

From Setbacks to Success: The Lived Experiences of Retakers of the Licensure Examination for Teachers

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ABSTRACT

This study explores the lived experiences of retakers of the Licensure Examination for Teachers through the lens of hermeneutic phenomenology, using the existential lifeworld elements of temporality, spatiality, relationality, corporeality, and materiality. The primary objective is to understand the journey of retakers, highlighting the challenges they face and the resilience they develop over time. The study employs qualitative methods, including in-depth interviews, to gather insights into the subjective experiences of retakers. Key findings reveal that retakers navigate significant emotional setbacks, such as disappointment and self-doubt, which eventually evolve into determination and a sense of redemption upon passing the exam. The study also underscores the importance of support systems, including encouragement from family, friends, and faith, as well as the role of personal motivation and a conducive study environment in sustaining resilience. The research contributes valuable insights into the complex dynamics of failure and persistence, emphasizing the need for tailored support from educational institutions, policymakers, and mental health professionals. By highlighting the lived experiences of retakers, this study offers implications for enhancing support structures and reducing stigma, ultimately fostering a more inclusive and empathetic approach to the licensure process.

Keywords: resilience, retakers, Licensure Examination for Teachers, Phenomenology

INTRODUCTION

The Licensure Examination for Teachers (LET) in the Philippines is a pivotal requirement for individuals aspiring to enter the teaching profession. Research has identified several factors that influence the performance of graduates on the LET and serve as significant predictors of LET outcomes, such as academic performance, college admission test (CAT) scores, and course audit scores (Dagdag, Sarmiento, & Ibale, 2017). A similar study (Amanonce & Maramag, 2020) highlighted a positive correlation between General Weighted Average (GWA) and LET performance, recommending improved pre-board review mechanisms and the continuous tracking of LET results to monitor the effectiveness of teacher education programs. These studies emphasized the need for strategic enhancements in teacher education programs, including the selection of faculty, the validity of instructional materials, and the enforcement of admission and retention policies. Such factors underscore the importance of various academic factors in preparing teacher education graduates for the licensure examination.

Researchers Green, McKenzie, Lewis, & Poch (2021) examined the impacts of educational policy shifts from the “No Child Left Behind Act” (NCLB) to the “Every Student Succeeds Act” (ESSA) on teacher preparation and licensure standards in the U.S. Their study underscores the need for high standards in teacher licensure to ensure quality education. In the Philippines, the Licensure Examination for Teachers (LET) is crucial for Teacher Education Institution (TEI) graduates seeking to enter the teaching profession (Fiscal & Roman, 2022).

Strong performance on licensure exams is associated with effective teaching practices, highlighting the exams' role in qualifying candidates for the profession (Cowan, Goldhaber, Jin, & Theobald, 2023). However, the Philippine Business for Education (PBE) reported that the average passing rate of teacher education graduates has been only 31% since 2009, with many TEIs performing below the national average (Mateo, 2017). Studies (Baylan, 2018); (Nool & Ladia, 2017) further revealed that many TEIs struggle to meet the 75% national passing standard. Research has often focused on factors influencing LET performance which include pre-service education, family background, demographics, and academic performance but less on the lived experiences of retakers (Igcasama, et.al, 2021; Caranguian, 2022; Pascua & Navalta, 2011, Montebon, 2005). Findings (Reyes-Chua, Andal, & Alexander, 2019) also indicate that first-time applicants and recent graduates generally outperform repeaters and older graduates, emphasizing the need for further investigation into the challenges faced by retakers.

Despite the extensive research on factors influencing LET performance and the implications of educational policies on teacher preparation, little is known about how retakers of the Licensure Examination for Teachers navigate the emotional, psychological, and social challenges associated with retaking the exam. The strategies they employ to overcome initial failure, the impact on their professional identity, and how they experience the licensure process differently from first-time passers are areas that remain underexplored. Furthermore, the ways in which these retakers perceive time, space, intersubjective relationships, and physicality during their journey from failure to success have not been adequately documented (Basadre, Penarejo, & Ngo, 2024); Paler, Muegna, 2024; Pregoner, 2020).

