

Assessment of Challenges Encountered and Coping Mechanisms of Licensure Examination for Teachers Takers: Basis for Intervention

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Abstract. The Licensure Examination for Teachers (LET) is a significant requirement for entry into the teaching profession and serves as an important measure of teacher preparedness and competence. This study examined the challenges encountered and coping mechanisms employed by Master of Arts in Education (MAED) students of the Graduate School of Zamboanga Peninsula Polytechnic State University who had previously taken the Licensure Examination for Teachers. Specifically, the study determined the challenges encountered during LET preparation, identified the coping mechanisms employed, examined the relationship between these variables, and developed a proposed intervention program consisting of academic support, stress management, mentoring, and financial assistance initiatives. The study employed a descriptive-correlational research design involving twenty-three respondents selected through total population sampling. Data were gathered using an adapted questionnaire and analyzed using weighted mean, standard deviation, and the Pearson Product-Moment Correlation Coefficient. The findings revealed that respondents generally agreed that they encountered personal, parental, and financial challenges during LET preparation, with financial challenges emerging as the most evident concern. Respondents likewise generally agreed that they employed problem-solving, social support, and avoidance coping mechanisms, with problem-solving identified as the most frequently utilized strategy. Correlation analysis revealed a negligible positive relationship between the challenges encountered and the coping mechanisms employed; however, the relationship was not statistically significant, suggesting that coping responses may be shaped by individual experiences and other factors beyond the challenges examined in this study. The findings highlight the complexity of the relationship between challenges encountered and coping mechanisms and underscore the need for comprehensive institutional support. Accordingly, the study proposes an intervention program focused on strengthening academic preparedness, psychosocial support, mentoring, and financial assistance to enhance the preparedness, resilience, and well-being of future LET takers.

Keywords: Challenges Encountered; Coping Mechanisms; Licensure Examination for Teachers; Preparedness; Professional Examination Preparation

Introduction

The Licensure Examination for Teachers (LET) is a professional licensure examination required for individuals who intend to practice the teaching profession in the Philippines. Beyond serving as a requirement for professional practice, LET performance is widely regarded as an indicator of the quality of teacher education programs and institutional effectiveness. Fiscal and Roman (2022) emphasized that the LET is a major requirement for entering the teaching profession and that monitoring factors influencing examination performance is essential for improving passing rates. Recognizing the importance of the examination, this study focuses on Master of Arts in Education (MAED) students of the Graduate School of Zamboanga Peninsula Polytechnic State University (ZPPSU) who are preparing for or have prepared for the LET while balancing academic, professional, and personal responsibilities.

Preparing for the LET often exposes examinees to various challenges, which refer to the personal, parental, and financial difficulties that may affect their readiness and performance during examination preparation. To manage these demands, examinees employ coping mechanisms, or the cognitive and behavioral strategies used to reduce stress and adapt to challenging situations. Understanding both the

challenges encountered and the coping mechanisms employed is important because they influence not only examination preparation but also the overall well-being of prospective teachers.

Professional licensure is recognized internationally as an important measure of teacher competence and qualification. Many countries require aspiring teachers to obtain professional licenses before entering the teaching profession, reflecting the global emphasis on maintaining educational quality and professional standards (Yauney, 2022; National Academies of Sciences, Engineering, and Medicine, 2023; Algate, 2022; Adoniou & Gallagher, 2016, as cited in Abao et al., 2023). Consistent with this international practice, the Philippines requires teacher education graduates to pass the LET before they can practice the profession.

Previous studies consistently show that LET preparation is accompanied by multiple challenges. International research identified academic pressure, time management difficulties, examination anxiety, and family-related concerns as common sources of stress among examinees (Axiom Education, 2025; Ijah et al., 2023; Voldrich & Gilad, 2025). Similarly, local studies reported that LET takers experience personal, financial, family-related, and psychological challenges that may influence their preparation and examination performance (Belano, 2025; Cortez et al., 2017; Daud & Guillena, 2024; Olvina et al., 2023). Although these studies consistently recognize the multifaceted nature of examination preparation, they differ in the relative influence of these factors, suggesting that the experiences of examinees may vary according to their educational and personal circumstances.

Research likewise highlights coping mechanisms as essential in managing examination-related stress. Adaptive strategies, including problem-solving, effective time management, structured study routines, and seeking social support, have been associated with greater resilience and improved examination preparation (Daud & Guillena, 2024; Harrowdev, 2023; PREPOWLS, 2026; Sanico & Espinosa, 2025). Conversely, avoidance strategies may provide temporary relief but are generally considered less effective when relied upon excessively. Recent studies also indicate that examinees employ different combinations of coping strategies depending on the challenges they encounter, underscoring the complex relationship between stressors and coping behaviors (Muegna & Paler, 2024).

