such occurs to value perseverance and an optimistic attitude in achieving long-term goals. When preparing for and taking the LET test, it is also essential to use failure and disappointment as a prayer to maintain positive attitudes and seek direction. Prayer might serve people with encouragement, courage, and positive thinking, so that people are ready to overcome obstacles and keep trust in their abilities. During tough or low self-esteem periods, the participant sought a spiritual source of encouragement through prayer. This approach allows the participant to refocus, toughen their stand, and find solace at such uncertain times. The dream of LET takers is to reach the goal of passing the licensure examination. One was able to underline that the only things that could help to complete the test were time management and trust. The person utilized tenacity, mastery over emotions, time management strategies, and others to overcome difficulties. In the end, passing the exam resulted from their being capable of being resilient in difficulties and focusing on what they wanted to achieve. This proves how well their coping strategies paid off to help them come through the LET, not just their hard work and persistence, but also how self-assured they were in their abilities. Another beneficial outcome in controlling the strategies for managing the challenges in taking the LET is that the participants can conquer those challenges. Going through the LET's challenges to develop resilience, lift self-esteem, and promote personal development is essential to success. Solving problems during the LET preparation process may enable people to acquire valuable skills and a positive attitude to various life challenges. With the help of strategies such as time management, emotional control, self-discipline, and obtaining social or spiritual support, the participant overcame barriers such as financial limits, self-doubt, and pressure from outside. Not only was the person able to take the test, but they could also pass it due to their ability to recover from failures. The ability to overcome challenges helped students succeed in the test process, which enhanced their self-esteem, sharpened their problem-solving skills, and validated the effectiveness of coping strategies. Lastly, being able to pass the examination was the ultimate goal of the participants, such that through the effective use of strategies, including time management, maintaining a positive attitude, seeking spiritual support, and approaching challenges with a growth-oriented mindset, participants were able to transform their setbacks into chances for success. Finally, completion of the LET was a crucial turning point in their calling and a confirmation of their perseverance, hard work, and efficiency of their coping strategy.

Colanggo et al. (2024) noted that combining review center materials and personal notes would help to strengthen basic knowledge, receiving emotional support from mentors and family as a solution to stress and self-doubt, and effectively learning and performing through peer interaction and effective time management would help overcome barriers and improve preparation for exams. A comprehensive approach to exam preparation is heavily impacted by self-discipline and efficient time management, intrinsic motivation, combining personal notes with review resources, emotional fortitude, peer cooperation, mentorship, and all of these contribute to academic success. Educational institutions should provide comprehensive support systems, enhance discipline, integrate structured resources, and develop personalized study plans to assist students in getting ready for tests. Furthermore, according to Labrague (2024), academic self-efficacy is acknowledged as a critical factor impacting students' academic success, and resilience and social support have been identified as possible predictors of academic self-efficacy.

Suggestions or tips to encourage peers who failed and have given up taking the LET. The emerging themes in this structured theme are pray with discipline, be consistent and focus, be with the right peer, be wise in managing time, don't give up and never lose hope, trust in own self and God, give encouragement to others, read more and do not just rely on review centers, continue in reaching goals and dreams, and avoid negative thoughts. The recommendations highlight that the participants must pray while developing disciplinary habits

and establishing stable study routines to achieve their goals. To retake the LET, they must create their study routine and establish smaller attainable objectives, then maintain devotion to their academic strategy. A peer group that provides back-up can boost their academic capabilities through support, encouragement, and a collective feeling of belonging. Time management is vital for success, so peers must establish their work order and avoid postponing tasks. Failure should be seen as a short-lived difficulty while keeping a positive attitude about things. When the participants put their faith in themselves and believe in something higher than themselves, emotional support alongside inner self-confidence emerges. Also, setting goals is a positive practice that encourages individuals to concentrate on their achievements and strengths to develop resilience, a growth mindset, and confidence.

