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CRIMINOLOGIST'S THIRD ATTEMPT: A CASE STUDY OF PERSEVERANCE

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In Partial Fulfillment of the Requirements for the Course
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ABSTRACT

This study investigated the factors that contributed to the success of registered criminologists who failed twice but succeeded on their third attempt in board examination. The research focused on the registered criminologists from the Data Center College of the Philippines-Laoag City by examining the challenges faced, coping mechanisms utilized, and strategies employed to achieve success. The study used a qualitative case study approach, utilizing semi-structured interviews to gather in-depth insights into participants' experiences. Participants, identified through snowball sampling, included three criminologists from Vintar and Piddig. Data collection relied on a validated interview guide and recording devices to capture detailed narratives, shedding light on how individuals overcame repeated failures to pass the Criminologist Licensure Examination (CLE).

The data gathered were analyzed and interpreted using case analysis.

The highlight of data gathered in this study were the following:

Challenges Encountered by the Participants After Failing. The participants experienced disappointment with themselves and feelings of inadequate knowledge.

Coping Mechanisms for Failure. The participants relied on a good support system, self-motivation, and diverted their attention to other things.

Strategies Used by the Participants in Passing the CLE. The participants embraced change and personal growth, attended review centers, participated in online reviews and self-reviews, prioritized health and well-being, and placed trust in God and divine timing.

This study found that individuals who failed the Criminologist Licensure Examination

faced emotional challenges, including sadness and self-doubt. Despite this, participants showed resilience through support, self-motivation, and faith. A structured exam preparation, including review centers and self-care, played a key role in their success.

The researchers recommend the following based on the data gathered: First, the **Data Center College of the Philippines-College of Criminal Justice Education** may post the informative video titled “CLE-ver Tips to Success” based on the lived experiences of the registered criminologists who took the board examination thrice, to help reviewee, students, and retakers and it provide some tips regarding the preparation in taking upcoming board examinations. Second, the **reviewee, students, and retakers** may adopt the informative video for them to create a comprehensive strategy that will help or guide them in the preparation process for them to perform at their best ability in the board examination.

Keywords: Registered Criminologist, Board exam retakers, Challenges, Coping mechanisms, Strategies, Criminologist Licensure Examination.

CHAPTER I

THE PROBLEM AND ITS SETTINGS

Introduction

A board examination serves as an assessment of educational standards and a significant milestone in a student's academic and professional journey. It acts as a gateway to future opportunities, allowing individuals to become certified professionals who adhere to ethical standards. For many, passing these examinations is the culmination of years of academic effort and preparation.

However, not all individuals achieve success on their first attempt. Data from the Professional Regulation Commission (PRC) on the Criminologist Licensure Examination for repeaters from 2020 to 2024 illustrates the challenges these individuals face: 20.45% in 2020; 17.26% in 2021; 21.56% and 5.30% in 2022; 18.68% and 19.73% in 2023; and 23.60% and 36.67% in 2024 (PRC, 2020; PRC, 2021; PRC, 2022a; PRC, 2022b; PRC, 2023a; PRC, 2023b; PRC, 2024a; PRC, 2024b). These fluctuating rates reflect the persistence and effort required of repeaters to meet the demands of the examination.

Board examinations are widely regarded as a definitive test of a student's knowledge and skills, providing a pathway to licensure and professional recognition (LaDuca, 1994). While many students succeed on their first attempt, others face the difficulty of retaking the examination. For these individuals, the journey of retaking board examinations often becomes a profound test of their resilience and adaptability.

For those who must retake board examinations, the process is often accompanied

by uncertainty and self-doubt. Yet, such challenges can also serve as catalysts for personal growth. The experience of failure, followed by perseverance, nurtures resilience and determination. Each year, many individuals demonstrate the ability to overcome initial setbacks, proving that failure can be a steppingstone to eventual success.

Research underscores the significance of understanding the journey of board examination retakers, shedding light on the dynamics of academic achievement, resilience, and self-improvement (Alurian, 2023). These experiences not only highlight strategies for overcoming obstacles but also provide inspiration for others navigating similar challenges.

Through examining the factors contributing to their eventual success, this study sought to empower future students to approach board examinations with confidence, determination, and a strategic mindset. The stories of board examination retakers exemplified resilience and serve as a roadmap for achieving academic and professional aspirations, offering valuable lessons for both first-time takers and those facing the prospect of retaking their examinations

Background of the Study

The Bachelor of Science in Criminology is a program designed to prepare students for careers in public service, particularly within the Tri-Bureau agencies: the Philippine National Police, Bureau of Fire Protection, and Bureau of Jail Management and Penology. A key requirement for graduates of this program is passing a licensure examination to become certified criminologists, a milestone that validates their readiness to serve and adhere to professional standards.

Oversight of licensure examinations falls under the Professional Regulation Commission (PRC), the national government's licensing and regulatory agency for the practice of regulated professions. The PRC fulfills two primary mandates: 1) administering licensure examinations for aspiring professionals and 2) regulating and supervising professional practice in collaboration with forty-six (46) Professional Regulatory Boards (PRBs) spanning diverse fields, including health, business, education, social sciences, engineering, and technology (PRC, n.d.). Within this framework, the Professional Regulatory Board of Criminology has specific authority to administer, issue, suspend, or revoke certificates of registration for criminology practitioners and to oversee the conduct of the Criminologist Licensure Examination (Board of Criminology, n.d.).

Passing a licensure examination can be influenced by multiple factors. Albina et al. (2021) identified variables such as pre-board examination results, in-house reviews, internships, aspirations, attitudes, and study habits as key determinants of success in various licensure examinations, including criminology. Building on these findings, related studies have delved into the experiences of examinees who face challenges in achieving licensure. For example, Olvina et al. (2023) investigated the coping mechanisms of LET examinees who failed their initial attempts, while Colaljo and Cuevas Jr. (2024) explored the repeated failures of criminology licensure examinees and the subsequent impact on their professional goals. Similarly, Paler and Muegna (2024) examined the perseverance and coping strategies of LET examinees who succeeded only after multiple attempts.

From 2020 to 2024, the performance of repeaters in the Criminologist Licensure Examination at Data Center College of the Philippines – Laoag City revealed fluctuating results. According to PRC data, the passing rates for repeaters were 71.43% in 2020,

42.86% in 2021, 47.06% and 0% in 2022, 50% and 24.39% in 2023, and 50% and 68% in 2024 (PRC, 2020–2024). These statistics underscore the challenges faced by repeaters while highlighting their resilience and determination. The persistence of those who ultimately pass the examination reflects a commitment to their goals and serves as an inspiration to others facing similar hurdles.

This study focused on the challenges, coping mechanisms, and strategies employed by criminologists from Ilocos Norte who failed the Criminologist Licensure Examination twice but succeeded on their third or subsequent attempts. It aimed to uncover their motivations for retaking the examination, the methods they used to enhance their performance, and the factors that contributed to their eventual success. Through providing insights into their experiences, the study aspires to guide and inspire future examinees, particularly first-time takers who may grapple with uncertainty and self-doubt as they prepare for the board examination.

Statement of the Problem

The study investigated the factors that contributed to the success of registered criminologists who initially failed but succeeded on their third attempt.

Specifically, it sought to address the following questions:

1. What challenges did the participants encounter after failing the examination?
2. What coping mechanisms did the participants use after failing the examination?

3. What strategies did the participants employ to pass the board examination?

Theoretical Framework

The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework narrative explains how the researcher engaged in using the theory and its underlying assumptions to investigate the research problem.

Attribution Theory

Attribution theory, proposed by Fritz Heider (1958), is a social psychology theory that deals with how individuals relate to and make sense of the social world. More specifically, it is concerned with how people interpret events around them and how their interpretations affect their thinking and behavior. There are two main types of attribution theory: internal and external attribution (Gordon, J., 2024).

Board retakers might attribute internal issues, such as insufficient knowledge, skill, or readiness, to their prior failure. On the other hand, they may attribute outside variables, like good fortune or exam ease, to their achievements. By comprehending these attributions, retakers can pinpoint their areas of weakness and create more productive study plans.

Self-Efficacy Theory

Self-efficacy theory, developed by Albert Bandura (1977), posits that individuals develop positive performance expectations while working on simple tasks and negative performance expectations while working on complex tasks, and that the presence of others

activates corresponding positive or negative expectations regarding performance evaluation (Gallagher, M.W., 2012).

This theory emphasized individuals' beliefs in their capabilities to achieve specific goals. Retakers may have varying levels of self-efficacy, which affects their persistence and effort in preparing for board exams.