Despite these findings, existing literature has primarily focused on undergraduate students, LET passers, or LET retakers. Limited attention has been given to graduate students, particularly MAED students, whose experiences may differ because they frequently balance graduate studies with employment, family obligations, and financial responsibilities while preparing for the LET. Consequently, there remains limited evidence on how these unique challenges relate to the coping mechanisms employed by graduate students during licensure examination preparation. Addressing this gap is important because graduate students represent a distinct group whose experiences may require different forms of institutional and academic support.

To address this gap, the present study employed a descriptive-correlational research design involving MAED students enrolled in the Graduate School of Zamboanga Peninsula Polytechnic State University. Specifically, the study examined the challenges encountered in terms of personal, parental, and financial aspects, identified the coping mechanisms employed, and determined whether a significant relationship exists between these variables.

The findings of this study are expected to contribute to both research and practice by expanding the existing literature on LET preparation among graduate students. They may also provide evidence to guide teacher education institutions in designing targeted review enhancement programs, counseling services, mentoring initiatives, financial assistance, and other support mechanisms that address the unique needs of MAED students preparing for the Licensure Examination for Teachers. Furthermore, the study may serve as a basis for future research and institutional policies aimed at improving the academic preparedness, well-being, and examination success of prospective teachers.

Research Questions

This study focuses on the challenges encountered and coping mechanisms employed by Master of Arts in Education (MAED) students of the Graduate School of Zamboanga Peninsula Polytechnic State University in preparation for the Licensure Examination for Teachers (LET). Specifically, the study aims to address the questions;

1. What is the extent of the challenges encountered as assessed by LET takers in terms of:
 - 1.1 Personal,
 - 1.2 Parental, and
 - 1.3 Financial
2. What is the extent of coping mechanisms employed as assessed by LET takers in terms of:
 - 2.1 Problem-Solving,
 - 2.2 Social Support, and
 - 2.3 Avoidance

3. Is there a significant relationship between the challenges encountered and the coping mechanisms employed as assessed by LET takers?
4. Based on the findings of the study, what intervention plan may be proposed to help LET takers manage the challenges encountered during LET preparation?

Scope and Delimitation of the Study

This study focuses on the challenges encountered and coping mechanisms employed by LET takers prior to taking the Licensure Examination for Teachers (LET). To fill in a gap in understanding the experiences of graduate students who may face unique personal, financial, parental, and professional responsibilities while preparing for the examination, the study was conducted involving Master of Arts in Education (MAED) students enrolled during the summer term in the MAED core subjects at the Graduate School of Zamboanga Peninsula Polytechnic State University. The respondents of the study consist of twenty-three (23) MAED students who are education graduates and have experienced preparation for the LET. The study utilized a total population sampling, wherein all qualified respondents are included in the study, this is to minimize sampling bias and provide a more accurate representation of the experiences, challenges, and coping mechanisms of the respondents concerning their LET preparation. The study is limited only to identifying and describing the challenges and coping mechanisms experienced by the respondents prior to taking the LET and determining whether a significant relationship exists between the two variables. It did not include respondents from other graduate programs or institutions. Furthermore, the study relied solely on the responses provided by the participants during the data gathering process. By setting these boundaries, the study ensured that the findings remain focused, feasible, and relevant to understanding the experiences of MAED students during their preparation for the board examination.

Literature Review

Personal Challenges

Personal challenges refer to the individual difficulties that examinees encounter during their preparation for licensure examinations, including psychological, emotional, and academic concerns that may affect their readiness and performance. These challenges often involve examination anxiety, fear of failure, inadequate preparation, time constraints, and pressure to meet personal expectations. In the study of Daud and Guillena (2024), LET takers generally agreed that personal challenges significantly affected their examination preparation, with pressure arising from the personal and social consequences of failing the examination emerging as the most prominent concern. Likewise, examinees identified examination difficulty, limited review time, and insufficient coverage of examination topics as important obstacles during review. Similarly, Espartero (2022) found that personal factors significantly contribute to difficulties encountered in licensure examinations, while Badua (2020) as cited in Daud and Guillena (2024) reported that academically competent students may still fail licensure examinations because of unresolved personal concerns. Moreover, according to the study of Cortez et al. (2017), high levels of test anxiety significantly decrease the probability of passing the Licensure Examination for Teachers, emphasizing that emotional readiness is an important determinant of examination success. These findings indicate that personal challenges remain critical factors that influence the preparation and performance of LET takers.

Parental Challenges

Parental challenges refer to family-related circumstances that may influence an examinee's preparation for licensure examinations, including family responsibilities, parental expectations, emotional support, and home environment. Family support has long been recognized as an important factor in promoting academic success because it strengthens students' motivation, confidence, and resilience during stressful situations. In the study of Daud and Guillena (2024), most LET takers generally disagreed that parental challenges hindered their examination preparation, indicating that respondents perceived their families as supportive despite existing family responsibilities. Likewise, Lacanilao and Carpio (2022) emphasized that families serve as important sources of emotional encouragement and financial assistance that enhance examinees' morale and motivation to succeed. Similarly, Albina et al. (2021) highlighted that parents who understand the need for adequate review time contribute positively to examination preparation by reducing financial and emotional pressures on graduates. Furthermore, Saeed et al. (2023) found that students who receive strong family support tend to develop greater confidence and achieve better academic outcomes. These studies collectively suggest that while family-related responsibilities may occasionally create additional burdens, supportive parental involvement generally serves as a protective factor that encourages persistence and success among LET takers.