The gap in understanding the lived experiences of Licensure Examination for Teachers (LET) retakers presents a significant issue, as a lack of insight into their unique challenges can leave educational institutions, policymakers, and support systems ill-equipped to offer effective resources and guidance. While existing literature focuses on predictors of LET performance and the effectiveness of teacher education programs, it largely neglects the personal experiences of retakers, resulting in a one-dimensional view of the licensure process that may overlook the needs of those who do not pass on their first attempt. This study aims to address this gap by exploring and describing the lived experiences of LET retakers through the lens of hermeneutic phenomenology. By examining elements such as time, space, intersubjective relationships, materiality, and physicality, the research seeks to offer a comprehensive understanding of the challenges and resilience of retakers. The insights gained will inform the development of targeted support systems and interventions to better assist future retakers in their path to licensure.

LITERATURE REVIEW

The Licensure Examination for Teachers (LET) in the Philippines plays a pivotal role in ensuring that only competent individuals are permitted to enter the teaching profession, thereby upholding high educational standards (Acosta & Acosta, 2016). As a compulsory requirement for all teacher education graduates, the LET evaluates the essential knowledge and skills required for effective teaching, reinforcing the quality of education in both the public and private sectors (Abrea, Gayeta, Comia, & Reyes, 2019).

Despite its significance, LET candidates often struggle with their performance. A study (Salmo, et al., 2022) highlighted the poor performance of many examinees, attributing it to deficits in communication and teaching competencies. The passing rates are notably low, fluc-

tuating between 21.01% and 41.08% (Acosta & Acosta, 2016), with numerous Teacher Education Institutions (TEIs) failing to meet the national standard of a 75% passing rate (Baylan, 2018). This situation underscores the urgent need to address factors that influence LET outcomes, particularly for retakers who are frequently outperformed by first-time candidates (Reyes-Chua, Andal, & Alexander, 2019).

Emotional Experiences and Their Impact

Research underscores that emotions, as distinct and short-lived reactions to external events, profoundly impact teachers retaking the Licensure Examination for Teachers (LET) (Edwards, 2021; Dunn, 2022). These emotions, closely linked to their professional roles, affect behavior and highlight the significant challenges faced by retakers. Emotional states such as failure and frustration can notably impact performance and self-efficacy, while the financial and emotional burdens of exam preparation, including costs and potential income loss, exacerbate these difficulties (Van Cleef, 2022). Test anxiety further complicates the situation by impairing performance and contributing to a cycle of failure and diminished self-esteem (Simic et al., 2021; Llego, 2021). Effective emotional regulation is crucial, particularly in managing classroom misconduct and stress, as retakers may experience increased emotional instability that affects their engagement and resilience (Chang & Taxer, 2021; Goodboy et al., 2022). Initial depressive symptoms can shape long-term beliefs about self-worth and performance, with fear of failure and uncertainty about success potentially diminishing motivation and impacting overall performance (Metalsky et al., 1993; Anoita et al., 2020). Addressing these emotional challenges is essential for fostering resilience and improving future outcomes (McKay, 2019).

Psychological Responses to Failure

Pre-service teachers often perceive failure as a deeply personal experience that impacts their professional identity and teaching strategies (Lutovac, 2019). This perception influences how candidates cope with setbacks and their overall development. Psychological reactions such as helplessness and self-doubt are common among retakers, with helplessness increasing the likelihood of giving up and self-doubt harming future performance and well-being (Firmin et al., 2004; Hou et al., 2022). While failure can be challenging, it can also drive personal and professional growth if viewed as part of the learning process, helping candidates build resilience and maintain a positive outlook (Lutovac, 2019). Studies show that determination and a willingness to learn from failure can improve future performance and lead to success in subsequent attempts (Wang & Xue, 2022). Additionally, societal judgment and comparisons with peers can exacerbate feelings of inadequacy and impact self-esteem, as societal feedback and expectations significantly shape self-perception (Orehek & Kruglanski, 2018; Castrillon, 2019; Wang, 2022; Stangor, 2014).

Mental Health and Educational Stress

The mental health of pre-service teachers, including LET retakers, is a critical issue. Studies indicate that these individuals face a higher risk of depression than the general population, which has significant implications for their performance and well-being (Bisson, 2017). The prevalence of psychiatric disorders, such as anxiety and stress, among pre-service teachers underscores the need for targeted psychological support to help them manage the pressures of exam retakes (Evans, 2019).