Resilience Theory

Resilience Theory, proposed by Norman Garmezy (1991), provides a resiliency framework that allows student affairs professionals to examine the strengths of disadvantaged students who face various life challenges. (IPL.org., 2020).

This theory focused on individuals' ability to overcome adversity and achieve positive outcomes despite challenges. Understanding how retakers develop resilience can inform interventions aimed at supporting their academic success.

Conceptual Framework

This study used the IPOO model: Input-Process-Output-Outcome (IPOO). The IPOO diagram includes all the materials and information required in the process, the specific details of the process itself, and the descriptions of all products and by-products resulting from the process (Canonizado, 2021). The conceptual framework sets forth the standards to define a research question and find appropriate, meaningful answers. It establishes a link between the dependent and independent variables, factors, and other ideologies affecting the structure of the research (Sachdeva, 2023).

The input determined the challenges that participants encountered after failing the exam, their coping mechanisms, and the strategies they used to pass the exam. The process involved a qualitative method, interviews, interpretation of data, and data analysis. The output of this study was an informative video titled “*CLE-ver Tips to Success*,” formulated based on the participants’ experiences and their tips and strategies for preparing for the board examination. The outcome of the study could reduce or lessen the chance of retaking the exam and provide preparation strategies for board exams.



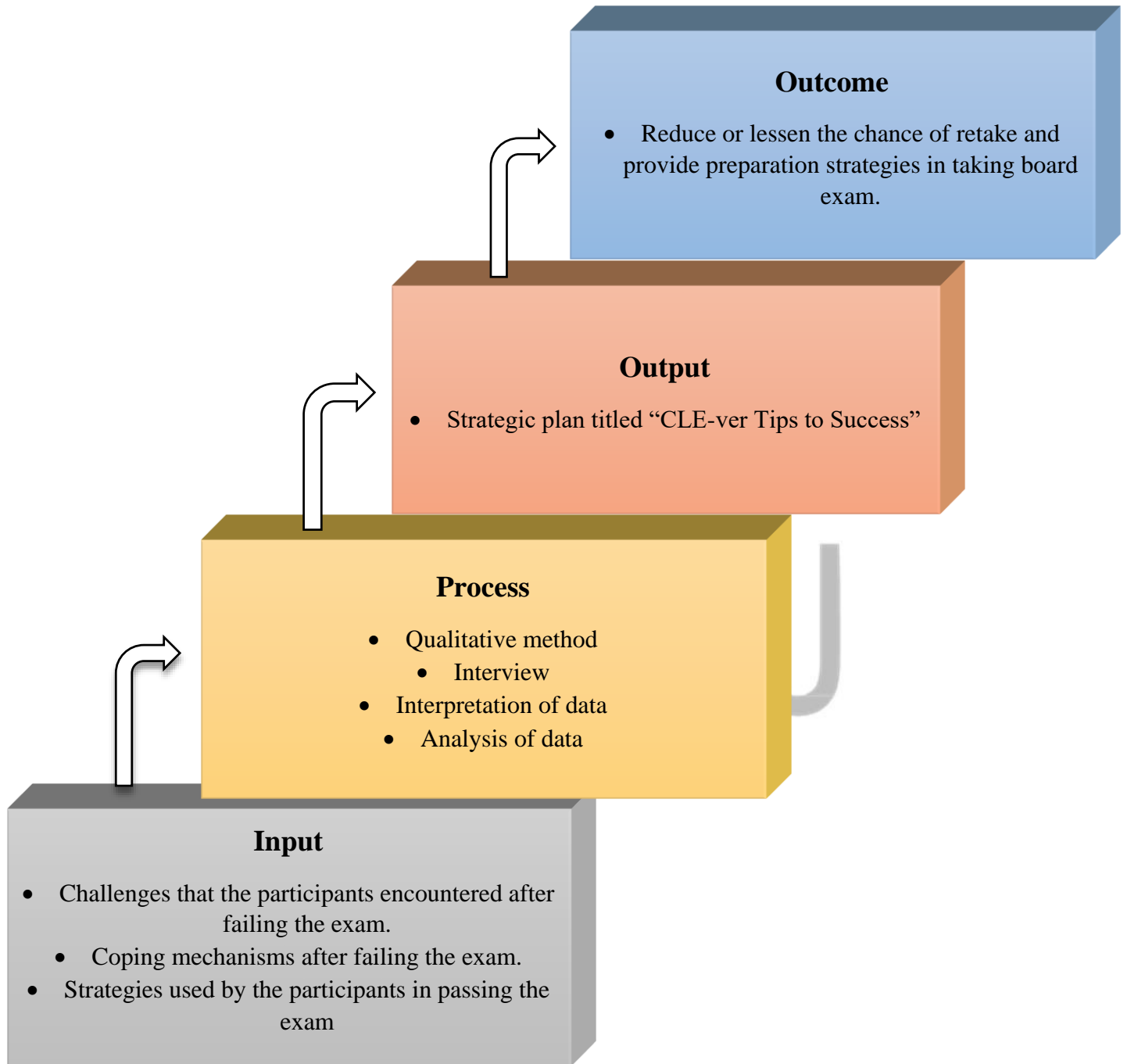


Figure 1. Paradigm of the Study

Significance of the Study

The results of this study would be beneficial to various stakeholders involved in the board examination process.

Future Board Examination Takers. This study provides strategies and insights to guide both first-time takers and retakers in preparing for their licensure examinations. It offers practical advice to overcome uncertainty and self-doubt, encourages perseverance, and highlights effective preparation techniques. For retakers, the findings offer specific strategies and coping mechanisms to address challenges encountered during previous attempts, enabling them to improve their performance and increase their likelihood of success.

Academe. The study helps schools and educators identify students' strengths and weaknesses in preparation for licensure examinations. Findings can inform the development of targeted programs and support systems to foster students' perseverance, effective preparation habits, and overall readiness.

Reviewees. The study acts as a guiding system for individuals undergoing review, helping them refine their preparation strategies and adopt proven methods for passing the licensure examination.

Review Centers. The findings provide review centers with insights into the specific needs of board exam takers, particularly retakers. It helps them implement targeted measures and improvements to support examinees effectively and enhance overall success rates.

Future Researchers. This study serves as a reference for future researchers investigating similar topics. It contributes valuable information to the body of knowledge on board exam takers and retakers, providing a foundation for exploring further findings on preparation, coping mechanisms, and strategies for success.

Scope and Delimitations of the Study

The study focused on the experiences of Registered Criminologists, particularly on the challenges they encountered after failing, their coping mechanisms, and the strategies they used to pass the examination. It was limited to registered criminologists who graduated from the Data Center College of the Philippines, Laoag City, and who failed the Criminologist Licensure Examination twice before passing on their third or subsequent attempt. The study was conducted during the first semester of the academic year 2023-2024 until the first semester of the academic year 2024-2025.

Definition of Terms

In this study, the following terms are defined operationally:

Board Examination. It refers to an examination taken to obtain a license after completing a chosen degree.

Case Study. It refers to a detailed analysis of a particular situation or person to gain a clearer understanding.

Challenges. This refers to difficult situations that individuals strive to overcome.

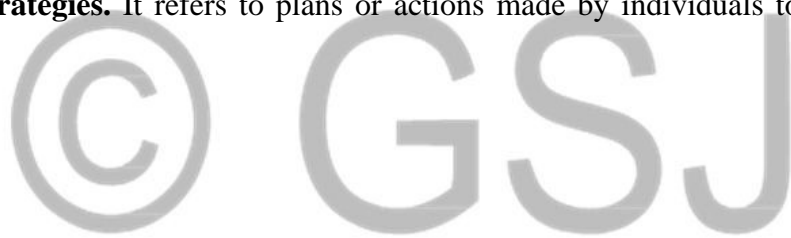
Coping Mechanism. It refers to methods used by individuals to divert their attention from stressful situations.

Criminologist. This refers to a person who retook the Criminologist Licensure Examination three or more times and successfully passed.

Fluctuating Growth. It refers to the performance of repeaters, which does not consistently improve or decline but varies over different periods of time.

Perseverance. It refers to persistence in doing something despite difficulties in order to achieve success.

Strategies. It refers to plans or actions made by individuals to achieve specific goals.



CHAPTER II

REVIEW OF RELATED LITERATURES AND STUDIES

This chapter presents relevant literature and studies that reinforce the importance of conducting this research. The discussions in this chapter aim to provide context, support the research questions, and establish a foundation for understanding the phenomenon of criminology board examination retakers' experiences and strategies.