Financial Challenges

Financial challenges refer to economic constraints that affect examinees' ability to prepare adequately for licensure examinations, including limited allowance, insufficient funds for review materials, transportation expenses, and examination-related costs. Financial stability plays a significant role in ensuring equitable access to educational resources necessary for effective examination preparation. In the study of Daud and Guillena (2024), LET takers generally agreed that financial difficulties constituted one of the major challenges they experienced, particularly the shortage of allowance and the inability to purchase review books and other learning materials. Similarly, Norazlan et al. (2020) explained that delayed financial assistance, inadequate scholarships, limited financial resources, and poor financial planning negatively affect students' academic performance by restricting their access to educational needs. Furthermore limited financial resources may hinder students' ability to fully engage in their studies while simultaneously contributing to stress, health issues, and reduced academic focus. These findings demonstrate that financial constraints continue to present substantial barriers to examination preparation, highlighting the importance of providing adequate financial support and educational resources to improve the academic success of LET takers.

Problem-Solving

Problem-solving refers to an individual's ability to identify challenges, generate possible solutions, develop action plans, and implement appropriate strategies to overcome stressful situations. It is considered a proactive coping mechanism that enables individuals to address the causes of stress rather than merely responding to its effects. In the study of Daud and Guillena (2024), LET takers generally agreed that problem-solving was their most frequently utilized coping mechanism, with respondents emphasizing the importance of brainstorming possible solutions, setting goals, planning actions, and taking concrete steps to resolve challenges encountered during examination preparation. Similarly, Daud and Guillena (2024) described problem-focused coping as the most effective strategy in situations where stressors can be controlled because it directly addresses the source of the problem. Likewise, Cornejo (2020) asserted that effective coping skills promote self-reliance, sound decision-making, and psychological well-being by enabling individuals to manage stressful experiences successfully. These studies suggest that problem-solving strategies strengthen resilience and improve examinees' ability to cope with academic and personal challenges, making them essential components of successful LET preparation.

Social Support

Social support refers to the emotional, informational, and practical assistance received from family members, friends, peers, and significant others during stressful situations. It provides individuals with encouragement, reassurance, and guidance that help reduce emotional distress and improve coping capacity. In the study of Daud and Guillena (2024), LET takers generally agreed that seeking social support through sharing feelings, discussing concerns, and receiving understanding from friends and acquaintances effectively helped them manage examination-related stress. Likewise, McLean et al. (2022) emphasized that social support is essential for students' well-being and academic success, while BrionesLPT and Romero (2020) found that peer encouragement enhances students' confidence and willingness to improve themselves. Similarly, Cornejo (2020) reported that students who perceive greater peer support tend to develop higher self-esteem and better academic performance. These findings demonstrate that strong social support networks contribute positively to examinees' emotional well-being and resilience, enabling them to navigate the demands of licensure examination preparation more effectively.

Avoidance

Avoidance refers to a coping mechanism in which individuals attempt to reduce stress by temporarily distancing themselves from stressful situations through distraction, withdrawal, or engagement in unrelated activities. Although avoidance may provide immediate emotional relief, it does not directly resolve the underlying source of stress and may become maladaptive when used excessively. In the study of Daud and Guillena (2024), LET takers moderately agreed that they used avoidance strategies such as distracting themselves, sleeping more than usual, avoiding social situations, and engaging in recreational activities when faced with examination pressures. Similarly, Ding et al. (2021) explained that avoidance-focused coping is often an individual's initial response to stressful experiences because it temporarily reduces emotional discomfort. However, He (2023) emphasized that while avoidance coping may provide short-term benefits, prolonged dependence on this strategy may increase stress, intensify negative emotions, and reduce academic performance because underlying problems remain unresolved. These findings indicate that although avoidance can serve as a temporary coping mechanism during periods of intense stress, greater reliance on adaptive strategies such as problem-solving and social support is necessary to promote effective preparation and improve examination outcomes among LET takers.