The participants suggested that to succeed in the LET, one must practice discipline and pray. While discipline aids in time management, study habits, and maintaining attention throughout the test, prayer offers spiritual power, direction, and peace of mind. The participant emphasized the importance of maintaining a consistent, focused prayer practice since it provides spiritual strength, clarity, and peace during difficult times. For others who were feeling depressed, prayer offered hope and a connection to a higher cause, which gave them energy and determination back. Also, studying earlier makes a more comfortable and concentrated schedule possible and helps reduce anxiety and last-minute cramming. Additionally, early preparation also improves abilities in answering the test and confidence by making it possible to understand the exam structure and content more profoundly. Also, the possibility of passing the LET has increased by following regular studies, orienting to specific topics, and having an optimistic imagination of the preparation period. It takes regular practice, responsible study habits, and a complete understanding of the test's format and topic to ensure the intended result. They identified that consistent study habits accumulate over time and result in significant progress. This technique becomes useful for goal alignment, time management, and avoiding distractions when appropriately practiced. Discipline and attention are virtues that can transform earlier losses into future gains. Consequently, in the planning stage, participants urged the rest to persevere with their work and establish specific targets themselves. Peer support is a must when preparing for the LET. They can provide helpful advice, support, and stress management that can make a real difference to the chances of success. At the time, it was believed that the need to be held accountable, encouraged, and have a good attitude during the review process necessitated one's proximity to striving, goal-oriented, and supportive individuals. By sharing resources, emotional support, and explaining the problematic aspects, the right peer group might help it become unthreatening and easy to prepare. Since the surrounding environment significantly affects one's tenacity and achievement, the participant suggested to the potential test-takers that they should put themselves around encouraging and optimistic persons.

Moreover, good time management is crucial for the LET because it makes studying more effective and less stressful. Effective time management increases the odds of passing the LET as it helps in setting the priorities on the study material, spending adequate time on each topic, and avoiding any feeling of overload.

Moreover, participants stressed that failure should not be viewed as something that ends things but as something that generates a growth opportunity for eventual success. Many of them, based on their experience of repeated failures, emphasized the role of hope and perseverance in their journey. They urged people to maintain the belief in the process that continued effort might still mean victory. Even when things seemed the worst, optimism was considered a strong motivator keeping people going. The participants also highlighted the value of self-belief as a basis of perseverance. They mentioned that self-confidence could be the catalyst for an ongoing effort and for new ideas. Moreover, their belief in God gave them spiritual strength, direction, and peace when they had no idea what would happen. Other than this, encouragement is necessary for those who are preparing to take the LET to increase confidence and the confidence of others and relieve stress. Encouragement can certainly boost one's self-confidence and reduce exam-related anxiety, and will prove faith in the skills and efforts of the students. Additionally, encouraging others would allow them to remain optimistic and goal-focused, taking them further in life and eventually increasing their chances of success. One participant underlined that offering encouragement, sharing personal experiences, and exhibiting genuine empathy might help those with depression feel hopeful and connected. To help future educators get back up, believe in themselves, and continue working toward their objectives, the participant thought that a culture of support might be established by supporting others with encouraging words and mutual strength. In addition, participants advised prospective test takers to study more and not rely solely on review centers, especially those who have failed and are discouraged from retaking the LET. They emphasized the importance of individual study to improve weak areas, increase knowledge, and obtain a broader perspective. Even when review centers provide organized assistance, participants stressed that self-directed learning fosters critical thinking, discipline, and a more customized approach to preparation.

Participants believed that by taking control of their education and including a lot of reading into it, they would be more confident and ready for the test in the future.

Additionally, it is said that a person should not let failing the LET deter them from pursuing their objective of earning a teaching license. Rather than being the end, this should be a source of inspiration that strengthens one's will and commitment to achievement. Many found great motivation in sticking to their objectives and remembering that they wanted to earn their teaching licenses. It is essential to encourage people to continue pursuing their dreams, persevere in the face of adversity, and view every endeavor as a step toward their professional and personal goals. Avoiding negative thoughts is crucial for success because it controls the possibility of losing focus and increased anxiety that can negatively affect their overall well-being, as well as the result of their LET performance. Test-takers can increase their capacity to focus on the subject, control their tension, and remain composed throughout the exam by developing a positive outlook. The participant emphasized how motivation, desire, and self-assurance may be undermined by negative thinking. The participant encouraged others to cultivate positivity and resilience to achieve.

