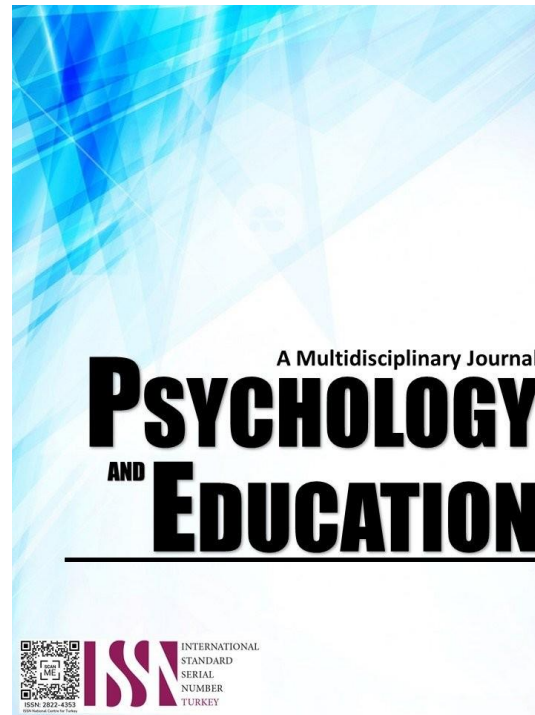


FAILURE TO SUCCESS: THE LIVED EXPERIENCES OF RETAKERS OF THE ELEMENTARY SCHOOL LICENSURE EXAMINATION FOR TEACHERS



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Failure to Success: The Lived Experiences of Retakers of the Elementary School Licensure Examination for Teachers

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Abstract

This qualitative research study examines the experiences and coping mechanisms of individuals retaking the Elementary Licensure Examination for Teachers. It highlights the struggles with motivation, work-study balance, knowledge gaps, and emotional challenges faced by 14 Bachelor of Elementary Education graduates from Kapalong College of Agriculture, Sciences and Technology. To overcome these, they adopted improved study techniques, mentorship, emotional support, and positivity. The research emphasizes the importance of practice tests, community engagement, strong support networks, and well-being for effective exam preparation. This research sheds light on the resilience of Elementary LET retakers and the profound influence of personalized support mechanisms. It calls upon educational institutions to bolster retakers' prospects through specialized review sessions and innovative tools such as the Competency Skills Appraisal. The study questions traditional metrics of success in licensure examinations, proposing that individualized review programs are the cornerstone of success. It demonstrates that well-informed educational strategies can markedly enhance the effectiveness of support provided. The research emphasizes the necessity of a comprehensive preparation regimen that incorporates efficient study techniques, guidance, and emotional reinforcement to elevate pass rates. The pivotal role of practice tests and review centers in equipping retakers is also highlighted. Ultimately, the study advocates for the adoption of bespoke review programs that are instrumental in maximizing exam preparedness, underscoring the importance of self-driven learning, systematic study habits, and the sustenance of well-being.

Keywords: *Licensure Examination for Teachers, elementary retakers, phenomenology, qualitative research*

Introduction

The Licensure Examination for Teachers (LET) is a vital assessment for all individuals aspiring to obtain professional teacher registration under RA 7836. As such, it is one of the primary factors that significantly influence the effectiveness of teachers and teaching in the country. The LET serves as an essential step in securing a professional teaching license in the Philippines. It ensures that teachers possess the necessary knowledge and skills to provide quality education to their students. The examination is designed to assess the skills and competencies required to enter the teaching profession, serving as a tool to distinguish those who possess the necessary abilities from those who may need further preparation before joining the profession. By measuring an individual's readiness and capability to teach, the LET ensures that only those who meet the standards are granted a professional teaching license, setting a high bar for quality education and promoting excellence in the field of teaching (Rabanal, 2016).

In the global context, particularly in Indonesia, the increased number of teachers failing the licensure examination on the first attempt is one of the problem being encountered by the Ministry of Education and Culture. It was declared by the teacher education graduates who were unable to perform well for the first time that the time allotted to answer all questions in the examination was insufficient. Their teacher education program, on the other hand, prepared reading textbooks, online books, and asking more experienced colleagues to aide them in passing the examination. This is done in an attempt to reinforce or recall the knowledge gained during study or field practice in order for them to pass the examination (Pusporini, 2018).