The reviewed literature demonstrates that LET takers encounter various challenges during their preparation for the licensure examination, particularly in the areas of personal, parental, and financial concerns, which may influence their readiness and examination performance. Previous studies consistently indicate that personal factors such as test anxiety and academic pressure can negatively affect examination outcomes (Cortez et al., 2017; Daud & Guillena, 2024), while supportive family relationships and adequate financial resources contribute positively to students' motivation and preparation (Lacanilao & Carpio, 2022; Norazlan et al., 2020). The literature likewise highlights the importance of adaptive coping mechanisms, particularly problem-solving and social support, in helping examinees manage stress effectively, whereas excessive reliance on avoidance strategies may hinder successful examination preparation (Cornejo, 2020; Ding et al., 2021; He, 2023). Although previous studies have examined the individual effects of challenges and coping mechanisms on examination performance, limited research has explored these variables simultaneously among LET takers, particularly in relation to how different types of challenges correspond with the coping mechanisms they employ during examination preparation. This gap highlights the need for studies that examine challenges and coping mechanisms simultaneously to provide a more comprehensive understanding of how LET takers respond to the demands of licensure examination preparation. Such evidence can guide the development of targeted interventions, including counseling services, stress management programs, financial assistance initiatives, and family support activities, while also encouraging future research to investigate these relationships across different teacher education institutions and diverse groups of LET takers to strengthen the generalizability of findings.

Methodology

Research Design

This study employed a quantitative descriptive-correlational research design to describe the challenges encountered and coping mechanisms utilized by Licensure Examination for Teachers (LET) takers prior to the examination and to determine whether a significant relationship exists between these variables. Descriptive-correlational research examines the characteristics of variables and their statistical relationships without manipulating the variables or establishing cause-and-effect relationships (Bhat, 2023). This design was appropriate because the descriptive component enabled the researcher to quantify and summarize the challenges and coping mechanisms reported by the respondents, addressing SOP 1 and SOP 2, while the correlational component enabled the researcher to determine the direction and strength of the relationship between the two variables, addressing SOP 3. Since the study examined the variables as they naturally occurred and did not involve experimental manipulation or intervention, the findings were interpreted in terms of statistical association rather than causation. Thus, the descriptive-correlational design provided an appropriate and systematic approach for addressing the objectives of the study through quantitative data collection and appropriate statistical analysis.

Sampling Design

The population of the study consists of twenty-three (23) MAED students enrolled during the summer term in the MAED core subjects. Due to the relatively small number of students, the researcher included all members of the population as respondents of the study. Hence, the study utilized a total enumeration sampling also known as total population sampling, which is a way of carrying out purposive sampling where the entire population (parent sample) carrying one or more shared characteristics is examined or surveyed. These characteristics can be some specific experience, knowledge, or skills (Vijayamohan, 2026). The approach was appropriate because it allowed the researcher to gather comprehensive data from all available participants who met the study's criteria. Moreover, it minimizes sampling bias and provides a more accurate representation of the experiences, challenges, and coping mechanisms of the respondents concerning their LET preparation.

Research Locale

The study was conducted at a State University in Zamboanga City through a Google form. The university was previously known as a Trade School, established by Dr. Najeev M. Saleeby, Superintendent of Schools in the Moro Province in 1905, and was converted into a state university on February 21, 2018, under the administration of Dr. Nelson P. Cabral. The institution is managed by a school principal and a head teacher, supported by about 399 teaching and 205 non-teaching personnel. The university has embarked on its 2020-2026 Infrastructure Program, including the construction of the Information and Communication Technology, Smart Campus Development, Construction of Mechatronics, Robotics, and Instrumentation Engineering Building, and Learning Management System. The university is fully engaged in research-based extension programs in the community, with partnerships with other organizations. Both the technology and

social science areas of research are being honed to cater to more humanitarian services with research in sustainability, technology transfer, and gender and development, among others. At present, the university is catering Graduate Programs, College of Teacher Education (CTE), College of Maritime Education (CME), College of Physical Education and Sports (CPES), College of Information and Computing Sciences (CICS), College of Engineering and Technology (CET), College of Art, Humanities, and Social Sciences (CAHSS), School of Business Administration (SBA), Institute of Technical Education (ITE), and Senior High School Laboratory.

Research Participants

The respondents of this study are the twenty-three (23) Master of Arts in Education (MAED) students enrolled in the Graduate School of the State University. These respondents were selected because they are education graduates who have previously taken or prepared for the Licensure Examination for Teachers (LET), allowing them to provide relevant insights regarding the challenges encountered and coping mechanisms employed prior to taking the board examination.

Research Instrument

The researcher utilized a structured survey questionnaire administered through Google Forms as the primary instrument for data gathering. The questionnaire is adapted and modified from the study of Daud and Guillena (2024) entitled "Challenges and Coping Mechanisms Toward the Preboard Performance of LET Takers." The questionnaire consists of two major parts. The first part focuses on the challenges encountered by the respondents during their preparation for the Licensure Examination for Teachers, specifically in terms of personal, parental, and financial challenges. The second part focuses on the coping mechanisms employed by the respondents in dealing with the challenges encountered during LET preparation, specifically in terms of problem-solving, social support, and avoidance coping mechanisms. Moreover, the researcher selected only the portions of the questionnaire that are relevant to the objectives of the present study. The instrument is designed to be clear, concise, and easy to answer, allowing respondents to complete it within approximately five (5) to ten (10) minutes.