According to Colaljo and Cuevas (2024), self-belief creates resilience when combined with assistance. Faith also addresses the challenges, which are the unwavering belief in their ability and potential, and trust in God. When individuals have confidence in themselves, they open up a reservoir of inner power that drives them to keep going. They can face obstacles head-on with confidence and resolve because of their self-assurance, which shields them from uncertainty and anxiety. Support is also crucial, particularly from friends and family. The ties they have with their loved ones provide them with strength. This highlights the significant influence that friendship and family have on a person's journey, providing a haven of support, understanding, and unshakable faith. Binayao and Dales (2020) also claimed that the likelihood of succeeding increases when one has a positive outlook during the exam preparation process and after taking it. The fact that individuals still need to possess the knowledge and abilities necessary for LET to yield fruitful results should not be overlooked.

Recommended programs and support to help first-time takers and repeaters in preparation for the LET.

The emerging themes from this structured theme are using online resources for review and preparation, self-study, sharing old reviewers, and enrolling in review centers. The recommendations stated that learning resources accessed through the internet provide students with a flexible approach towards reviews and preparation. Individuals who cannot afford LET preparation costs through review centers should consider self-study a necessary element of their preparation. Also, review centers give students access to organized LET preparation assistance through their programs.

It has been emphasized that using internet resources for preparation is essential when taking the LET. They highlighted online materials' diversity and ease of use, including sample exams, downloadable review guides, interactive quizzes, and video lectures. These resources made learning flexible and self-paced for those balancing work and family responsibilities. The participants stressed that using these digital tools to their maximum can enrich comprehension, increase confidence, and supplement regular review courses.

In addition, self-study enables test takers to identify their areas of weakness, if any, at their own pace, and this helps them to be more self-reliant, disciplined, and knowledgeable about the content. This method is therefore flexible to those who may have no easy access to a review center or formal training program. They get to understand the paper's content and master critical study skills through a flexible and customized approach. This technique enhances knowledge, incentivizes students, and builds capacity for autonomous studies, thus boosting chances to pass the LET. Sharing previous reviewers is also recommended because access to previously used review materials, especially the ones that have proved effective in the process, may be handy in understanding the test trends, re-checking key concepts, and improving knowledge. Moreover, such a strategy makes the LET candidates feel united, duplicating one another, especially for those with a low income. The materials may be comprehensive in the review and enable the examinees to investigate past exam questions and familiarize themselves with the tests' format and contents.

Review facilities are vital for LET preparation as they present simulated practice to the psychological comfort of professional watchfulness at organized learning, significantly improving test passing rates. They provide a safe place, a comprehensive program, and an opportunity to build confidence through practice tests. Review centers presented by the participants were mentioned to give a thorough and well-organized course on the main exam topics, conducted by experienced teachers who know LET question types and patterns. These institutions

provide practice tests, motivational support, and a time management strategy, all of which made many participants feel better prepared and more self-assured. Being ready for the LET is, according to Morong et al. (2024), of utmost importance. Performance was positively related to preparation level and effective time management. Examinees gain better results on exams if they appear more confident and devote more time to serious preparation. Especially study materials have a significant effect on the students' readiness level, allowing them to learn, remember, and finally, perform well in the test. Online sources for LET provide test takers with a convenient method of review and memorizing ideas, according to Bersabal and Cañete (2024). Apart from this, as reported by Paz et al. (2024), self-study, or internal surveys, also revealed a significant improvement in the performance of the test takers on licensing examinations. Also, the strong correlations between the modal board test and quiz performance imply that the mocks help prepare one for the licensing test. Moreover, the importance of review centers cannot be overestimated, as they are necessary for exam preparation and provide specialized learning that includes mock examinations (Ramírez et al., 2024). Not only by offering well-organized learning environments which supplement college syllabuses, but by making participants ace the licensing test, attending such classes enhances familiarity and builds confidence.