In the Philippines, accurately in the University of Nueva Caceres College of Education, Naga City, the similar scenario is also visible when the school management reportedly experienced problems on the growing percentage of retakers within the Teacher Education Program. In fact, a study was undertaken on the 40 Teacher Education graduates (22 Bachelor of Elementary Education and 18 Bachelor of Secondary Education practicum students) who took the teacher licensing examination, with the bulk of these students being retakers. It was indicated that respondents' time management abilities were quite good while planning and starting their study routine, but they are battling with challenging chores that are not of their interest but may be highly relevant to their professional test (Antiojo, 2017).

This research had significant societal implications because it may lay the scientific groundwork for the advancement and development of Elementary Licensure Examination for Teacher retakers. The contribution of this study especially to the society would give understanding and information about the lived experiences of the Elementary LET retakers and how they cope with the problem that they have experienced. This is an important matter that has to be addressed, thus, a study highlighting the lived experiences of Elementary LET retakers must be undertaken. Presently, the problem is existing in the community as well as in the locality because several LET takers are dealing with this issue. This was urgent and need to be addressed since retakers are struggling in passing the Licensure Examination for Teachers.

Taking the Licensure Examination for Teachers (LET) represents a crucial milestone for aspiring educators, yet it poses significant challenges such as inadequate preparation, poor time management, and test anxiety (Alinsunod & Manapsal, 2017). Test anxiety, in

particular, has been highlighted as a major obstacle, with factors like fear of failure, self-doubt, and external pressures exacerbating its impact. Effective interventions, including relaxation techniques and cognitive-behavioral therapy, can help mitigate these issues and improve performance (Vidal, 2016). For Elementary LET retakers, there are both advantages and disadvantages. Retakers benefit from the opportunity to learn from past mistakes, which can lead to improved performance in subsequent attempts (Abrea et al., 2019). However, they may also face increased stress, stigma, and financial burdens, which can undermine their motivation and self-confidence (Arandia, 2019). Research on contributory elements for retakers reveals that test anxiety significantly affects their performance, making its management a critical factor for success (Puno & Garcia, 2015). Effective preparation strategies for retakers include self-review, group study, and the use of review centers and technology-based materials. Despite facing challenges like time constraints and financial difficulties, seeking support and employing diverse preparation methods can enhance their chances of success (Palispis & Barcelon, 2018; Fontanilla & Ferrer, 2019). Best practices for retakers involve setting clear, achievable goals and utilizing a variety of study resources, which have been shown to improve passing rates (Alegria et al., 2021; Balinas & Ferrer, 2019). Additionally, attending review classes and practicing regularly are effective strategies, helping retakers gain confidence and familiarity with the exam format, thus enhancing their performance (Hapitan & Cabañero, 2018; Bautista & Garcia, 2018).

There were various studies that were being conducted that is somewhat related to this study such as the study being conducted by Pregoner (2020) which focuses to the all LET examinees and not on Elementary Licensure Examination for Teacher retakers. Other academics conducted similar studies in other countries, such as the study being conducted by Alipato, Bautista et al. (2017) and Agcaoili-Sombilla et al. (2018); none of these studies focus mainly on the lived experiences, coping mechanisms, and insights of Elementary LET retakers. Therefore, there was a significant research gap in the existing literature regarding the lived experiences, coping mechanisms, and insights of Elementary LET retakers. As such, this study would contribute to the existing literature by shedding light on the unique challenges and experiences of LET retakers and providing valuable insights into their coping mechanisms and strategies for success in the LET.

Research Questions

The main objective of this qualitative research was to explore and describe the lived experiences, coping mechanism and insights of Elementary LET retakers. To achieve this objective, the study sought to answer the following research questions:

1. What are the lived experiences of the LET retakers while preparing and retaking examination?
2. How do the LET retakers cope with the challenges they face during the preparation and retaking process?
3. What lessons can be drawn from the experiences of LET retakers as tip to their peers and other aspirants to become licensed elementary school teachers?

Methodology

Research Design

This study used a qualitative design in a phenomenological approach. As defined, qualitative research is a mode for exploring and understanding the meaning than an individuals or groups lends to a social human circumstance. Moreover, this research design begins with a conceptual question and a plan to explore this question through the experiences of people, gathering data from participants in their environment, inductively analyzing the data, building from specific to general themes and interpreting the significance of the findings (Creswell, 2018).