The transitional phase of adolescence can greatly impact mental health, with pre-service teachers often experiencing heightened social anxiety (Sutherlands, 2018). This anxiety, fueled by negative self-perceptions and societal pressures, can lead to social isolation and a greater

risk of severe mental health issues (Preston et al., 2023). Addressing these psychological challenges is vital for supporting retakers in managing the emotional stress associated with their licensure exams.

Resilience and Personal Growth

While failure can be challenging, it often serves as a catalyst for personal growth and success, with retakers who view setbacks as learning opportunities better positioned to achieve their goals (Han, 2023). Research indicates that perceiving failure as a stepping stone rather than an insurmountable barrier enhances resilience and goal attainment (Woodhouse et al., 2020). By embracing the interconnectedness of success and failure, retakers can develop strategies to overcome obstacles and pursue long-term success (Noonan, 2019; Lundqvist, 2019). Adapting to new roles and leveraging past experiences, especially following failures, is essential for professional development in the teaching profession (Choi & Prins, 2023). A positive mindset and optimism are critical for managing the emotional challenges of retaking licensure exams, promoting resilience and constructive actions (Pfeifer & Wittman, 2020; CohenMiller, 2020). However, stigma surrounding repeated failures can discourage individuals from pursuing teaching careers, highlighting the need for thorough mock exams, preparatory courses, and emotional and financial support to manage stress and enhance success rates (Petchauer, 2018; Hilppo & Stevens, 2020; Gatan et al., 2019; Vikrant et al., 2019). Although failure can evoke feelings of shame and guilt, these emotions can be harnessed for personal growth with a positive outlook (Lutovac, 2019; Basadre et al., 2024). Future research should focus on developing strategies to support retakers in overcoming failure and achieving professional aspirations, recognizing that failure offers valuable insights for improvement and fosters a proactive approach to challenges (Tugay & Aktar, 2019; Delamarter & Wiederholt, 2020).

Teacher Preparation Programs and Institutional Support

Teacher preparation programs are crucial in equipping educators with the skills needed to pass the Licensure Examination for Teachers (LET) and succeed professionally, often guiding graduates from initial failures to success (Miller & Shifflet, 2016). Comprehensive support and effective preparation strategies provided by these programs significantly enhance candidate outcomes, underscoring the importance of robust and well-structured preparatory resources (Gatan et al., 2019). Transfer students face unique challenges, including varied prior preparation and additional non-academic factors like work and family responsibilities, which necessitate targeted support and customized strategies to improve their performance (Grunze et al., 2020; Wilson & Burleigh, 2021). The effectiveness of LET preparation is also influenced by the quality of these programs and their alignment with current educational standards (Sobotka, 2017), leading higher education institutions to increasingly focus on teaching practices that align with state curriculum standards to enhance graduates' performance on the LET (Mallari et al., 2020).

Theoretical Underpinnings

The emotional, psychological, societal, and institutional experiences of retakers are shaped by several key theories. Emotion Regulation and Test Anxiety Theories emphasize the impact of managing emotions like anxiety, stress, and depressive reactions on resilience and performance, while Learned Helplessness Theory explains how repeated failures can lead to a sense of helplessness, diminishing motivation and effort (Chang & Taxer, 2021; Metalsky et

al., 1993; Simic et al., 2021; Firmin et al., 2004). Self-Efficacy and Attribution Theories further explore how failure affects candidates' beliefs in their capabilities and how they interpret their failures, whether attributed to internal or external factors, influencing their persistence and motivation (Lutovac, 2019; Hou et al., 2022; Anaita et al., 2020). Additionally, Resilience and Growth Mindset Theories underscore the importance of viewing setbacks as opportunities for growth, with resilience and a growth mindset leading to long-term success (Han, 2023; Woodhouse et al., 2020; Delamarter & Wiederholt, 2020). Finally, Social Comparison Theory and theories on institutional support highlight the impact of societal judgment, peer comparisons, and the effectiveness of teacher preparation programs on retakers' self-esteem, motivation, and educational outcomes (Orehek & Kruglanski, 2018; Wang, 2022; Gatan et al., 2019; Miller & Shifflet, 2016).