Intervention Program to Support LET Repeaters. The data gathered based on the suggestions and recommendations of the participants resulted in the creation of an intervention program to support and guide the repeaters and first-time takers to ace their licensure examinations. Intervention programs have been viewed over the years as crucial in tackling students' academic, psychological, and behavioral issues. An effective intervention, particularly one that is more specific to its target group's needs, can positively affect student outcomes (Domitrovich et al., 2017). Intervention programs in education are defined as the structured systems of support that can help learners overcome the obstacles to success, such as academic failure, poor exam results, or motivation.

As such, as the case by Samson (2019) samples indicate, the participation of the LET repeaters, constituting a major stakeholder group, in the planning workshops is beneficial to the practices of shared ownership and guaranteeing that the review design is highly responsive to the most urgent academic needs posed by the students. Not only does this participatory procedure reflect the collaborative models that have already been shown to work in the design of curricula in higher education, but it also increases the responsiveness and validity on behalf of the program participants. Given that the immersive and learner-centered launch event can significantly increase motivation and emotional investment and that Project P.A.S.S. will be released in September 2025, such conclusions are relatively close to the ones presented in the study by Kong (2021). Through effectively sharing goals and purpose in this initial meeting, repeaters gain a new sense of hope and drive, precisely what they need to continue working with them and remain successful. Project P.A.S.S. Prepare Phase, consisting of subject-specific review sessions and mock exams, is highly reinforced by modern education research. According to AlMekki et al. (2020), mock licensure exams appeared to be much more effective when administered with feedback and followed by interactively targeted instructional sessions, leading to a substantial rise in the results of examinees and their confidence. LET repeaters often feel incompetent, frustrated, and like they have failed, making it hard to stay motivated and focused. To help with these emotional problems, it has been suggested that monthly motivational seminars led by successful alumni and school guidance counselors be added. These sessions include exercises for setting goals and building a positive mindset to help repeaters regain their confidence and sense of purpose. Feedback from participants shows that morale, goal clarity, and anxiety have all improved. Self-assessments before and after the session also show that motivation and mental readiness have increased significantly. Yeager et al. (2019) did a big study showing that short, focused mindset interventions, especially those focused on the growth mindset—the idea that intelligence and ability can grow through hard work—can help students improve in school. Their results showed that these interventions help students, especially those failing in school or from disadvantaged backgrounds, keep going when things get tough, stay motivated, and do better in school.

The Support Phase is also in line with the strong evidence about the efficacy of peer-led learning and mentorship on an individual basis. The use of peer group learning and one-on-one meetings with faculty is similar to the structured academic support and emotional scaffolding found in the phenomenological study of Bangi et al. (2024) at a private Catholic college higher education institution. Both sources stress that institutional efforts like faculty mentorship, better academic resources, and peer collaboration make the learning environment more supportive, which helps students become more resilient and motivated. Also, 92 percent of repeaters who said they felt more like they belonged and were motivated by being part of a peer group showed the same results as those in the RRL, where personal motivation, emotional support systems, and institutional support all worked

together to improve performance and readiness. This shared focus shows how vital support networks are for helping people do better on licensure exams, especially those who have had trouble in school.