Participants

In this phenomenological study, the participants were taken from Kapalong College of Agriculture, Sciences and Technology, Maniki, Davao del Norte. Upon participant selection, I employed purposive sampling to ensure that only those who can give the necessary data would be able to participate in my study. As to my pre-inclusion criteria, each participant must be a BEED graduate of Kapalong College of Agriculture, Sciences, and Technology, Maniki, Davao del Norte from 2006 to 2021 and (b) must took the Licensure Examination for Teachers in at least three consecutive times before passing it. Any gender can participate in the study and must be between 23 to 45 years old. Above these, the participant must be willing to participate in the conduct of the study.

Instrument

In order to collect data for this study, in-depth interviews with participants were conducted, and the participants were interviewed in a variety of languages. This means that participants have responded in Filipino, Bisaya, or English, or a mix of these three languages. The researcher asked the participants if they were willing and will agree to have their conversations recorded using smartphones, tape recorders, and other recording devices to ensure that no information is missed or added during the interview.

Different tools were employed throughout the study's execution such as a camera, smartphone, and audio recorder which were crucial for the establishment of strong evidence regarding the point of view of informants. Since it may provide a factual foundation for information and act as the foundation for the research through the strengths of the interview process, the camera was one of the often utilized tools in the interview. A video camera was also there for careful interview observation. Similar to a camera, it provides crucial details about the informants based on how they responded to questions. Additionally, another virtual tool that was utilized in the session

was the voice recorder. It can provide a clear speech recording, which was crucial for the study even though it cannot provide photos or capture the informant's facial expressions.

Procedure

The researcher had written a permission letter addressed to the institution where the research was conducted. After receiving approval from all the panel members, the researcher sought permission to conduct the study from the College President of KCAST, by sending a letter requesting permission for the researcher to conduct the study among the graduated students. The chosen participants were notified via messages (email) or any other means acceptable to both parties. Hence, the respondents were asked to participate in an interview based on their desire and convenience. Also, the researcher had made sure to ask the permission from the participants. When the informants agreed to the proposed study, the researcher provided a letter to the respondents that was signed out in the terms that they were willing to be part as the informants of the study. This was to ensure that the agreed respondents had signed the given permission letter. Also, I had oriented them to the rights and privileges which include their freedom for the confidentiality of their personal names, and the freedom to withdraw from the statement or from the agreement for the interview process was respectfully adhered and accepted.

Furthermore, the researcher recorded all of the participants' preferences and responses in order to provide relevant data to the researchers. Also, the researcher ensured the confidentiality of the participants by using password-protected files. Confidentiality is a key measure for the researcher in this study to ensure the protection of the participants' private information. I transcribed all the responses of the participants and proceed immediately in translating their responses without changing the content or core of the original text and I began to prepare the transcription.

The key participants were being oriented one by one regarding the purpose of the study, this was conducted virtually. It began with an introduction, followed by an overview of the meeting's goals, and then sets the scope of the discussion regarding confidentiality and length. It was also carefully explained to the participants why the meeting was recorded and the implications of technical considerations.

Ethical Considerations

According to Bhasin (2000), ethical consideration is a collection of principles and values that should be followed while doing human affairs. The ethical consideration make sure that no-one acts in such a way that is harmful to society or an individual. It refrains people and organizations from indulging in vicious conduct. Adhabi (2015) added that in order to establish a smooth way of interaction between the researcher and the participant, there are different rules formulated that need to be followed in order to prevent ethical ramifications.

In conducting my research, I adhered to key ethical principles. I respected participants' autonomy by providing clear information for informed consent and ensuring their comfort during interviews. Confidentiality was upheld through the use of pseudonyms and secure data handling, in line with the Data Privacy Act. I prioritized participants' well-being by minimizing harm and maximizing benefits, safeguarding their safety and data. Fair treatment was also crucial; I acknowledged participants' contributions with tokens of appreciation and ensured their involvement was valued. These principles ensured that respect, privacy, and fairness were maintained throughout the study.