Overview of the Philippine Criminology Profession Act of 2018

The professionalization of criminology involves the process of establishing criminology as a recognized and respected profession. This includes the development of academic programs, professional standards, and the creation of professional bodies to guide and support practitioners in the field (Dooley, 2021 and Williams & Eryl, 2019). In the Philippines, the Philippine Criminology Profession Act of 2018 (Republic Act No. 11131) formally regulates and professionalizes the criminology profession in the Philippines. The Act emphasizes the crucial role of criminologists in maintaining national security, ensuring public safety, promoting peace, and supporting overall development. Its primary goal is to cultivate competent, globally competitive criminologists through a structured licensure process and ongoing professional development. The Act also outlines the regulation of criminology education, oversees criminology practice, and promotes the integration of professional criminology organizations. Criminologists, under this law, are empowered to work in various fields, including law enforcement, teaching, forensic science, corrections, research, and private investigation (Republic Act No. 11131, 2018; PRC, 2018).

A central provision of the Act is the establishment of a Professional Regulatory

Board for Criminologists. This Board is placed under the administration of the Professional Regulation Commission (PRC) and consists of a Chairperson and four members, all appointed by the President of the Philippines. Board members must meet several qualifications, including being registered criminologists with advanced degrees or law qualifications, having at least 10 years of professional experience, and being active members of the Accredited Professional Organization (APO). The Board's responsibilities include overseeing the licensure exams, enforcing ethical standards, monitoring criminology education and ensuring the implementation of Continuing Professional Development (CPD) programs for criminologists. It also has the authority to investigate violations of the Act, including unethical behavior such as exam manipulation, and can remove members involved in such actions. The PRC provides administrative support to the Board, including record-keeping and staff management (Republic Act No. 11131, 2018; PRC, 2018).

Regarding licensure requirements, applicants must pass an exam that covers a broad range of subjects, including criminal law, law enforcement, crime detection, and criminalistics. To pass the exam, candidates must achieve a weighted average score of at least 75%, with no individual subject score below 60%. If a candidate meets the overall average but scores below 60% in any subject, the result will be deferred, and the candidate must retake the subject within two years. To pass the retake, the candidate must score no less than 80% in the subject. If the candidate fails to meet the retake requirements within two years or does not achieve the required score, they must retake the entire licensure exam. Candidates who fail three or more subjects in the exam are considered to have failed the licensure process altogether (Republic Act No. 11131, 2018; PRC, 2018)

Once licensed, criminologists receive a professional ID card, which must be renewed every three years after fulfilling CPD requirements. Licenses can be revoked or suspended for reasons such as immoral conduct, fraud, or failure to comply with CPD requirements. If a license is lost or damaged, a new certificate can be issued. However, if a criminologist fails to pay the registration fees for two consecutive years, their license will be suspended (Republic Act No. 11131, 2018; PRC, 2018).

The practice of criminology in the Philippines is restricted to individuals who hold valid certification. Foreign criminologists may practice in the Philippines only if their home country offers reciprocal licensure rights to Filipinos. Special permits may be granted to foreign criminologists with expertise in specific areas, but these permits are temporary, lasting no more than one year. All registered criminologists must also join a national organization accredited by the Board. The Board maintains an up-to-date roster of criminologists to ensure that professionals adhere to the law and maintain high standards in their practice (Republic Act No. 11131, 2018; PRC, 2018).

Registered criminologists enjoy several privileges under the Act. They are exempt from further civil service exams and are eligible for various government positions related to law enforcement, corrections, and the criminal justice system. These positions include roles such as dactylographer, forensic photographer, probation officer, and police officer up to the rank of Police Superintendent. Criminologists also receive priority for appointments in government agencies, such as the Philippine National Police (PNP), National Bureau of Investigation (NBI), Department of Justice (DOJ), and other agencies related to criminology, law enforcement, and public safety. They are exempt from taking qualifying exams for these roles. Additionally, criminologists who are already serving as

non-commissioned officers in government agencies are given preference for lateral entry into higher positions, such as police or fire inspectors (Republic Act No. 11131, 2018; PRC, 2018).

Salient Features of RA 11131 include additional provisions aimed at strengthening the licensure process and ensuring the continued professional development of criminologists. For example, applicants who fail the criminology licensure exam five times, whether consecutively or cumulatively, must present a certification from a CHED-recognized institution confirming that they have completed a refresher course in criminology (Sec. 14[e]). Furthermore, to pass the licensure exam, candidates must achieve a weighted average of 75%, with no individual subject score below 60%. If a candidate falls short in any subject, they must retake the subject and score at least 80% to pass. If the candidate fails to meet the requirements within two years or does not achieve the required score, they must retake all the board subjects. Any candidate who fails three or more subjects will be considered to have failed the exam (Sec. 17).

The structure and functions of the PRC emphasize its integral role in ensuring that licensed professionals meet stringent ethical and competency standards. For criminologists, the Criminologist Licensure Examination serves as the final assessment of their readiness to enter the profession.

The PRC's regulatory framework highlights the importance of understanding the challenges faced by board examination retakers and their journey toward success. Examining the role of the PRC in setting standards for licensure, this study situates the experiences of retakers within the broader context of professional accountability and the

examination process. The findings can offer valuable insights that may inform PRC's strategies for improving support systems for examinees, ensuring that future candidates are better equipped to succeed. Thus, this review emphasizes the practical implications of the study, linking the regulatory framework to the personal and academic challenges faced by licensure candidates.

Professional Regulation Commission

The Professional Regulation Commission (PRC) plays a pivotal role in maintaining professional standards through licensure examinations and regulation of various professions. This government agency was established by Presidential Decree No. 223 on June 12, 1973, under President Ferdinand E. Marcos. Its primary mandate is to enforce laws regulating professional practice in the Philippines. The PRC evolved from the Office of the Board of Examiners, which was created under Republic Act No. 546 on June 17, 1950, and was previously managed by the Civil Service Commission.

The PRC fulfills two critical functions. First, it conducts and administers licensure examinations to assess the competence of aspiring professionals. Second, it regulates and supervises professional practice through collaboration with forty-six (46) Professional Regulatory Boards (PRBs). These PRBs are tasked with governing ethical standards, accrediting professional organizations, and ensuring the quality of professional practice across diverse fields such as health, business, education, social sciences, engineering, and technology (PRC, n.d.)

Does Retest Effect Impact Test Performance of Repeaters in Different Subgroups

Rates for repeaters—examinees who retake a test—vary among different certification and licensure tests, with repeater rates reaching as high as 50%. To prevent repeat candidates from obtaining unwarranted score gains due to memorization of previous content, most high-stakes certification and licensure testing programs develop multiple forms of a test based on detailed test specifications, ensuring they are parallel in content and difficulty level. To address this issue, a growing body of research on retest effects has been conducted within the context of certification and licensure tests to investigate whether repeaters truly benefit from seeing the same items or the same form twice.

Data from a large-scale computer-based licensure test for entry-level mathematics educators were used. The reported scale score has a possible range of 100–200. This test has an average reliability of 0.88, with a raw score standard error of measurement of 3.0. Multiple test forms were assembled based on a detailed test blueprint and statistical properties.

The results showed the summary statistics for test scores of all 5,908 repeaters on their initial and second test attempts. Compared to their initial attempt, examinees improved an average of 6.2 test score points, with a larger standard deviation on their second test attempt. The correlation between the test scores for both attempts was 0.72. The effect size of the mean test score changes between the first and second test attempt was 0.54, indicating a medium effect. Overall, repeaters had higher scores on the second attempt. Generally, for all four ethnic subgroups, same-form repeaters performed better than different-form repeaters. Among same-form repeaters, White and Hispanic/Latino

repeaters improved the most, followed by Asian American repeaters, with African American repeaters showing the smallest score increase.

This study examined the retest effect in terms of test score change and response time change over initial and second attempts between repeater groups receiving the same versus different forms, as well as the effect on gender and ethnicity subgroups. The paper explored how repeaters changed their item-level responses over two attempts (Zhou and Cao, 2020).

Factors and Challenges Influencing the Criminologist Licensure Examination Performance through the Non-Passers' Lens

This study aimed to explore the perceived factors influencing the success of Bachelor of Science in Criminology graduates of a state university campus in Negros Oriental, Philippines, who had yet to pass the Criminologist Licensure Examination (CLE). The research also identified the perceived factors influencing success in the CLE and the challenges experienced by respondents in preparing for and taking the CLE.

This study utilized a descriptive-correlational-survey design using inferential techniques and a qualitative approach using semi-structured, face-to-face, in-depth interviews, applying Colaizzi's strategy of descriptive phenomenology. Both quantitative and qualitative approaches were used to obtain more robust and holistic data to address the research questions.