By mimicking the conditions of LET and providing time management and stress control courses, the strategy of Project P.A.S.S. fits modern best practices in the field of education and practices of test preparation and test psychology. In particular, Meyer and Stutts (2024) provide empirical support for their study, which shows that short mindset interventions that encourage a growth mindset and a stress-is-enhancing perspective significantly reduce anxiety and increase academic motivation. These results align with what LET repeaters said happened after the activities: they felt more confident and less stressed. Consequently, they develop mental endurance, more confidence in whatever task they need, and more self-control during examinations in a high-stakes environment like the LET. Besides the mock testing, time management and stress-control workshops allocated as part of Project P.A.S.S. also play a significant role as a psychological and behavioral intervention. These workshops are dedicated to practical prioritization strategies, incorporating timely routine practice, mindfulness practices, and cognitive reframing strategies so that LET repeaters can balance their time and emotional reactions. According to the participants, not only were they able to attain the effectiveness of passing the test in time, but diminishing the symptoms of test anxiety, including the inability to think and reason, excessive thinking and overthinking, and experiencing palpitations and hypertension, were possible due to the acquired skills. The post-activity surveys validate these types of integration, whereby most participants believe they are more equipped and emotionally positioned to take the exams. The monitoring and evaluation phase is based on substantial evidence that discusses the necessity of using structured advancement tracking and reflective practices and their significance to intervention success. The literature by Black and Wiliam (2018), which stressed the importance of formative assessments in improving academic outcomes, strongly supports the results of the intervention program, especially the use of tracking sheets, personal profiles, feedback forms, and bi-monthly focus group discussions. Their research shows that formative tools like quizzes and reflective exercises create a feedback loop that helps students and teachers find gaps in learning and change their plans as needed. This ongoing monitoring and feedback process is critical for LET repeaters because it allows for targeted remediation and gives students a sense of direction and purpose. The program's structured way of evaluating students' work and progress is similar to the formative assessment model because it ensures that students get feedback that they can use immediately. The program's steady progress in getting students ready, happy, and performing better shows that repeaters need regular, personalized feedback to help them overcome past mistakes and get closer to getting their licenses.

In Project P.A.S.S., using feedback forms and frequent monitoring serves the very purpose of offering the repeaters a much better orientation of where they are, where they can improve, and of being cheered on by mentors and peers. The final product of the assessment stage is a detailed synopsis report that brings together the results of each stage, areas of improvement, and a strategic plan for implementing the same in the future. Such summative documentation will ensure that the intervention is not a one-time provision that caters to the current batch of LET repeaters but is replicable and scalable to other future batches.

Implications for Practice

On the difficulty in balancing review, work, and personal responsibility during preparation for the examination. Findings have shown that the respondents struggle to manage their responsibilities while preparing for the examination. It showed that each task allocates time demands and energy, thus affecting their focus and commitment to review for the LET. This challenging experience is essential to address to help retakers manage their time effectively. Inadequate balancing of reviewing, working, and even personal duties during preparations for the Licensure Examination for Teachers (LET) could be overcome, provided good time management, prioritization, and self-discipline are applied. Retakers can better plan their study time and allocate a good amount of time for studying, reviewing materials, and other personal obligations using a study schedule.

On the social pressure encountered before and during the examination. The pressure the participants experienced in retaking the LET can affect their focus and performance while taking the examination. It also emphasized that this social pressure, especially from family expectations, significantly impacts their emotional and mental state, resulting in trouble focusing, increased worry, and general emotional discomfort. A supportive group of peers, family, and spiritual guides can remedy this social pressure. Being enclosed closely by encouraging persons who are ready to help with the difficulties of the examination may help to cope with isolation and anxiety. In addition, comparing oneself with others may be prevented by personal goals as well as progress. It is essential to talk about social pressure because too much stress may deteriorate mental health, motivation, and performance in the exam.

Managing social pressure will help people keep a positive attitude, focus, and deliver knowledge and skills at their best.

On family conflicts experienced during exam preparation. Experiencing issues with the family, such as arguing with siblings, the health condition of their child, and being separated from their child, has been identified as a contributor to the challenges encountered by the participants before the examination. Resolving issues with family members helped improve the retakers' concentration and exam performance. Through open communication, they can communicate their needs and stressors to family members, establishing a mutual understanding of the importance of the exam.

On financial limitations experienced for retaking the LET. One of the major challenges experienced by the participants in retaking the LET is the financial limitations, which affect their access to review materials, capability to travel to a review center, to enroll in a review center, and to travel comfortably to the examination venue. By managing their financial constraints, they may concentrate on their studies, gain self-assurance, and improve their chances of passing the LET, ultimately leading to their objective of being licensed teachers. Budgeting, resourcefulness, and asking for help can all contribute to addressing this. They can also use online resources, look into reasonably priced study materials, and exchange review materials with peers. Financial constraints can also be lessened by asking friends or family for loans or looking for financial aid programs.