Results and Discussion

Theme 1: The lived experiences of the LET retakers while preparing and retaking examination

Sub theme 1.1: Lack of Motivation

The result conformed on the claim of Mendoza (2020) in which it was being stated that most retakers' personal circumstances and motivation also contribute to their success in the exam. For instance, LET retakers who face financial, health, or family issues may experience added stress and distractions that affect their concentration and performance. Similarly, LET retakers who lack intrinsic motivation and commitment to the profession may not exert sufficient effort and persistence in their preparation for the exam. To address these challenges, interventions such as financial support, counseling, and motivational coaching can be provided to LET retakers.

IDI-04 mentioned that,

"After experiencing multiple failures in the LET, I really lost my motivation to continue. It became difficult because I had no enthusiasm and determination to keep pursuing the teaching profession since I kept failing. The repeated failures really brought me down and took away my motivation. However, I try to understand the main cause of it."

Further, the result was supported also by the study of Santos and Reyes (2019) which conducted a qualitative study on the motivational factors and coping mechanisms of 12 education students who failed the board exam at least once. They found that the lack of motivation of the students is a contributory factor in the failure in taking the examination. In the study conducted, it was stated that students were motivated by their personal goals, their desire to help their families, their passion for teaching, and their faith in God which lead to their success in taking the licensure examination. They also used various coping strategies such as seeking social support, engaging in

positive self-talk, managing their emotions, and improving their study habits.

Sub theme 1.2: Work-Study Conflict

The result was aligned to the claim of Amanonce and Maramag (2020) in which it was found an established and strong link between LET performance and graduates' grade weighted average in college especially those who are working student in their tertiary years, suggesting that academic achievement is a predictor of success on the license exam. However, because of their prior failure, some repeat test-takers may have low self-efficacy and confidence, which may limit their willingness to study or develop their abilities focus instead of other responsibilities such as work, roles, and commitments. Additionally, some retakers may experience outside difficulties that impede their preparation, such as financial limitations, family obligations, employment commitments, or health problems. Retakers may experience tension and anxiety as a result of these variables, which may impair their performance on the test.

IDI-01 mentioned that,

"One of the challenges I faced was balancing work and studying for the Licensure Examination for Teachers. Balancing work while allocating sufficient time for exam preparation requires effective time management, discipline, and sacrifices. It is necessary to find the right balance and ensure that work responsibilities and studying are given proper attention."

In addition, it was also supported by the study of Dela Cruz and Santos (2019), which affirmed that work and study conflict is a common challenge among education students who are also employed as teachers or tutors. They found that this conflict negatively affects their academic performance, motivation, and well-being. These studies provide insights into the experiences and needs of education students who face work and study conflict and retake the board exam.

Sub theme 1.3: Knowledge and Skills Development

This was consonance to the result of the study conducted by Santos and Reyes (2019) in which retakers who participated in a structured review program showed significant improvement in their knowledge and skills compared to those who did not. They also found that retakers who had positive attitudes, motivation, and self-efficacy were more likely to pass the exam than those who lacked these attributes.

IDI-02 mentioned that,

"As a retaker, I had to identify the specific knowledge gaps that led to my previous unsuccessful attempt. It required a careful analysis of my exam results and self-assessment to accurately pinpoint and recognize the areas where I needed to improve. This process of recognizing these gaps and devising effective strategies to address them was challenging."

Additionally, it was aligned to the claims of Cruz and Lopez (2020) which examined the effects of peer support and feedback on the retakers' academic achievement and confidence. They reported that retakers who received regular guidance and encouragement from their peers had higher scores and more developed in terms of knowledge and skills than those who did not. These studies suggest that retakers can benefit from various interventions, strategies, guidance, and words of encouragement that can enhance their preparation in a way of developing their skills and knowledge and performance in the board exam.

Sub theme 1.4: Frustrations and Disappointments

This was consonance to the result of the study conducted by Alinsunod and Manapsal (2017) which revealed that Licensure Examination for Teachers (LET) is a significant milestone for aspiring educators. However, taking the LET can also be a challenging, stressful and frustrating experience for many individuals. According to some of the main challenges that LET takers encountered, it includes inadequate preparation, lack of time management skills, and test anxiety. These challenges can hinder LET takers from performing to the best of their abilities, potentially leading to failure and disappointment.