The results revealed a significant relationship between perceived challenges and respondents' civil status at the time of their first CLE attempt, current employment status,

having a failing grade in a professional course, enrollment in a review center, and employment status during their first CLE attempt. Furthermore, ten clusters of themes emerged as factors influencing CLE success, including interest and focus on the program and the availability of qualified and dedicated faculty. Among the themes that emerged as challenges were a lack of preparedness for the exam due to work, and personal and social pressures.

This study aimed to explore the perceived factors influencing success quantitatively and qualitatively among Bachelor of Science in Criminology graduates who had yet to pass the CLE. Specifically, there has been no previous study that both quantitatively and qualitatively explores the factors and challenges experienced by CLE non-passers. This study addressed the issue by providing an in-depth exploration of the experiences of CLE takers who have not yet passed the exam (Albina et al., 2021).

Unshadowing the Stories of Yesterday's Failed Battle of LET Examinees

This study investigated the factors and coping mechanisms of examinees who failed the Licensure Examination for Teachers (LET). It aimed to examine how examinees cope after failing the LET exam and to identify the possible reasons for their failure.

The qualitative research utilized a descriptive phenomenological approach using Colaizzi's Method of Data Analysis to explore the lived experiences of failed LET examinees. Colaizzi's method demonstrated a dynamic approach to obtaining depictions of participants' lived experiences, involving understanding the information and identifying crucial remarks that were later transformed into articulated meanings.

Participants described several challenges that contributed to their failure in the LET. These included time management, unpreparedness, learning environment, and the effects of support systems. Coping mechanisms after failing included negative reinforcement, diverting attention to other things, and relying on a good support system. Insights shared by participants included setting goals, maintaining health and prayers, habits and expectations, and preparation strategies.

The study examined the challenges affecting participants' LET failures. These findings are beneficial to participants, aspiring teachers, professors, administrators, and the host school. The results are crucial for LET retakers and aspiring educators as they provide insights into the factors that may prevent poor performance (Olvina et al., 2024).

Uncovering the Stories of Repeaters in Criminologists' Licensure Examination: A Phenomenological Study

The significance of licensure examinations cannot be overstated in validating the competency and proficiency of professionals across various fields. However, concerns persist regarding examinees' performance consistency, particularly in critical subjects. This study delves into the experiences of repeaters in the Criminologists Licensure Examination (CLE), exploring their challenges, coping mechanisms, and preparation strategies to inform effective interventions to enhance examination performance and institutional support.

The method used was a qualitative phenomenological study, utilizing Moustakas' transcendental phenomenology approach to uncover the experiences of CLE repeaters and gain insights into their academic development and reasons for failure. Purposive snowball

sampling identified participants willing to share their experiences. Data were collected through interviews conducted in vernacular language using open-ended questions, ensuring a narrative-style exploration of participants' perspectives.

Three overarching themes emerged: the experience of negative and mixed emotions, the journey toward acceptance and letting go, and the cultivation of optimism in life. The study underscores the crucial role of self-reflection and letting go of the past in personal growth. External influences, both positive and negative, significantly impacted participants' journeys.

Their stories revealed robust support networks, unwavering self-confidence, and perseverance, highlighting the transformative power of belief in oneself and a strong support system. The participants' responses vividly illustrated themes of determination and commitment to personal goals, showcasing resilience and the human spirit's strength (Colaljo and Cuevas Jr., 2024).

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

This study has significant societal implications as it provides a scientific basis for improving the experiences of Elementary Licensure Examination for Teacher (LET) retakers. It offers insights into their lived experiences, coping mechanisms, and strategies for overcoming challenges.

The study used a qualitative design with a phenomenological approach. Purposive sampling ensured that only participants meeting specific criteria were included.

Participants were BEED graduates from Kapalong College of Agriculture, Sciences, and Technology, Maniki, Davao del Norte, from 2006 to 2021, who had taken the LET at least three times before passing. Participants were notified via acceptable means and oriented individually regarding the study's purpose, which was conducted virtually.

Data analysis revealed emerging themes: LET retakers' experiences during preparation and retakes, their coping mechanisms, and the lessons they shared as tips for peers and aspirants. Motivations included personal goals, family support, passion for teaching, and faith in God. Coping strategies included seeking social support, engaging in positive self-talk, managing emotions, and improving study habits.

The research highlighted LET retakers' resilience and determination, demonstrating that their journey was not merely about overcoming obstacles but also about showcasing their inner strength and commitment to success (Paler and Muegna, 2024)

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methods and procedures used in the study. It specifically includes the research method, participants of the study, sampling procedures, data gathering tools, data gathering procedures, treatment of data, and ethical considerations.

Research Design and Methodology

A qualitative research method was used in this study. Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas (Bhandari, 2024).

Under this method, a case study was employed as it helps to understand and explore the experiences of board exam retakers. A case study is a detailed study of a specific subject, such as a person, group, place, event, organization, or phenomenon (McCombes, 2023). Through semi-structured interviews, the researcher explored the participants' thoughts and feelings, aiming to bring forth their individual experiences. By employing the case study research design, the researcher gained an in-depth analysis of board exam retakers' experiences, illuminating the unique perspectives and complexities of being retakers.

Population and Locale of the Study

The participants chosen for this study were registered criminologists who retook the Criminologist Licensure Examination (CLE) and graduated from Data Center College

of the Philippines, Laoag City. Specifically, the participants had failed twice and passed on their third or succeeding attempt.

The researcher used snowball sampling, also known as chain-referral sampling, a non-probability sampling method where currently enrolled research participants help recruit future subjects for a study. This method is particularly useful when members of the population are difficult to locate (Simkus, 2023). Snowball sampling was used to gather in-depth information from three participants: two from Vintar and one from Piddig, to learn about their experiences in retaking the board examination.

Data Gathering Tool

An interview guide was used as the data gathering tool. The researchers created an interview guide consisting of a series of questions about the insights from board exam retakers regarding the challenges they faced, their coping mechanisms, and the strategies they used to pass the board examination on their third attempt. According to Bird (2016), an interview guide is simply a list of high-level topics that you plan to cover in the interview, along with the key questions you want to answer under each topic.

The researchers developed an interview guide with inquiries about the experiences and coping mechanisms of CLE retakers. It was checked by the research adviser and evaluated by the program head of the DCCP-CCJE department. The validated interview guide was used to conduct the interviews properly and was supported by a recording device. A recording device is any digital gadget that gathers and stores audio or video content. This technology is beneficial for various purposes, including permanently storing

memories, data, and pieces of evidence.

Data Gathering Procedure

The researchers developed the interview guide and validation tool, which was approved by the program head of the DCCP-CCJE department. Upon approval, the researchers used snowball sampling. In this method, the first participant is known by one of the researchers, who asks if the participant could refer a registered criminologist who also retook the CLE three times. The researchers provided informed consent to the participants to confirm their willingness to take part in the study. The participants were informed of the significance of their responses to the research. The interviews were conducted virtually due to the participants' preferences. The subjects were asked to provide genuine responses, with the assurance that their responses would be treated with confidentiality. To ensure accurate documentation of the interview and to cover any information gaps that may have been missed during note-taking, the interview was recorded using a recording device with the participant's consent.

Treatment of Data

The study adopted Narrative Analysis to treat the data. Narrative Analysis is a qualitative method focused on interpreting human experiences and motivations by closely examining the stories people tell in a particular context to uncover themes and meanings (Jansen, 2024).

A narrative analysis requires the researcher to have a full, exact account of the participant's story. Since the manner in which the story is told is integral to the data, the full transcription

should be completed before beginning the coding process for analysis.

Ethical Considerations

The researchers explained the purpose of the research study to the participants, as well as the protection of their identity. This was done through both oral and written explanations. By signing the consent form, the participants confirmed that they fully understood any potential risks associated with participating in the study, and the researcher committed to protecting the participants' privacy and anonymity. The researcher followed ethical guidelines in obtaining the necessary approvals from the participants and maintaining honesty regarding their rights.



CHAPTER IV

PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

This chapter presents the analysis of data gathered from the participants' narratives regarding their experiences after failing the Criminologist Licensure Examination. It explores the challenges they encountered, the coping mechanisms they employed, and the strategies they adopted to ultimately succeed on their third attempt.

The following are the cases of the study:

CASE NO. 1

Participant No. 1, a male registered criminologist who recently passed the Criminologist Licensure Examination on August 2024, after his third attempt, narrated his challenges, coping mechanism, and strategies used in passing the exam:

On the challenges he mentioned:

“Ang naging pagsubok ko nung nalaman ko na hindi ako nakapasa, siyempre, ups and downs, ading. Ania’t nagkurangak ba, ngem napanunotko idi madama ti exam-ko a kurang didiay nareview-k kase kumbaga saanko nabasa amin, ading. Kasi ti first week of the critical review, nagkatrangasoak ngamin. Isu a ti challenges-ko idi ket whether makapasaak kadaytoy first take-ko or saan, laban lang.”