METHODS

The study focused on non-awardee and awardee graduates from public and private institutions who experienced multiple unsuccessful attempts at the licensure examinations before finally passing. Participants were selected using purposive sampling, specifically targeting teachers who had faced repeated failures, yet still passed the examination eventually. They all signified consent to the interviews conducted. The seven key informants aged 25 to 45, each provided unique insights into their teaching experiences and challenges with passing the exam. Informant 1, a 25-year-old woman with two years of teaching experience, has taken the licensure exam twice, using a review center for her first attempt but opting for self-study after failing. Informant 2, a 28-year-old woman with five years of experience, has taken the exam five times, starting with a review center but switching to self-study afterward. Informant 3, a 45-year-old woman with twelve years of teaching experience, has taken the exam eleven times, initially trying a review center but later preferring self-study. Informant 4, a 28-year-old man with four years of experience, took the exam twice, studying on his own both times. Informant 5, a 36-year-old woman with three years of experience, took the exam twice, but her preparation method is unspecified. Informant 6, a 34-year-old woman with thirteen years of experience, took the exam three times, starting with a review center but switching to self-study. Informant 7, a 27-year-old man, has taken the exam four times, relying on various review centers. Most informants initially used review centers but later switched to self-study due to ineffectiveness or personal preference, while one informant consistently used review centers throughout his attempts.

The research employed a hermeneutic-phenomenological approach, requiring comprehensive data collection and analysis to deeply understand the participants' experiences. Semi-structured interview guides were used to direct the data gathering process, and the study ensured trustworthiness through credibility (member-checking), dependability (detailed explanations), transferability (comparison of findings), and confirmability (use of observation notes). Informed consent was obtained, and participant privacy and confidentiality were maintained throughout the study. The researcher also acknowledged her own subjectivity, striving to maintain reflexivity and sensitivity during data analysis.

Data analysis followed van Manen's (1990) procedures for hermeneutic phenomenology, including investigating lived experiences, reflecting on essential themes using lifeworld elements, and describing the phenomenon through iterative writing. The process emphasized preserving a strong pedagogical relationship with the phenomenon and balancing all research

aspects to provide a thorough and nuanced understanding of the experiences of licensure exam retakers.

RESULTS AND DISCUSSION

Using the lens of hermeneutic phenomenology, this study delved into the subjective experience of retakers of the Licensure Examination for Teachers using themes organized using existential lifeworld elements of temporality (lived time), spatiality (lived space), relationality (lived self-other), and corporeality (lived body), and materiality (lived things).

Table 1
Experiences of Retakers of the LET based on the Lifeworld Elements

Lifeworld Element	Themes
Temporality <i>(lived time)</i>	Theme 1. Going through the disappointment period
	Theme 2. Moving up to the period of determination
	Theme 3. Reaching the pinnacle period of redemption
Spatiality <i>(lived space)</i>	Theme 4. Staying in the comfort zone
	Theme 5. Using Escape routes instead of facing failure
	Theme 6. Floating through workplace pressure
Relationality <i>(lived self-other)</i>	Theme 7. Fearing judgment from family and peers
	Theme 8. Receiving Encouragement from Family and Friends
Corporeality <i>(lived body)</i>	Theme 9. Building up Personal motivation
Materiality <i>(lived things)</i>	Theme 10. Strengthening Faith & Devotion

Theme 1: Going through the Disappointment Period

Retakers of the Licensure Examination for Teachers often experience significant emotional setbacks, leading to feelings of inadequacy and disappointment. Informant 3 described feeling insecure after multiple failures despite her best efforts, including leaving her children in the care of family to focus on her review (KI3, Interview page 3, line 2). Informant 2 admitted losing interest after her first failure, neglecting her review materials, and studying less with each subsequent attempt until her fifth try (KI2, Interview page 6, line 33-46). Informant 6 felt so depressed after her initial failure that she had to take a leave from work to cope with her disappointment (KI6, Interview page 24, line 5-6). These recurring failures significantly impact the well-being of retakers, highlighting the need for targeted psychological support to manage the stress and anxiety associated with repeated exam attempts (Bisson, 2017; Evans, 2019).

Theme 2: Moving Up to the Period of Determination

Data from the interviews show a rich description of the determination of retakers to continue applying for the licensure examination in hopes that they can earn a license and pursue a career in teaching. Informant 1 describes how exhausted she was throughout the day with her workload, and then coming home in the evening and having to do house chores. Yet, despite her exhaustion, she still spends time intentionally reviewing her study materials before going to bed (KI 1, Interview page 2, lines 43-46). Because of her drive to succeed, Informant 6 even changed her regular routine to make time for personal studying. Her previous failures in the licensure examination made her realize the importance of time management since she also had

to make time for her busy work schedule (KI6, Interview page 25, lines 18-20). The participants' recognition of failure over time has allowed them to refocus and maintain a positive outlook on their goals, propelling them to move forward despite the experience of failure (Lutovac, 2019; Basadre, et. Al, 2024).