IDI-03 mentioned that,

"The preparation for a licensure examination can really take a toll on the emotional and mental well-being of an individual. There is pressure to succeed, coupled with the fear of failure, stress, anxiety, and self-doubt. It can be extremely challenging to the point where you might say, I have done everything. It can be disheartening for others to be disappointed in you."

Furthermore, it was aligned to the claim of Räisänen et. al. (2021) who identified that retakers of licensure examinations often experience heightened feelings of frustration and disappointment. Their study further highlighted an increase in study-related exhaustion, a rise in the need for self-regulation of content, and a notable absence of peer support during these examinations which eventually leads to frustrations and disappointments. It was also concluded that regulatory skills become crucial in managing the heightened feelings of exhaustion, especially during phases of pronounced frustration and disappointment.

Theme 2: How do the LET retakers cope with the challenges they face during the preparation and retaking process.

Sub theme 2.1: Optimizing Study Strategies

This was consonance to the study of Mendoza and Salarza (2021) in which it examined the effectiveness of using various technology-

based approaches for LET preparation. The study found that LET retakers who utilized technology-based approaches, which combine online and offline review activities, had a higher probability of passing the exam since they optimize study strategies than those who only used traditional review methods. Technology-based approaches were found to be more flexible, accessible, and interactive, which allowed LET retakers to personalize their review activities and practice their skills effectively.

IDI-01 mentioned that,

"I made sure to conduct a comprehensive review of all the exam topics and subtopics. I created a study plan that allowed me to cover the entire syllabus, ensuring that I did not overlook any important areas. This approach helped me build a solid foundation of knowledge and increased my chances of success."

The result was in accordance to the study conducted by Palispis and Barcelon (2018). In their study, they discovered that LET retakers employed a variety of strategies and preparation techniques, encompassing self-review, collaborative group sessions, enrollment in review centers, and engagement with review materials. Furthermore, their research illuminated that LET retakers who took advantage of review centers and harnessed technology-driven study resources stood a markedly higher chance of acing the exam.

Sub theme 2.2: Seeking Support and Guidance from Mentors

This was in consonance to the result of the study conducted by Geronimo and Cabrera (2018) which posited that LET retakers can benefit from seeking guidance and mentorship from experienced educators. This can involve seeking advice from former LET passers, attending review sessions conducted by seasoned educators, or even hiring a personal tutor. A study posited that LET retakers who received guidance from experienced educators had higher passing rates compared to those who did not.

IDI-07 mentioned that,

"As a retaker, I believe it is crucial for me to seek support and guidance from mentors, teachers, or professional tutors. These individuals have valuable insights and can provide me with personalized study plans tailored to my specific challenges."

Additionally, it was also aligned to the study of Dela Cruz and Dela Cruz (2017) which affirmed that the looked into the perceptions and experiences of LET repeaters who consulted mentors for advice. Ten retakers who passed the LET after getting coaching were interviewed as part of the study's qualitative methodology. According to the study, the mentors' emotional support, motivating techniques, academic support, and expert guidance were helpful to the retakers. The study also revealed various issues and recommendations for enhancing the mentoring procedure.

Sub theme 2.3: Seeking Emotional Support

Consequently, the result was supported by the claim of Rabago-Mingoa (2017) which underscores that Filipino teachers deploy an array of coping strategies to navigate the challenges of stress. These strategies span from taking direct action and palliative methods to seeking external assistance and adopting specific stress management techniques. Within the realm of palliative methods, one particularly effective approach for educators is to seek emotional support, which served as a crucial buffer against the negative emotions triggered by stress.

IDI-04 mentioned that,

"The emotional support I received from my friends and family was invaluable. They understood the challenges I faced and consistently encouraged me throughout the retake process. Their belief in my abilities and constant motivation helped me stay positive, resilient, and focused on achieving my goals."

Additionally, it was aligned to the study conducted by Garces (2019) which posited that seeking emotional support from peers is also an effective strategy used by LET retakers. Peers who have successfully passed the LET can provide insights on their experience and offer advice on how to prepare for the exam. They found that LET retakers who received advice from their peers had higher passing rates than those who did not.