(The challenges I faced when I found out that I did not pass involved ups and downs, and I realized where I was lacking. But I remembered that during the exam, it seemed like my reviews were not enough to cover everything, and I had not read enough because I got sick during my critical review. My challenge back then was whether I would pass on my first attempt or not, but I knew I had to keep fighting.)

He described the challenges as:

“Kumbaga, saanko a mai-describe kasi ammok kadaytoy bagik idi nga adu a talaga ti nagkurangak. Kasla koma tay saanko a ma- feel a makapasaak, ading. Saanak nga excited kadaydiay result.”

(I really cannot describe it because I know for myself that I am lacking in something, and I did not feel like I would pass the exam. I was not excited when the result came out.)

After the researcher identified the challenges encountered, he mentioned his ways to overcome failure:

“Ang naging paraan ko, adding, ay in-motivate-ko ti bagbagik nga agtake ulit but in the other side pinigilannakami ni sir tapnon ti kasta ket saanmi a bastabasta nga i-take daydiay second chance-mi, which is ag-refresh-kay’ pay laeng kunana kaniami idi, then take in another chance. Isu a nag-take-kami manen idi August 2023 but saanmi manen a

naipasan. Simmubokkami manen ngem kasdiay manen ti namay-anna kaniamin, pinigilannakami manen. So kadaytoy last exam, July-August exam in-motivate-na-kami ket ti kunanana kaniami a basaenmi ti reviewer-mi aginga nga awan ti mabasamin. Isu a kasdiay ti inubrami. Nagbasabasakami aginga nga awan ti mabasamin, ading”

(One of the ways was to motivate myself to take the board examination again, but sir refused to let us because it is not easy to just take the exam. Instead, he recommended that we take refresher courses, and then, right after, we could take the exam. This was our key to taking the August board examination, but unfortunately, we did not pass. We tried again, but sir instructed us to follow the same process—he did not allow us to take the exam yet and insisted we do refresher courses. During our exam last July-August, he motivated us to read everything we had reviewed until there was nothing left to read.)

In his first and second attempt, he also mentioned the challenges:

“Sabali, ading. Kasi idi first take ket naka-in-house-kami then second take-mi ket saan kasi awan ngamin ti kaduami nga ag in- house idi kasi for repeaters only laeng daydiay a batch ket saanmi nga afford ti mabayadan. Isu a ti dadduma nag-self-review, ken ti dadduma nag-online review. But kaniak idi ket nag

self-review-ak ading, ken nagbuyabuyaak ti past reviewee a nagipopost ti youtube ngem saanak manen a napagasatan a pumasa ta kurang manen daydiay nareview-kon.”

(It was different because, during our first take, we were placed in an in-house review. However, during our second take, we did not have that option because that batch was only for repeaters, and we could not afford the fees. This is why others preferred to do self-reviews, while some took online review sessions. As for me, I did a self-review and watched videos from online reviewees who posted on YouTube, but I was not lucky enough to pass because my reviews were not sufficient to pass the exam.)

He stated what motivated him to continue CLE:

“Intutuloyko daytoy nga exam, adding, kasi isu ti propesion nga innak binasa which is saanko a kayat a sukuan aginga a maalak daydiay nga opportunity nga agbalin met nga RCRIM, ading. Isu a saanko a pulos a sinardengan. Nagbasabasaak latta tapos self-motivation kumbaga. Kayanek dayta. Tapos ibaga met kaniak ti barkadak, girlfriend, ken pamiliak a “kayam dayta.” Uray ti bagbagim ket kaslang saanmo a kayan kasi mano a takes-n, ngem anus lang. Kunak iti bagik awan dapat agrigrigat kasi para

*kaniakto met lang dayta no kaspangarigan
maipasak”*

(I continued taking the exam because this is the profession I have studied, and I do not want to give up until I get the opportunity to become an RCrim. This is the reason I never stopped. I read and read to motivate myself, telling myself that I can do it, and even my family, friends, and my girlfriend cheered for me. Even if you think you cannot do it because you took the exam for the first and second time, patience is what it takes for me to pass. I told myself that I should not complain because this is for me, if I ever pass the exam.)

He also mentioned who motivated him to continue:

“Dagiti familiak, barkadak, tapos girlfriend in-momotivate-dak. Ket nag-take-ak manen ti maikatlo a gundaway. Idi regular review, nag-review-kami ti mano a months, four or five months ‘ata yun, sakbaykam’ nag-critical review. Ti pinanunotko man idin no mano ti bayadak manen ngem saanko a pinanunot ti financial support. Tas in-motivate-ko ti bagbagik no mano manen ti magastok ita. Bassitto laeng dayta no maipasakon.”

(My family and friends, including my girlfriend, motivated me. I then took the examination again for the third time. During our regular review, we studied for four or five months

before the critical review. I thought about the fees but motivated myself by reminding myself that all the money spent would be a small amount once I passed the examination.)

He stated the strategy or preparations he used in passing the CLE:

“Ti naging diskartek idi, binalbaliak ti time management-ko. No ania man dagidiay rimrimuar idi, in-collect-ko then in-rephrase- ko saak nagbuybuya idiy Youtube kadaydiay past February 2024 nga exam then nag-take down notes-ak sako inkomkomparak met laeng kadagidiay dati a rimrimuar iti exam-ko idi first ken second take-ko. Malpasko a buyaen, agbasaak then no maumaak manen nga agbasan, agbuyaakto manen. Vice versa laeng, adding. Buya- basa, buya-basa. Aginga a maumaak. Tas read and read until nga awan ti mabasakon.”

(My technique before was to alter how I managed my time. I collected some of the items I had encountered before, rephrased them, and watched online reviews on YouTube in preparation for the February 2024 exam. I compared the items from my first and second attempts. After watching, I indulged myself in reading, but once I got tired, I would shift to watching again, and vice versa.)

He mentioned on how many hours did he spent to review in a day:

“Kadaytoy a naudi a nag-exam-ak, ading, idi mangrugiak nga agreview kasla laeng awan pay ti sumsumrek isu a mga 30 minutes in the first month. Idi napankam’ nagregular review-n, ti schedule-mi ket Saturday and Sunday. Kasla laeng umanay man daydiayen a review-kon ngem malagipko kastoy ti inubrak manen idi first and second take-kon. Kasla laeng a binaybay-ak manen. Isu after ag-review-kami idiy eskuela no makaawidak, agbasaak uray mga 30 minutes or maysa nga oras tapnon ti kasta ket maitatak dita panunotko daydiay a rineviewmi. Actually, idi dandani ti exam-min, mga dua nga oras pasaray aguppat nga orasakto gayamen kasi diak mapupuotan ti orasen. Ngem ti advice-ko kaniayo kontrolenyo laeng ti time-yo kasi ti talaga oras ti panagreview ket 2-4 hours, 2 hours ket mabalinen, aginanaka tas agbasakanto manen.”

(During my last exam, it felt like my brain wasn't absorbing anything. This is why I used to allot 30 minutes for review every time we had our regular sessions on Saturdays and Sundays, thinking that would be enough. However, I realized that this was my routine during my first and second attempts, and it led to failure. Every time we had a review at school, I would also dedicate another 30 minutes to an hour at home to read and retain the information I had reviewed. In fact, just days before the exam, I often found myself reading

for 2 to 4 hours straight. My advice to all of you is to manage your time wisely. The usual review time is 2 to 4 hours, but two hours should be enough. If you feel tired, take a break and then continue reading.)

He also stated how effective his strategy:

“Para kaniak, adding, effective kasi idi ngumatokamin idiy Baguio, idi nag-critical review-kami, ammok a nabasak aminen but kayatko daydiay diskartek, ta manaynayanon latta daydiay knowledgeko. Uray ammom daydiayen ngem kayatmo latta nga i- expand ti knowledge-mo kadaydiay a topic. Ngem ti ibagbagada idi a strategy ti pinagreview, agriingka iti alas kuarto ti parbangon. Tas agreviewka ti mga dua nga oras sakanto man agbreak iti alas sais. One hour break. Sa 8-12 tapos 1-5 a review. Ngem nakadepende ngamin ti bagi ken panunot no kayam ti kasdiay. Isu ti kunak a time management no anat kaya ti utakmo a mano nga oras ti panagreview, mga 2-4 hours, no kayatmo pay a nayonan, e, di, mas better.”