Data Gathering Procedure

A permission letter was prepared and presented to the Dean of the Graduate School of Zamboanga Peninsula Polytechnic State University to seek approval for the implementation of the research. Upon approval, the researcher proceeded to administer the questionnaire to the targeted respondents. The questionnaires and informed consent were distributed through in-person and social networking sites like Facebook and Messenger to maximize the respondents' time, space, and availability. Participation in the study was voluntary. Respondents were assured of their rights to privacy, anonymity, and confidentiality. Their responses and information were kept confidential and used solely for research purposes. No name, information, or sensitive details that could lead to their identification and harm will be disclosed. After gathering all necessary data, the researcher utilized IBM SPSS Statistics to tabulate, process, and analyze the data using statistical tools such as Weighted Mean and Pearson Product-Moment Correlation Coefficient.

Results and Discussions

Research Question 1: What is the extent of the challenges encountered as assessed by LET takers in terms of personal, parental and financial.

Table 1. Extent of Challenges Encountered
as assessed by LET Takers in Terms of Personal

	Personal Challenges	Mean	SD	Verbal Description
1.	Difficulty in managing time between review, work, and personal responsibilities.	3.09	0.79	Agree
2.	Struggles to maintain focus and concentration during extended review sessions.	2.87	0.63	Agree
3.	Encounters stress and anxiety related to examination pressure and expectations.	3.00	1.00	Agree
4.	Demonstrates limited self-discipline in following a consistent study schedule.	2.65	0.78	Agree
5.	Faces challenges in retaining and recalling reviewed concepts effectively.	2.65	0.71	Agree
	Over-all Mean	2.85	0.62	Agree

Table 1 shows that the respondents generally agreed that they encountered personal challenges during their preparation for the Licensure Examination for Teachers (LET), as reflected by the overall mean score of 2.85 interpreted as Agree. The respondents commonly experienced difficulty in managing time between review, work, and personal responsibilities, struggled to maintain focus and concentration during extended review sessions, and encountered stress and anxiety related to examination pressure and expectations. Difficulties in self-discipline and retaining reviewed concepts were also evident among the respondents. These findings indicate that the demands associated with LET preparation may affect the respondents' concentration, emotional well-being, and ability to maintain consistent study habits.

Effective self-regulation skills such as time management, goal-setting, and disciplined study routines are important in helping students cope with academic demands and examination pressures. Alih et al. (2024) emphasized that educational institutions and review centers may strengthen LET preparedness by providing structured support programs, workshops on time management and goal-setting, as well as early access to review programs and practice examinations. In the present study, these forms of academic support may help LET takers improve their focus, organization, and overall readiness for the licensure examination.

Table 2: Extent of Challenges Encountered
as assessed by LET Takers in Terms of Parental (Family-Related)

Parental (Family-Related) Challenges		Mean	SD	Verbal Description
1.	Experiences pressure from family expectations regarding passing the LET	2.78	0.90	Agree
2.	Encounters interruptions in study time due to household responsibilities	2.61	0.89	Agree
3.	Receives limited emotional support from family during the review period	2.26	1.05	Disagree
4.	Struggles to balance family obligations with review commitments	2.65	0.83	Agree
5.	Faces difficulty in securing a conducive home environment for studying	2.65	0.88	Agree
Over-all Mean		2.59	0.67	Agree

Table 2 reveals that the respondents generally agreed that they encountered parental or family-related challenges during their LET preparation, with an overall mean score of 2.59 interpreted as Agree. Family expectations regarding passing the LET created pressure among the respondents, while balancing family obligations and review commitments also became challenging. Difficulties in securing a conducive study environment at home further affected their review preparation. These findings suggest that family responsibilities and home conditions may influence the respondents' concentration, motivation, and study routines during examination preparation.

Family support and home environment play important roles in the success of examinees. Panlaqui (2025) highlighted that positive family support significantly contributes to graduates' performance in licensure examinations, while Albina et al. (2022), as cited by Panlaqui (2025), noted that home and family factors may affect success in board examinations. This implies that emotional support, household conditions, and family expectations may influence the preparedness and performance of LET takers

Table 3. Extent of Challenges Encountered
as assessed by LET Takers in Terms of Financial

Financial Challenges		Mean	SD	Verbal Description
1.	Difficulty in allocating funds for review center enrollment and materials.	2.96	0.88	Agree
2.	Encounters limitations in purchasing updated books and learning resources.	3.04	0.77	Agree
3.	Struggles to manage daily expenses while preparing for the examination.	2.91	0.67	Agree
4.	Faces challenges in covering transportation and accommodation costs for review sessions.	2.87	0.87	Agree
5.	Experiences financial pressure that affects focus and preparation for the LET.	2.87	0.81	Agree
Over-all Mean		2.93	0.64	Agree

As presented in Table 3, the respondents generally agreed that they experienced financial challenges during their preparation for the LET, as indicated by the overall mean score of 2.93 interpreted as Agree. The respondents encountered difficulties in allocating funds for review center enrollment and materials, purchasing updated books and learning resources, and managing daily expenses while preparing for the

examination. Transportation and accommodation costs for review sessions, along with financial pressure affecting concentration and preparation, were also evident among the respondents. These findings imply that financial limitations may reduce access to educational resources and review opportunities, which may consequently affect examination preparedness.