Theme 3: Reaching the Pinnacle Period of Redemption

The pinnacle period of redemption for the participants is when they finally passed the Licensure Examination after multiple attempts. This period is where their efforts and perseverance have come to fruition as they finally achieve closure in the sense of achievement. Key Informant 5 expressed how proud she was that it took her 3 attempts to pass the examination. She held her profession as a teacher in such high standing that when she finally got her license, she felt even more fulfilled in not giving up on her chosen career (KI5, Interview page 4, lines 42-45). Key Informant 4 and 7 both articulated how they felt affirmed in their decision to trust in God's perfect timing for their success. Informant 7 even added how he felt vindicated from his multiple failures when he finally succeeded in passing the LET (KI4, Interview page 2, lines 30-31; KI7, Interview page 3, lines 4-5). Understanding the interconnectedness of success and failure can help retakers develop strategies to overcome obstacles and achieve long-term success (Noonan, 2019; Lundqvist, 2019).

Theme 4: Staying in the Comfort Zone

Participants shared various experiences related to their failures and eventual success in the Licensure Examination for Teachers, emphasizing the need for a supportive study environment. Key Informant 2 found studying at home more effective than attending a review center, where distractions and a too-comfortable setting hindered concentration. By challenging herself to focus at home, she improved her study skills and ultimately passed the exam (Key Informant 2, Interview page 6, lines 6-13). Similarly, Key Informant 1 uses quiet areas at work for self-review to avoid interruptions (KI1, Interview page 1, lines 4-5). Creating a comfortable and conducive environment is crucial for retakers, as it supports their preparation and helps combat demotivation and discouragement resulting from repeated failures (Vikrant et al., 2019; Pregoner, 2020).

Theme 5: Using Escape routes instead of facing failure

For some of the participants, their failure in passing the examination has led them to lose focus on their goal to get a teaching license. Instead of bouncing back, their initial response is to look for escape routes instead of facing their failure. Informant 3 mentioned that after multiple failures, she lost her drive to study or even do self-review. Even though she still applied for the examination after multiple failures, she lost her motivation to study and just took the easy route of leaving it all up to chance. She even started preferring to watch movies instead of focusing on her review (KI3, Interview page 6, lines 4-5). Informant 6 also used an escape route instead of facing her failures of the examination by working in a call center instead of continuing her work in the teaching profession. She felt lacking as a teacher because she was not able to get a license despite multiple attempts. Lutovac (2019) finds that Failure is a deeply personal experience for the retakers as it influences their professional identity as teachers. The stigma of repeated failures often deters them from pursuing the teaching profession (Hilppo & Stevens, 2020).

Theme 6: Floating Through Workplace Pressure

Participants expressed how their workplace environment has caused them to feel pressured to pass the examination. Informant 2 stated how she felt obliged to handle subjects not aligned with her specialization since nobody from her colleagues would accept it. She confided

how afraid she was to lose her teaching job if she did not accept those as she was the only teacher in their school without a license (KI2, Interview page 4, lines 22-25). Informant 1 also felt insecure as a non-licensed teacher because she felt that the students looked down on her for failing the examination. Try as she might to hold her head, she could not help feeling inadequate as a non-licensed teacher in her work environment. In the Philippines, a license is the minimum requirement for teaching (Fiscal & Roman, 2022). Although some are given the privilege to teach without a license, non-licensed teachers still feel overwhelming pressure from their peers (Pregoner, 2020; Pascua & Navalta, 2011).

Theme 7: Fearing Judgment from Family and Peers

As non-passers, the retakers have felt lacking despite completing their bachelor's degree. Informant 3 expressed her fear of judgment from her family and close relatives since she was the expected breadwinner of her family. She felt that she could have provided more for them financially by getting a higher paying job if only she was able to pass the licensure examination (KI 3, Interview page 8, lines 48-52). Informant 7 also felt overwhelming pressure from his family and school mates since, as a latin honor awardee, he was expected to pass the exam on his first try. Yet, it took him 4 attempts to get a teaching license (KI7, Interview page 7, lines 3-8). Retakers of the Licensure Examination do need a strong support system which come from people who they trust the most. Tugay and Aktar (2019) believe that future research should focus on developing strategies to support them in overcoming their failure and achieving their career goals. Creating a peer support group or mentoring program will allow retakers and other teachers or students who are in comparable situations to socialize, share information, and provide one another assistance (Garces, 2019).