(For me, it was effective because before going to Baguio for the critical review, I knew that I had already read everything. I love my technique because knowledge continues to go into my brain, even if I already know some of the information. It's

important to expand your understanding of those topics. They shared a review strategy with us: wake up at 4:00 AM, review for 2 hours, then take a 1-hour break at 6:00 AM. After that, review from 8:00 AM to 12:00 PM, then from 1:00 PM to 5:00 PM. However, this schedule depends on your mind and body condition. My only advice is to observe time management. If your mind can handle 2 to 4 hours (or more) of review, it's better to stick to that.)

He stated the advice he gave to individuals who will be taking the criminology licensure exam:

“Ti mai-advice-ko kadagiti fresh graduates, ti maibagak, kas kankanayon ibagbaga dagitay instructor-mi idin: RUM, RUM – Read- Understand- Memorize. Ti kunak itayen read and read until awan ti mabasamon. Ta kuna digiti instructor-mi idi a no madlawmonton a tay basbasaem ket kasla laeng haan sumsumreken it means ammom daydiayen, ngem no kurang pay daydiay ammom ngem ammom daydiayen a topic, naynayonam latta aginga a maumaka. Kadagitay met agtake ulit kadaytoy nga exam, laban lang ken review lang.”

(My only advice to the fresh graduates is, just like how our instructors taught us, the use of RUM: Read, Understand, Memorize. Read and read until you have nothing left to read. They also shared that whenever you feel like what you're reading is not being absorbed by

your brain, it means you already know this material. But if you feel your knowledge is insufficient, continue to learn until you get tired. For those who will take the succeeding exams, fight for it and review well.)

CASE NO. 2

Participant No. 2, a male registered criminologist who recently passed the Criminologist Licensure Examination in August 2024 after his third attempt, narrated his challenges, coping mechanisms, and strategies used to pass the examination:

He mentioned his challenges:

“Para sa’kin. ma’am’ adu a challenges ti kasla sinangok. Kasla koma ti umuna a challenge-ko ket ti pinagkitada kaniak ket downfall kasi saanak a nakapasa, ken tay bainko a diak nakapasa. dagidiay ti most nga sinangok idi first take-ko, ma’am.”

(For me, ma’am, there were many challenges I faced. One of the challenges I encountered was that people viewed me as a failure because I did not pass, and there was the embarrassment of not passing. Those were the biggest challenges I faced during my first attempt, ma’am.)

He described those challenges:

“No i-describe-ko kaniak, ma’am, ket kasla parte met ti panagbiag-ko ken success-ko ita.”

(If I were to describe it, ma'am, it's just a part of my life and the success I have right now.)

He mentioned his ways to overcome failure:

“First of all ma'am, tapno maiyaw-awanko dagidiay a bain ken downfall-ko iti bagbagik ket nag-apply-ak iti nadumaduma a pagtrabahuan kas koma kas engine maintenance, janitor, wenno security guard. Dagidiay ti inar-aramid-ko idi tapno haan a diay downfall-ko ti pagfocusak.”

(First of all, to get rid of the embarrassment and downfall for myself, I focused on applying for work just like engine maintenance, janitor, and security guard. So, I will not focus on my downfall.)

He mentioned the challenges in his first and second attempts:

“Yes ma'am it was the same, ngem mas nadagdagsen idi second take-ko kasi mas lalo a naibabaak.”

(Yes, it was the same, but it was harder during my second attempt because I felt more belittled.)

He mentioned what motivated him to continue CLE:

“Just like what I've said a while back, ma'am, in the first question ket dagidiay nangibaba kaniak idi ket

*kayatko met nga ipakita kaniada wenna paneknekan
iti bagbagik a kayak ti pumasa iti makunkuna a
criminologist licensure examination.”*

(Just as I said earlier, I wanted to show those who looked down on me and prove to myself that I could pass the Criminologist Licensure Examination.)

He also stated who motivated him:

*“First of all, family siempre, friends, ken dagitay
daduma met a mamati kaniak. Isuda ti maysa a
nangiduron kaniak ken nang- motivate kaniak tapno
iti kasta ket ma-overcome-ko dagiti a trials- ko idi,
ma’am.”*

(The people who motivated me were, of course, my family, my friends, and those who believed in me, helping me overcome the trials I faced.)

After identifying the challenges and ways to overcome, he mentioned his strategies or preparations in passing CLE:

*“Kaniak, ma’am, ania’t diskartek, siguro narigat
ibaga a strategy but ti preparation-ko, ma’am, ket
pray, number one, sumaruno confidence iti
bagbagik. Ken siempre adda amin idiyen, ma’am,
time management”*

(I can't say it's a strategy, but during my preparation, I relied on prayer. I also maintained confidence and practiced proper time management.)

He also mentioned how many hours he spent time to review in a day:

*“No siak ti pagdamagam, ma'am, ket nakakatkatawa
but ikkak laeng iti maysa nga oras ti bagbagik nga
ag-review.”*

(If you're asking me, it's quite funny, but I used to allocate one hour for myself to review.)

He explained the effectiveness of his strategies:

*“Effective para kaniak kasi idi ag-take-akon from
that 1 hour a day, iti kinabayagna or iti aldaw a
nagtulid wenna naglabas from that day. Ta 30 days
koma ket napan ta 30 hours a panagrev- review-kon
ket adu met ti nasursurok ken adda pay a nayon
dagidiay naadalko idi nagbasbasaak, ma'am”*

(It was effective because, with just one hour a day, I was able to complete 30 hours of review in 30 days, during which I learned a great deal and gained knowledge that surpasses everything I had previously learned.)

He shared the advice he gave to future CLE takers:

“Para kaniak lang, ma’am, ket there is a trick acronym PPS – Pray – Preparation – Self-confidence.”

(I used the trick 'PPS,' an acronym that stands for Pray, Preparation, and Self-confidence.)

The researcher asked if there was anything he could add to his advice.

“Sarifice ken pangep iti time management masapulmo met ti mangilaanan iti oras iti panagbasabasa iti libro ingana nga awanto mabasamon”

(You need to make sacrifices and practice proper time management because you must allocate time for reading your books until you have nothing left to read.)

CASE NO. 3

Participant No. 3, a female registered criminologist who passed the Criminologist Licensure Examination in July 2022 on her third attempt, narrated the challenges she faced, the coping mechanisms she used, and the strategies she employed to pass the examination.

She stated her challenges:

“Idi saanak a nakapasa, malagipko daydiay, January 8, 2020. Kasi 2019-ak nag-exam tas saanak a nakapasa. One weeksa a saanak a rimrimuar diay balaymi tas narigatanak a makiinterpret iti sabali a tao. Then January 12 tapno maiyaw-awanko daydiay

a sakit ti nakemko, napanak iti Manila. Napanak nagubra tapno laeng saanko a mapanunot daydiay a napasamak kaniak, narigat ngem ana ngarud, kasdiay a talaga. Idi January 30, 2020, ket nag- start-ak a nag-work-en as service crew idiy maysa a Mall idiy Manila, then March, COVID idin isu nga apagbiitak laeng idiy Manila. Nagawidak met laeng. Didiay a months-ko idiy Manila a medio naiyaw-awanko met daydiay sakit ti nakemkon a saan a nakapasa iti board exam. Tas immay dagiti barkadak ditoy balaymi immayda met pinalpalag-an ti riknak. Kunada ket “ag- exam-kanto ulit kasi there’s no harm in trying”. In 2019, nag-review center-kami kasi kunada maapektarankam’ daydiay R.A 11131 ngem saan met pay tapos 2020 nag-try-ak ulit. Idi 2020 nag-take-ak ulit iti board exam ngem self-review kasi awan kuartak ngamin idi a pag-review center. Bale adda kaduak met laeng. Tallokami. Nag-stay-kami idiy Baguio for 25 days. Gasanggasat daydiay a pandemic. Saanak manen a nakapasan. Ti kunak iti bagbagik idin ket “awanen, diaksa kayaten”. Itattan nagpanpanunotak nga innak man agubran. May 2021, ket napanak nag-apply idiy munisipio, kasi

inyaw-awan-ko manen ti sakit ti nakemkon. Kasi December or January aa rimmuar tay result ti board exam iti 2021 ket kapigsa pay laeng ti pandemic daydiay. Isu a napanak nag-apply dita munisipio. Isu, kadaydiay a naalaak, tas adu ti mangibagbaga kaniak nga “ag-exam-ak ulit” ngem mapanpanunotko a kasla nagrigat kasi pandemic. Kunak iti bagik, ana man ngata ti gasatkon. Adu a pammagbaga ti naawatko kadagiti parents-ko kunada “inka padasen latta, anakko, awan met ti mapukaw no saanmo a padasen” ngem siak kunak talaga iti bagik idin no saanak pay a makapasa kadaytoy a third take-ko saanakto pulos agboard exam-en kunak. Tapos June 1 nagpa-Baguio-ak, kasi ti exam-mi idi ket June 13, 14, 15, 2022. Kadaytoy last a pannakapasak iti board exam, saanak a nagreview center, nag-self-review-ak laeng. Idi maika- 15 days-ko ditoy Baguio, adda ti nakitak nga online review. Tay tutorial. Daydiay, inpadasko ti nag-enroll idiay. Mga 6 days-ak laeng a naki-join kasi final coaching daydiayen isu nga ingasanggasatko tay 500-ko. Kaasin Apo, isu met ti time a nakapasaakon. Isu kasdiay ti kaadu ti trials-ko.”