Financial hardship may expose students to stress, reduced confidence, and missed review opportunities, particularly among those from low-income households (Cinco et al., 2026). The study further emphasized the importance of scholarships, subsidized review programs, and institutional support in strengthening LET preparedness. In relation to the present findings, financial assistance and accessible review opportunities may help reduce the burden experienced by LET takers and improve their readiness for the licensure examination.

Table 4. Consolidated Findings of the Extent of Challenges Encountered as assessed by LET Takers

Challenges	Mean	SD	Verbal Description
Personal	2.85	0.62	Agree
Parental (Family-Related)	2.59	0.67	Agree
Financial	2.93	0.64	Agree
Over-all Mean	2.79	0.52	Agree

Table 4 presents the consolidated findings on the challenges encountered by the respondents during their LET preparation. Overall, the respondents agreed that they encountered various challenges, as reflected by the overall mean score of 2.79 interpreted as Agree. Among the three dimensions, financial challenges obtained the highest mean score, indicating that review expenses, learning materials, transportation costs, and daily financial needs were among the most evident concerns experienced by the respondents. Personal challenges related to time management, concentration, stress, and anxiety were likewise observed, while parental or family-related challenges involved household responsibilities, family expectations, and difficulties in maintaining a conducive study environment.

These findings demonstrate that LET takers encounter multiple interconnected challenges that may influence their preparation and readiness for the licensure examination. Personal discipline, family support, and financial stability appear to be important factors in managing the demands of examination preparation. BrionesLPT and Romero (2020) emphasized the importance of personal drive and time management in examination preparation, while Panlaqui (2025) and Albina et al. (2022) highlighted the influence of family and home factors on board examination success. Similarly, Cinco et al. (2026) noted that financial difficulties may contribute to stress, reduced confidence, and missed review opportunities among examinees. Collectively, these studies suggest that LET preparation is influenced by various personal, familial, and financial conditions that shape the experiences of examinees.

Research Question 2. What is the extent of coping mechanisms employed as assessed by LET takers in terms of problem-solving, social support, and avoidance.

Table 5. Extent of Coping Mechanisms Employed as assessed by LET Takers in Terms of Problem-Solving

Problem-Solving Coping	Mean	SD	Verbal Description
1. Develops structured study plans to address weak subject areas	2.91	0.90	Agree
2. Identifies specific learning gaps and seeks appropriate review materials.	3.09	0.85	Agree
3. Practices answering sample tests to improve mastery of competencies	3.26	0.96	Agree
4. Adjusts study strategies based on performance in mock examinations	3.09	0.95	Agree
5. Allocates time efficiently to balance review and other responsibilities	2.96	0.98	Agree
Over-all Mean	3.06	0.85	Agree

Table 5 indicates that the respondents generally agreed that they employed problem-solving coping mechanisms during their preparation for the LET, as reflected by the overall mean score of 3.06 interpreted as Agree. The respondents commonly practiced answering sample tests to improve mastery of competencies, identified learning gaps and sought appropriate review materials, and adjusted study strategies based on mock examination performance. Developing structured study plans and allocating time efficiently also

formed part of their coping practices. These findings suggest that the respondents actively utilized organized and practical approaches to address academic difficulties and improve examination preparedness.

Problem-solving skills help students develop confidence, critical thinking, and the ability to generate solutions to various challenges. Such skills also strengthen resilience and deepen learners' understanding of concepts through analysis and exploration of problems (Cudy, 2024). In the present study, the respondents' reliance on practice tests, adaptive study strategies, and organized review methods may have helped them cope with the pressures and demands associated with LET preparation.

Table 6. Extent of Coping Mechanisms Employed as assessed by LET Takers in Terms of Social Support

	Social Support Coping	Mean	SD	Verbal Description
1.	Seeks guidance from mentors, instructors, or review center facilitators.	2.96	1.02	Agree
2.	Engages in group study sessions to enhance understanding of concepts	2.70	1.02	Agree
3.	Shares review materials and resources with peers	2.96	1.11	Agree
4.	Receives emotional encouragement from family and friends during preparation.	2.91	1.04	Agree
5.	Participates in discussions to clarify difficult topics with others	2.91	1.00	Agree
	Over-all Mean	2.89	0.89	Agree

Table 6 reveals that the respondents generally agreed that they utilized social support coping mechanisms during their preparation for the LET, with an overall mean score of 2.89 interpreted as Agree. Seeking guidance from mentors, instructors, and review center facilitators, sharing review materials with peers, and receiving emotional encouragement from family and friends were among the common coping practices observed among the respondents. Participation in group study sessions and academic discussions further indicates that collaborative learning and interpersonal support formed part of their review experiences.