Sub theme 2.4: Being Optimistic

The result was supported by the claim of McGraw (2019) which stated that retakers struggled with a subject in college, and taking the examination is the time to be optimistic. Remember that self-doubt must remove from the mind but instead believe that all things work for good. Believe in the ability to learn and be open advice from people who are knowledgeable and skilled. Thus, reviewing the retakers' weaknesses allows them to focus on specific subjects and devise better study methods.

IDI-06 mentioned that,

"I reframed failure as a valuable learning opportunity. Instead of dwelling on the negative aspects, I focused on the lessons I could extract from the experience. I viewed the retake as a chance to grow, improve my knowledge, and enhance my exam-taking skills."

It was also aligned to the study of Torres (2020) in which notwithstanding the hurdles, a segment of LET retakers remains unwavering in their commitment to achieving their objective of passing the exam. This research further unveiled that for many LET retakers, their

journey is not merely about overcoming obstacles, but also a platform to demonstrate their innate resilience and steadfast determination. Instead of being disheartened by setbacks, they harness their past failures as potent catalysts, driving them to exert greater effort and approach their goals with enhanced strategy and insight.

Theme 3: Lessons can be drawn from the experiences of LET retakers as tip to their peers and other aspirants to become licensed elementary school teachers

Sub theme 3.1: Conducting Mock Examination as Essential

The result was supported by the claims of Cuevas et. al. (2017), Dizon et. al. (2019), and Magno et. al. (2020) which affirmed that mock exams can improve test performance, decrease test anxiety, and raise self-efficacy among repeat test-takers. The validity and reliability of the test items, the representativeness of the sample, and the accessibility of resources and facilities are some of the constraints of mock exams. Therefore, retakers should use simulated exams in addition to their usual study sessions, not as a replacement for them. To increase their chances of passing the LET, they should also look for additional information and direction from resources including review centers, mentors, peers, and online publications.

IDI-02 mentioned that,

“Familiarize yourself with the LET exam format and content. Understand the different sections, question types, and the competency areas covered. This knowledge will help you develop targeted study strategies and allocate time appropriately to each section.”

Also, it was in consonance to the result of the study conducted by Villaruel (2017) which stated that taking mock exams significantly improved the LET performance of their participants. Taking mock exams is another strategy used by LET retakers. Mock exams are designed to simulate the actual LET and can provide test-takers with an idea of what to expect. By taking mock exams, LET retakers can identify their strengths and weaknesses and adjust their study plan accordingly.

Sub theme 3.2: Fostering Stakeholders Engagement as Necessary

The result was supported by the claim of Generelao et. al. (2022) in which it was suggested that mechanisms be created to enhance the management of pre-board examination review programs in teacher education institutes (TEIs) as well as the validation of the assessment instruments utilized in the pre-board examination. Incentives for TEI quality were also mentioned, such as recognizing or accrediting those who generate graduates who do well on the LET. They also argued for tighter regulation and coordination of the field of teacher education, for instance by reducing the number of underperforming HEIs and making sure that they follow the requirements set by the Commission on Higher Education (CHED).

IDI-07 mentioned that,

“CHED can foster collaboration with stakeholders such as schools, universities, review centers, and professional organizations to create a comprehensive support system for LET retakers. By working together, these stakeholders can share resources, expertise, and best practices to ensure retakers receive the necessary support and guidance throughout their retake journey.”

It was also supported by the study of EAC-Cavite (2019) which posited that used a questionnaire to gauge education students' preparation for the LET by assessing their knowledge, abilities, attitudes, and values. According to the study, the majority of respondents had the information and abilities they required, but their attitudes and values still needed work. The study suggested that TEIs should give students more chances to form favorable attitudes and values toward teaching, such as by placing them in real-world classroom settings, providing them with mentorship from more seasoned teachers, and having them participate in volunteer work.

Sub theme 3.3: Social Support as Vital

The result was supported by the claims of Garcia and Reyes (2019) which affirmed that creating a peer support group or mentoring program that will allow retakers and other teachers or students who are in comparable situations to socialize, share information, and provide one another assistance. Also, it was supported by the study of Lopez and Santos (2018) which stated that providing assistance and counseling services such as stress management, test anxiety reduction, goal planning, and self-regulation techniques can help test takers in coping with the psychological and emotional components of taking the exam again.

FGD-01 mentioned that,

“The support of the people around you is really important when you are retaking an exam. Of course, it makes you feel that they trust you and they provide advice and guidance. That is why it strengthens your commitment to really pass this LET exam.”