(I remember that on January 8, 2020, I learned that I did not pass the 2019 board examination. For a week, I did not have the courage to leave our house, and it was really hard to talk to other people. To distract myself from the disappointment, on January 12, I went to Manila to get away from my feelings of failure. By January 30, 2020, I started working as a service crew member at a mall in Manila. However, when COVID-19 hit in March, I had to stop working and immediately returned home. My friends visited me and encouraged me to retake the examination, saying there was nothing wrong with trying again. In 2019, I joined a review center because of concerns about being affected by RA 11131, but thankfully, it did not impact us at the time. In 2020, I decided to take the board examination again. However, due to financial constraints, I opted for self-study since I couldn't afford the review fees. Along with three companions, I stayed in Baguio during the pandemic for 25 days to prepare. Unfortunately, I didn't pass the exam again. At that point, I told myself I couldn't do it anymore. I decided to start working and applied for a job at our municipal office in May 2021. This was around December 2020 or January 2021, when the results of the exam were released, during the height of the pandemic. I was accepted to work, but many people encouraged me to try taking the exam one more time. I hesitated, thinking about the challenges brought by the pandemic and questioning my luck. However, my parents encouraged me, reminding me that I had nothing to lose by trying. I resolved that if I didn't pass on the third attempt, I wouldn't take the exam again. On June 1, I went to Baguio for the scheduled exam dates—June 13, 14, and 15. This time, I passed the board examination. I did not join a review center but came across an online review session during my 15th day in Baguio. It was a tutorial for final coaching, so I enrolled for only six days, spending 500 pesos. By God's grace, I passed, despite the trials I faced.)

She mentioned her ways to overcome failure:

“Bale ti kunakon a naging way-ko idi naammuak a bagsakak, siempre nasakit ti nakemko napanko inyaw-awan. Inbalingko iti sabali a banag daydiay sakit ti nakemko tapno iti kasta ket malag-anan ti riknak. Napanak nagsapul iti pagubraan. Isu bale ti way nga inaramidko tapno malipatak dagidiay a times a nabagsakak.”

(Upon learning that I did not pass the exam, I went through hard times. I tried to distract myself by doing various activities and searched for job opportunities to move past my feelings of failure.)

She also mentioned her challenges in her first and second attempts:

“Idi first try a nabagsakak, nagdagdagsen ti riknak. Ngem idi second medio okay kaniakon ngem adda latta daydiay a part a nadagasen ngem saan a kasla idi umuna a nakasaksakit. Siempre ket first try-ko daydiay, first a panangpadasko. Adu ti naglagpasak a reviews. Adu ti pinanpanunotko kadaydiay a time. Idi first try ket pressure, second take medio okayen, saan unay a nasakiten.”

(During my first failure, I had a hard time coping with my emotions. On my second attempt, it wasn't as difficult. Since it was my first try, I had gone through many reviews and reflected on many things. I felt a lot of pressure during my first failure, but by my second attempt, it wasn't as much of a burden anymore.)

She stated who motivated her to continue CLE after how many trials:

“Family kasi isu met nang-encourage kaniak nga agtake ulit ti board exam, family and friends kasi kunan mamangko idi, i-try- mo latta awan met ti maawan. Kasdiay met tay friends-ko ipadasmo latta addanto latta, saanka a maaw-awanan iti namnama kunada met kaniak.”

(My family, including my friends, were the ones who encouraged me to take the examination again. My mom often told me to keep trying because I had nothing to lose by doing so. My friends also encouraged me to never lose faith.)

She also stated her preparation she made before her third attempt in CLE:

“Preparation, I think preparation awan talaga promise kasi that time 2022 agub-ubraak iti munisipio busy-ak kasi election. Kasi ti ayanko treasurer's office, ammoyo metten no election adu ti maubra lallo ket treasury ayanko money matters

*idiay. Preparation-ko laeng siguro tay kanayonko
nga ibaga a, “Lord, ikkannak iti pigs a ti pakinakem.”*

(I did not have any preparation because, at that time, I was working in our municipality and was busy with the election. I was assigned to the treasury office, and we had a heavy workload due to financial tasks. Part of my preparation was to pray to God, asking Him for strength.)

She mentioned her strategy on how many hours she spent to review:

*“Didiay a time-ko, ading, mamatikayo man wenno
saan, awan a pulos ti review-k kadaydiay a time. Siak
ket didiay 15 daysko iti Baguio, isu laeng ti timeko a
nagreview idi. Mga 6 days laeng siguro ti
pinakaseryosoak a nagrev-review. Kasi simrekak iti
online tutorial, ag-google meet-kami iti 10 ti rabii
tapnu ag- review, isu laeng ti review-k ken time-ko.
No ti ammo nag- review-ak idi January pay laeng,
saan. Kadaydiay laeng napanak idiay Baguio. Isu
laeng ti time a nag-focus-ak a nag-review.”*

(Whether you believe me or not, I never had much time to review. During my 15-day stay in Baguio, I only spent 6 days seriously reviewing because I enrolled in a tutorial review. We had our sessions on Google Meet at 10 PM. If you think I reviewed in January, I didn't. I only reviewed in Baguio.)

She also mentioned she did self-review and hours she spent to review in a day:

“Wen nag-self-review-ak lang, isu idi addaak iti Baguio, per day, mga ania met siguro, 5 hours. Pero importante turog ngem review.”

(I did a self-review while I was in Baguio, allotting 5 hours per day, but I prioritized sleeping over reviewing.)

She gave advice to individuals preparing for the Criminologist Licensure Examination:

“Ti laeng maibagak ket first wenno second take-kayo man, saankayo maawanan iti namnama. Try lang ng try. Addanto latta met time nga ited ni Apo kaniayo. Kasi adda inigamak a bible verse nga Isaiah 60:22 agingga tatta isu ti igiggamak. Just keep praying laeng and tulonganyo bassit ti bagiyo, saandak a tultuladen a namin tallo a nag-take ti board exam, ag-focus-kaoy laeng kadagiti reviews-yo ngem saan unay kasi ti kunakon, daydiayto pay kalalaingan ti kalalaingan, cum laude pay, saan pay a nakapasa iti board exam. No para kaniayo, ited ni Apo dayta. Ngem no saan, try laeng. Addanto latta time-na nga itedna kaniayo dayta a desired, goal-yo iti life. Isu lang.”

(I can only share that whether you are taking the exam for the first or second time, do not lose hope. God will provide for you, as I held onto the Bible verse Isaiah 60:22. Just keep praying and help yourself. Do not be like me, who had to take the board exam three times. Focus on reviewing, but don't spend all your time on it because even the most intelligent individuals sometimes fail. If it is meant for you, God will give it to you. If not, you just need to keep trying because there will come a time when God grants you your desired goals in life.)

The following are the discussions of the result:

Challenges Encountered by the Participants After Failing

Failure is an inevitable part of life that shapes individuals' experiences and growth. This research delves into the lived experiences of multiple takers of the criminologist licensure examination, aiming to highlight their perseverance by sharing their stories and uncovering the hidden dynamics behind their achievements. The self-efficacy theory emphasizes individuals' beliefs in their capabilities to achieve specific goals. Retakers may have varying levels of self-efficacy, which affect their persistence and effort in preparing for board exams. Based on the data gathered, the following themes were created to explore the different kinds of challenges they encountered.

Disappointment with Oneself

This theme emerged from the study as the feeling of dissatisfaction an individual experiences upon learning the result of the licensure examination. This sentiment arises from a sense of personal letdown or unmet expectations regarding one's performance. This

theme suggests that participants had hoped for a better outcome and felt a sense of self-blame or regret for not achieving the desired result. Essentially, it encapsulates the emotional response of someone who has evaluated their performance in an exam and felt sadness, regret, or disappointment because it did not meet their standards or aspirations (Colaljo and Cuevas Jr., 2024).