On the limited review resources and access. It has been highlighted that reviewing online reviews through YouTube and other audio-recorded materials makes it challenging to catch up with the explanations in the review. Also, due to financial constraints, not all participants can enroll in review centers or pay for review materials needed to pass the LET. Online learning resources and the chance to access study materials with what their peers have and join small study groups can help address this issue. Moreover, they may also look for assistance in forums and educational websites at no cost or for very little money. Actively adapting to changes allows individuals to gain access to good study resources on a budget. Access to review materials can influence how well they perform, so this must be carefully considered. Coming up with innovative ways, individuals gain access to the resources they require and become licensed teachers.

On the lack of focus during the examination. The inability to concentrate makes it challenging to solve problems, retain information, and do well on retaking the LET. Mindfulness and concentration skills may help pay better attention during the exam. In addition, knowing the test exercises and layout well helps one stay confident and not get distracted. Not focusing properly can seriously affect how they answer questions, resulting in mistakes and inaccurate work. Improving their focus will allow people to do better in the LET, display their knowledge accurately, and boost their results.

On the experienced emotional distress during the examination. Emotional distress, particularly having anxiety, self-doubt, and lack of confidence during the examination, can lead to significant complications that can impair their brain performance. Results showed that this challenge impedes their ability to focus and remember the things they have studied. Specifically, taking care of their emotions helps individuals stay attentive, think logically, and work at their highest level, raising their chances of getting through the LET. In that case, preparing well, regulating their emotions, having a positive and supportive environment, and properly understanding the exam questions can make them feel more confident and relaxed.

Suggestions and Recommendations to Support LET Repeaters. This research showed that LET repeaters respond well to academic interventions, emotional encouragement, and individualized mentorship. The participants stressed subject-specific remediation, motivating reinforcement, collaborative learning environments, and systematic simulation examinations. Such reflections suggest that the holistic, responsive, and student-centered form should direct Teacher Education Institutions (TEIs) in training LET repeaters concerning their achievement of content knowledge, psychological preparedness, and personal assistance. By anchoring treatments in authentic student feedback and maintaining consistency throughout multiple review cycles, one can improve passing rates and the professional readiness of future instructors.

It is proposed that teacher education institutions (TEIs), especially with the help of their BLEPT coordinators and program heads, should institutionalize well-planned and organized programs to intervene, such as Project P.A.S.S. This included academic revamps, mindset-building tasks, mentoring, and close follow-ups aside from the needs of LET repeaters. This must be based on student feedback and evidence-based practices. Faculty

members, guidance counselors, alumni mentors, and subject area specialists should put effort collectively to ensure that they provide a uniform cycle of support that incorporates subject-specific sessions and seminars, motivational and mock examinations, and reflective discussions. Also, dedicated funding should be provided by TEIs to continue these efforts on a sustainable basis and through institutional policies of the TEIs. In effect, TEIs not only report by their promise of student success but also towards ensuring a better teaching workforce with higher quality teaching practitioners in the Philippines.

Conclusion and Recommendations

This study explored the experiences of LET repeaters at Davao de Oro State College – New Bataan Campus, focusing on their positive experiences, challenges, and advice for future test takers. The findings revealed that inner drive, faith, support from peers, and personal determination helped them persevere. Time management, focus, and emotional control were seen as keys to success. Turning failures into motivation also played a major role in their growth as future educators. However, despite these strengths, they still faced emotional and practical hurdles such as self-doubt, financial stress, social pressure, and work-life balance. Coping strategies like prayer, community support, and self-directed learning helped them manage stress and build confidence. Participants recommended support systems such as peer mentoring, stress management training, and accessible learning tools to help future examinees. Future studies should track LET repeaters over time to better understand their learning and coping patterns. It's also important to look into how economic background affects exam performance, and how support systems—like mentoring or online tools—can boost outcomes. Lastly, research on the impact of mental health during high-stakes testing could lead to better programs that ease anxiety and strengthen confidence.

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