Additionally, it was also aligned to the study conducted by Dela Cruz and Bustos (2017) which posited that some retakers' social networks may not provide them with enough interpersonal assistance. Those who decided to repeat the exam may receive unfavorable responses from their significant others, such as criticism, mockery, or discouragement. These individuals may have doubts about their talents or their decision to do so. Others could feel alone or alienated from their coworkers or pupils who have already aced the test or are putting forth their first effort to do so (Garcia & Reyes, 2019). Additionally, it was supported by the claims of Lopez and Santos (2018) in which they emphasized that some retakers might not have access to trustworthy resources of knowledge or instructions on

how to study for the exam successfully and quickly

Sub theme 3.4: Importance of Taking Care of One's Well-being

The result was supported by the claim of McEwen (2019). He claimed that retakers of the teacher licensure examination understand better on how to prepare for the examination. Their previous experience would serve as a springboard for them to gather all of their strength to face another battle that would cause them trauma. Passing the exam would give them victory and the opportunity to pursue their passion. Lastly, maintaining a healthy diet and regular exercise ensure optimal brain processes, which are beneficial when tackling mentally challenging activities such as taking tests.

FGD-04 mentioned that,

"When you are aware of yourself, you are more likely to take care of yourself properly. You can assess what needs to be done in the areas where you are struggling, and those things can greatly assist in the retake process."

Furthermore, it was also supported by the study of De Guzman (2018) which posited that some of the preparation of the retakers in taking the LET is to make multiple plans and organize their study area and materials. Also, making a study schedule with clear and specific goals for each session. To add, making a study schedule that includes where and when they would study, and what they would do with their free time. Avoid cramming; studies show that cramming causes more stress and lower grades. Think about each course in terms of a five-day schedule. Determine available study time, set aside time for specific tasks, and study urgently. Make a schedule for your sleep, meals, and some downtime. Lack of sleep reduces productivity.

Conclusions

The primary goal of this qualitative research was to delve into and articulate the lived experiences, coping mechanisms, and insights of LET retakers. To accomplish this, the study focused on three essential research questions: What are the lived experiences of LET retakers during their preparation and retaking of the examination? How do LET retakers navigate and manage the challenges encountered throughout this process? What valuable lessons can be gleaned from the experiences of LET retakers to guide and support their peers and other aspiring elementary school teachers? By addressing these questions, the research provides a comprehensive understanding of the multifaceted challenges faced by LET retakers and the strategies they employ to overcome them. The insights gained can inform the development of targeted interventions and support systems to enhance the success rates of future examinees. Ultimately, this study contributes to the broader discourse on teacher certification, highlighting the importance of resilience, support networks, and effective study strategies in achieving professional licensure.

The study explores the experiences of LET (Licensure Examination for Teachers) retakers, highlighting various challenges and coping strategies. A key theme is the lack of motivation, where retakers facing personal issues or repeated failures struggle to maintain enthusiasm. Financial support, counseling, and motivational coaching are suggested interventions. Another challenge is balancing work and study, with many retakers facing external obligations that hinder exam preparation, resulting in stress and anxiety. Knowledge and skills development through structured review programs and peer support are vital for success. Retakers also face frustrations and disappointments, emphasizing the need for emotional and regulatory support. Coping strategies include optimizing study methods, seeking mentorship and emotional support, and maintaining a positive outlook. Lessons for future aspirants include conducting mock exams, engaging stakeholders, fostering social support, and prioritizing well-being to enhance preparation and performance.

Based on the shared experiences of retakers of the Elementary Licensure Examination for Teachers, it is recommended that future studies and educational programs emphasize the importance of perseverance and resilience in the retake journey. Institutions should develop support systems that address common challenges such as lack of motivation, work-study conflicts, and feelings of frustration and disappointment. This can be achieved by providing access to professional guidance from educators and mentors, fostering strong peer and emotional support networks, and promoting pedagogical strategies such as enrolling in review centers and practicing with mock exams. Additionally, educational programs should encourage self-reflection and self-correction to help retakers identify and address their weaknesses. By prioritizing well-being and utilizing diverse educational resources, retakers can enhance their preparation, personal growth, and ultimately their chances of success in the Elementary LET.

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