Social support has been recognized as an important factor in regulating stress, improving performance, and reducing anxiety among examinees. Familial support, relationships, study groups, optimism, and peer support were identified as influential factors for LET takers, with peer support showing a moderate relationship with LET success (Guardario et al., 2024). In relation to the present study, support from mentors, peers, and family members may have contributed to the respondents' motivation, emotional stability, and confidence during examination preparation.

Table 7. Extent of Coping Mechanisms Employed as assessed by LET Takers in Terms of Avoidance

	Avoidance Coping	Mean	SD	Verbal Description
1.	Engages in leisure activities to temporarily relieve review-related stress.	2.78	.90	Agree
2.	Postpones study sessions when feeling overwhelmed or fatigued	2.87	1.01	Agree
3.	Diverts attention to non-academic tasks to avoid exam pressure	2.83	.98	Agree
4.	Minimizes thinking about examination outcomes to reduce anxiety.	2.78	1.09	Agree
5.	Limits exposure to stressful review situations or challenging topics.	2.87	.92	Agree
	Over-all Mean	2.83	0.71	Agree

Table 7 shows that the respondents generally agreed that they employed avoidance coping mechanisms during their preparation for the LET, as reflected by the overall mean score of 2.83 interpreted as Agree. The respondents commonly postponed study sessions when feeling overwhelmed or fatigued, diverted attention to non-academic tasks to avoid examination pressure, and limited exposure to stressful review situations or difficult topics. Engaging in leisure activities and minimizing thoughts about examination outcomes were also observed among the respondents. These findings suggest that avoidance coping served as a temporary strategy for managing stress, emotional exhaustion, and anxiety during the review process.

Avoidance coping strategies are commonly used to temporarily distance individuals from stressful situations or emotional pressure. Daud and Guillena (2024) observed that respondents often diverted their

attention from problems, slept more than usual, avoided social situations, or immersed themselves in hobbies and extracurricular activities as coping mechanisms. In the context of the present study, the respondents' use of avoidance coping may have helped them temporarily relieve stress and emotional strain brought about by the demands of LET preparation

Table 8. Consolidated Findings of the Extent of Coping Mechanisms Employed as assessed by LET Takers

Coping Mechanisms	Mean	SD	Verbal Description
Problem-Solving	3.06	0.85	Agree
Social Support	2.89	0.89	Agree
Avoidance	2.83	0.71	Agree
Over-all Mean	2.93	0.71	Agree

Table 8 presents the consolidated findings on the coping mechanisms employed by the respondents during their LET preparation. Overall, the respondents agreed that they utilized various coping mechanisms, as reflected by the overall mean score of 2.93 interpreted as Agree. Problem-solving coping obtained the highest mean score, indicating that respondents primarily relied on active and organized strategies such as practice testing, adaptive study methods, and time management. Social support coping was also commonly employed through guidance from mentors, collaborative learning, and emotional encouragement from peers and family members. Meanwhile, avoidance coping mechanisms were likewise practiced, particularly through temporary distraction, leisure activities, and withdrawal from stressful situations.

This findings suggest that LET takers utilize a combination of coping strategies to manage the academic, emotional, and personal pressures associated with examination preparation. Problem-solving and social support coping mechanisms may help strengthen preparedness, motivation, and emotional stability, while avoidance coping may serve as a short-term response to stress and emotional exhaustion. Daud and Guillena (2024) emphasized that the use of various coping strategies contributes to resilience and adaptive coping, enabling individuals to manage challenges and stressful situations more effectively. In the present study, the respondents' coping behaviors reflect their efforts to adapt to the demands and pressures encountered during LET preparation.

Research Question 3. Is there a significant relationship between the challenges encountered and the coping mechanisms employed as assessed by LET takers.

Table 9. Relationship between the challenges encountered and coping mechanisms employed as assessed by LET Takers

X	Y	R-value	p-value	Decision
Challenges	Coping	0.216	0.323	Not Significant

Table 9 presents the relationship between the challenges encountered and the coping mechanisms employed by the respondents. The computed Pearson correlation coefficient yielded an r-value of 0.216, indicating a negligible positive relationship between the two variables. Furthermore, the obtained p-value of 0.323 is greater than the 0.05 level of significance, indicating that the relationship is not statistically significant.

This means that the challenges encountered by the respondents did not significantly influence the coping mechanisms they employed during their preparation for the LET. Although respondents experienced personal, parental, and financial challenges, these difficulties were not directly associated with the type of coping mechanisms utilized. Hence, the null hypothesis stating that there is no significant relationship between the challenges encountered and the coping mechanisms employed by LET takers is accepted.

Research Question 4. Based on the findings of the study, what intervention plan may be proposed to help LET takers manage the challenges encountered during LET preparation.