In this study, disappointment with oneself was defined based on participants' responses, including references to ups and downs, downfall, and secluding oneself from others.

The study identified that retakers of licensure examinations often experience heightened feelings of frustration and disappointment. These feelings may stem from inadequate preparation, poor time management skills, and test anxiety. Such challenges can hinder LET takers from performing to the best of their abilities, potentially leading to failure and disappointment (Paler and Muegna, 2024).

This implies that disappointment with oneself was the most common experience encountered by participants after failing the criminologist licensure examination.

Inadequate Knowledge

This theme refers to the insufficient preparation of participants in terms of reviewing their lessons. The lack of specific knowledge is referred to as inadequate knowledge (Olvina et al., 2023).

The inadequate knowledge and lack of preparation before the criminologist

licensure examination significantly affected the participants' performance. This underscores the necessity for participants to intensively read and review all their materials.

Coping Mechanisms for Failure

Coping mechanisms are the methods people use to overcome their stressful experiences. Stress management offers a range of techniques to help individuals deal with difficulty and maintain a more balanced, healthier life (Mayo Clinic, n.d). The resilience theory focuses on individuals' abilities to overcome adversity and achieve positive outcomes despite challenges. Understanding how retakers develop resilience can inform interventions aimed at supporting their academic success. Based on the data gathered, the following themes were created, detailing how participants defined their coping mechanisms.

Diverting Attention to Other Things

This theme pertains to participants' experiences of using distractions to forget about the results of their licensure examination (Olvina et al., 2023). Humans often need diversions to enjoy themselves and avoid dwelling on unpleasant things (Stress and Pressure in The Modern Society, 2022).

Further, participants used work as a distraction to stay busy and avoid negative thoughts, especially those related to examination results. Workaholism was another typical coping strategy. Diverting attention to other activities and keeping busy proved an effective coping measure (Centerforpr, & Centerforpr, 2018).

In this study, diverting attention to other things, including work, was one of the major coping mechanisms used by participants to alleviate their feelings about not passing the exam.

Good Support System

This theme highlights the friends and family of participants who showed support before, during, and after the licensure examination (Olvina et al., 2023). A support system is defined as a group of people who offer material or emotional help to one another. For many individuals struggling with mental health issues, recovery is often attainable. A strong support system comprising individuals who like, respect, and trust each other plays a crucial role in recovery (Hood, n.d.).

The study emphasized the profound impact of family and friends, offering understanding, encouragement, and unwavering belief (Colaljo and Cuevas Jr., 2024).

This implies that the primary adaptive strategies participants used to overcome challenges and continue their journey were rooted in the support they received from family and friends, who encouraged them to persevere in their CLE journey.

Self-Motivation

This theme refers to the internal support participants gave themselves to stay motivated, move forward, and never give up, even after failing the licensure examination (Olvina et al., 2023). Self-motivation is the internal force that prompts one to take action toward a goal. It involves regularly reminding oneself of the broader vision, which helps

maintain focus. Participants often cited their interest and focus on the Bachelor of Science in Criminology as their motivation (Albina et al., 2021).

In this study, self-motivation was identified as the ability to drive oneself to take action and achieve goals without encouragement from others. It enabled participants to push through challenges and pursue their aspirations.

Strategies Used by the Participants in Passing the CLE

Strategies are the plans and techniques individuals employ to achieve their desired goals in life. Learning strategies involve the actions students take to optimize the processes of obtaining and storing information and course concepts (Leboff, 2022). The attribution theory posits that board retakers might attribute internal issues such as insufficient knowledge, skill, or readiness for their prior failure, while attributing success to external factors like good fortune or exam ease. By understanding these attributions, retakers can pinpoint weaknesses and develop productive study plans. Based on the data gathered, the following themes were created, highlighting strategies participants employed.

Embracing Change and Personal Growth

This theme delves into the transformative journey of individuals as they navigate through shifts in circumstances, perspectives, and self-awareness. It underscores the fundamental truth that change is inevitable and often necessary for personal development (Colaljo and Cuevas Jr., 2024). The study emphasized the importance of self-belief, hard work, and spiritual guidance in preparing for board examinations. Effective time management and discipline during the review process were key elements influencing CLE

results (Albina et al., 2021).

This theme highlights participants' focus on changing time management habits, boosting self-confidence, and dedicating themselves to reviewing study materials.

Attending a Review Center, Online Review, and Self-Review

The study revealed that participants acknowledged the benefits and advantages of regularly attending review sessions conducted by review centers. These sessions increase the likelihood of passing the CLE, as they provide strategies specifically designed to help examinees succeed (Albina et al., 2021).

The theme of self-review as a learning strategy pertains to participants' experiences of preparing for the LET by engaging in independent review (Olvina et al., 2023).

In this study, attending review centers, participating in online reviews, and conducting self-reviews were identified as strategies based on participants' responses. By attending a review center while also engaging in self-review, participants maximized their preparation, gaining both structured support and the flexibility to customize their studies to their individual needs. This combination promoted a thorough understanding of the study material, ultimately leading to better exam performance. Online review programs also offered board exam takers a flexible, accessible, and personalized approach to preparation.

Importance of Health and Well-Being

This theme pertains to examinees preparing themselves mentally, emotionally, and physically for the upcoming examination (Olvina et al., 2023). The study emphasized the

importance of time management, setting aside time for specific tasks, and prioritizing rest and self-care. Lack of sleep reduces productivity and can hinder preparation (Paler and Muegna, 2024).

Prioritizing health and well-being during board exam preparation is essential for optimal performance. It supports physical health, reduces stress, and fosters a positive mindset, contributing to successful exam outcomes. Balancing study with self-care leads to better results and overall well-being.

Having Trust in God's Will and Divine Timing

This theme highlights individuals' belief in God and divine timing—the idea that everything happens at the right moment. Trusting in divine timing requires faith and belief, which can make a significant difference in coping with challenges. Participants' reliance on prayer and belief in God's guidance demonstrated a profound connection between their spiritual beliefs and academic endeavors (Colaljo and Cuevas Jr., 2024).

When participants failed the CLE, they employed this theme as they believed and trusted in God's will and divine timing. This became their main source of strength in achieving and pursuing their aspirations in life. They viewed setbacks as part of a larger plan and trusted that opportunities for growth would come in due time. This belief fosters resilience, reminding individuals that failure is not the end but a step toward success.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter provides a summary of the data gathered from participants' accounts, highlighting the conclusions derived from this analysis, and offering recommendations based on the study of the experiences and coping strategies of criminologists who have attempted the board exam multiple times.

Summary of the Findings

This study explored the personal challenges faced by individuals who attempted the board exam three times. It also aimed to identify their coping strategies for overcoming these challenges. Participants shared their emotional journeys, motivations, and the methods they employed to manage stress and maintain resilience throughout their exam preparations.

The data collected were analyzed and interpreted using case analysis.

The key findings from the data gathered in this study are as follows:

Challenges Encountered by the Participants After Failing. The participants experienced disappointment with themselves and feelings of inadequate knowledge.

Coping Mechanisms for Failure. The participants relied on a good support system, self-motivation, and diverted their attention to other things.

Strategies Used by the Participants in Passing the CLE. The participants embraced change and personal growth, attended review centers, participated in online reviews and self-reviews, prioritized health and well-being, and placed trust in God and divine timing.

This study highlights the challenges, coping mechanisms, and strategies of the participants. It also serves as a foundation for understanding the importance of self-confidence, perseverance, determination, and motivation in overcoming setbacks and achieving professional goals, providing inspiration to others facing similar challenges.

Conclusions

This study concluded that individuals who failed the Criminologist Licensure Examination multiple times faced significant emotional and psychological challenges, including sadness, regret, and self-doubt, often compounded by external pressures from family and societal expectations. Despite these struggles, participants demonstrated resilience by utilizing various coping mechanisms such as emotional processing, support from family and friends, self-motivation, and faith. Additionally, a structured and personalized approach to exam preparation, including attending review centers, engaging in online reviews, and prioritizing self-care, played a crucial role in their eventual success. The combination of practical study strategies, emotional resilience, and faith contributed significantly to overcoming setbacks and achieving their goal of passing the examination.

Recommendations

The researchers recommend the following based on the data gathered:

- The Data Center College of the Philippines-College of Criminal Justice Education may post the informative video titled “CLE-ver Tips to Success” based on the lived experiences of the registered criminologists who took the board examination thrice, to help reviewee, students, and retakers and it provide some tips regarding the preparation in taking upcoming board examinations.
- The reviewee, students, and retakers may adopt the informative video for them to create a comprehensive strategy that will help or guide them in the preparation process for them to perform at their best ability in the board examination.

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