Theme 8: Receiving Encouragement from Family and Friends

Encouragement is a vital part of the retakers' process. Informant 2 recalled how her friends helped her recover from her disappointment by making her laugh and giving her timely advice (KI2, Interview page 6, lines 6-10). Informant 5 regained her determination to try again with the encouragement coming from her employer to try and take the examination again despite her initial failure to pass (KI5, Interview page 22, lines 3-4). As retakers pursue a license to teach, the emotional toll they take while going through the process may impair their performance (Simic et.al, 2021) and reduce their self-esteem (Llego, 2021). McKay (2019) suggests that these emotional challenges must be addressed in order to strengthen them and enhance their future performance.

Theme 9: Building up Personal motivation

The Licensure Examination for Teachers in the Philippines is a highly standardized test, and many Teacher Education Institutions struggle to meet the 60% national passing standard (Baylan, 2018). Retakers often need to enhance their personal motivation to improve performance. Informant 1 highlighted that self-discipline and comprehensive preparation, including physical readiness, were crucial to her improved performance. She noted that illness during her first attempt hindered her concentration (KI1, Interview page 2, lines 15-16). Informant 3 mentioned that her faith and belief in divine will motivated her through ten retakes, trusting that success would come if it was meant to be. This aligns with the Growth Mindset Theory, which suggests that abilities can be developed through dedication and viewing failure as a learning opportunity rather than a final judgment (Delamarter & Wiederholt, 2020).

Theme 10. Strengthening Faith & Devotion

Retakers of the Licensure Examination for Teachers often experience significant emotional challenges, coupled with a personal reconnection to faith and spirituality, which they draw

upon for strength and resilience. Despite failing the exam ten times, Informant 3 continues to rely on her beliefs, such as wearing red underwear, buying her pencil from Simala Church, and allowing a topnotcher to sharpen it, to boost her chances of success (KI3, Interview page 15, lines 2-14). Similarly, Key Informant 5 began a prayer and devotional regimen after her first failure, incorporating Bible reading and prayer into her daily routine (KI5, Interview page 23, lines 20-28). Their devotion to a higher power significantly influences their actions and decisions throughout their licensure journey. According to CohenMiller (2020), their positive mindset and optimism are crucial in overcoming challenges and fostering personal growth. For many LET retakers, their journey is not just about overcoming challenges but also serves as a way to showcase their natural resilience and unwavering determination (Torres, 2020).

CONCLUSION, IMPLICATION, SUGGESTION, AND LIMITATIONS

The study explored the lived experiences of retakers of the Licensure Examination for Teachers through the existential lifeworld elements of temporality, spatiality, relationality, corporeality, and materiality. Interviews with seven participants who had multiple retakes revealed ten themes that underscored the importance of resilience, support systems, and personal coping strategies in overcoming repeated failures. The participants' journey from disappointment and self-doubt to perseverance and eventual redemption demonstrates the complex interaction between personal motivation, environmental factors, and familial as well as social expectations. The key findings redefine resilience by showing how initial setbacks gradually transform retakers into determined individuals who are driven by personal motivation, bolstered by the support of family, friends, and faith.

These findings have significant implications for educational institutions, policymakers, and mental health professionals. Schools can better support retakers by providing tailored resources, such as counseling and flexible review programs, to help manage the emotional impact of repeated failures. Policymakers might consider revising licensure pathways to offer alternative routes and additional support for those struggling to pass on their first attempt. Mental health professionals can offer targeted interventions to address the anxiety and stress associated with repeated examination attempts. While the use of hermeneutic phenomenology effectively captured the depth of retakers' experiences, the study is limited by its subjective nature and may not be generalizable to all retakers, especially those from diverse cultural or socioeconomic backgrounds. Moreover, the study primarily focuses on psychological and emotional aspects, highlighting the need for future research to examine systemic and institutional factors contributing to repeated failures.

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