Intervention Matrix				
Specific Objective	List of Activities	Timeline	Persons Involved	Source of Fund
Improve LET takers' time management, study habits, and self-regulation skills.	Conduct workshops on time management, goal setting, effective study habits, and self-regulated learning.	One month before the formal LET review period	Dean, Program Chair, Faculty Members, Guidance Counselor, LET Takers	University Funds / College Funds
Reduce examination anxiety and strengthen psychological readiness.	Conduct stress management seminars, counseling sessions, mindfulness activities, and motivational talks.	Throughout the review period	Guidance Counselor, Psychologist (if available), Faculty Members, LET Takers	University Funds / Guidance Office Budget
Enhance academic competence through structured review activities.	Conduct mock LET examinations, practice tests, item analysis, faculty mentoring, and guided review sessions.	Monthly during the review period	Faculty Members, Review Coordinators, LET Takers	College Funds / Review Program Budget
Strengthen peer, family, and institutional support systems.	Organize peer-assisted learning groups, mentoring sessions, family orientation, and academic monitoring meetings.	Every month during review preparation	Faculty Advisers, Parents/Guardians, Student Leaders, LET Takers	University Funds / Parent-Teacher Activities
Provide financial and learning assistance to financially challenged LET takers.	Provide review material assistance, facilitate scholarship referrals, subsidized review opportunities, and access to digital learning resources.	Before and throughout the review period	University Administration, Scholarship Office, Student Affairs Office, External Partners	University Funds, Scholarship Grants, Donations, External Stakeholders

Proposed Intervention Program. The general objective of the proposed intervention program is to enhance the preparedness of LET takers by addressing their personal, parental, and financial challenges through academic support, psychosocial interventions, and accessible institutional assistance. Specifically, the program aims to improve LET takers' time management, study habits, and self-regulation skills during examination preparation; reduce examination anxiety and strengthen psychological readiness through counseling and stress management activities; enhance academic competence through structured review sessions, mock examinations, and faculty mentoring; strengthen peer, family, and institutional support systems that encourage effective LET preparation; and provide accessible financial and learning assistance to LET takers experiencing financial constraints.

Ethical Considerations

This study followed ethical standards in educational research to protect the rights and welfare of the participants. Permission to conduct the study was obtained from the Dean of the Graduate School of the state university. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed. Participants' identities were protected through the use of codes, and no personal information was disclosed in the data analysis or report. Responses were accessed only with proper authorization and handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). All data collected was used solely for research purposes and stored securely until the study was completed, and then securely disposed of. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Survey questions were non-intrusive, and data collection was conducted through in-person and social networking sites like Facebook and Messenger to maximize the participants' time, space, and availability. Ethical principles of fairness, objectivity, and academic integrity were upheld throughout the research process.

Conclusion

The study concluded that the respondents generally encountered personal, parental, and financial challenges during their preparation for the Licensure Examination for Teachers (LET), with financial challenges identified as the most evident concern among the respondents. Difficulties related to time management, stress and anxiety, family responsibilities, review expenses, and limited access to learning resources affected the respondents' preparedness and review experiences. Despite these challenges, the respondents generally employed problem-solving, social support, and avoidance coping mechanisms to manage the academic, emotional, and personal pressures associated with LET preparation, with problem-solving coping emerging as the most commonly utilized strategy. Furthermore, the study concluded that there was no significant relationship between the challenges encountered and the coping mechanisms employed by respondents, as evidenced by the Pearson correlation coefficient, which yielded an r -value of 0.216 and a p -value of 0.323, which is greater than the 0.05 level of significance. This indicates that the coping strategies utilized by the respondents were not significantly influenced by the challenges they experienced during their preparation for the LET. Nevertheless, the findings emphasize the importance of providing academic, emotional, social, and financial support systems to help LET takers strengthen their preparedness, resilience, and overall well-being throughout the review process.

Recommendations

Based on the findings and conclusions of the study, students and future LET takers are encouraged to establish consistent study schedules, practice effective time management, and use adaptive coping strategies, such as problem-solving and seeking social support, to manage the demands of LET preparation. They should actively participate in review classes, complete regular practice tests, consult faculty members when academic difficulties arise, and maintain supportive relationships with peers and family members to enhance their confidence, motivation, and emotional well-being throughout the review period. For Professors, School Heads, and Universities. Higher education institutions are encouraged to strengthen comprehensive LET preparation programs by providing structured review classes, faculty mentoring, mock LET examinations, counseling services, and stress management seminars. Institutions may implement these initiatives through collaboration among teacher education faculty, guidance counselors, and student affairs offices, while allocating resources for review materials, learning support, and financial assistance programs. Schools are likewise encouraged to establish peer-assisted learning groups and regularly monitor students' academic progress to ensure timely intervention for those experiencing personal, parental, or financial challenges. For Future Researchers. Future studies may replicate this research in other teacher education institutions using larger and more diverse samples to improve the generalizability of the findings. Researchers may also examine additional variables, such as resilience, self-efficacy, motivation, academic engagement, and stress management, to gain a more comprehensive understanding of LET preparedness. Furthermore, longitudinal and mixed-methods studies are recommended to explore how challenges and coping mechanisms change throughout the preparation period and how institutional support programs influence examination readiness and success.

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