**From Failure to Challenge: A Phenomenological Inquiry Among Non-Passers of Board Licensure Examination for Psychometricians**

**ABSTRACT**

The practice of psychometry in the Philippines includes the licensure and registration of psychometricians to set standards for their practice. A phenomenological study was conducted using a qualitative research design to investigate the meaning of the experiences of psychology graduates who failed the BLEP. The data were collected from the six chosen participants using purposive sampling based on the inclusion criteria. These participants are psychology graduates who failed the Board Licensure Examination for Psychometricians (BLEP) during the August 2024 PRC schedule. Unstructured, in-depth interviews served as the data collection method, proceeding iteratively until saturation – the point at which no new insights were generated by participants – was reached. The resulting data were then analyzed through interpretative phenomenological analysis (IPA), emphasizing a detailed examination of individual lived experiences. The study revealed that participants experienced psychological responses to failure, including enduring disappointment and diminished self-esteem. Also, the participants experienced diverse relational responses to failure, such as receiving encouragement from family and peers, having unshaken faith in God, comparing themselves to peers, and isolating themselves from others. But despite the failure, they embraced the experience by reaching the point of acceptance, moving forward positively, and perceiving failure as a challenge. The findings of the study offered valuable perspectives in the field of psychology and education.

Keywords: *Licensure examination non-passers, Psychometricians, Psychology graduates, Purposive sampling, Qualitative research, Phenomenology, Antique, Philippines*

1. **INTRODUCTION**

The field of psychology plays a crucial role in addressing mental health issues and supporting individuals' well-being (Gautam et al., 2024). By systematically collecting, integrating, and interpreting information about individuals, psychological assessment plays a vital role in understanding their unique characteristics and capabilities (Committee on Psychological Testing, Including Validity Testing, for Social Security Administration Disability Determinations; Board on the Health of Select Populations; Institute of Medicine, 2015). These assessments are fundamental in diagnosing mental health conditions and tailoring appropriate interventions (Groth-Marnat & Wright, 2016). Furthermore, the insights gained from psychological evaluations are essential for monitoring treatment progress and adjusting therapeutic strategies to optimize outcomes (Kazdin, 2017).

The accuracy of interpreting psychological information, mainly derived from standardized tests, heavily relies on the expertise and careful consideration of psychometricians (Vetter & Cubbin, 2019). Practitioners are advised to possess a comprehensive and up-to-date understanding of the fundamental psychometric principles that inform the creation and usefulness of the assessment tools they employ. This knowledge is crucial for appropriately selecting, administering, interpreting, and evaluating psychometric instruments (American Psychological Association, APA Task Force on Psychological Assessment and Evaluation Guidelines, 2020). This expertise is crucial for ensuring the ethical and responsible use of psychological tests and safeguarding against misinterpretations that could negatively impact individuals (Cohen & Swerdlik, 2018). Moreover, a strong understanding of psychometrics enables practitioners to critically evaluate the strengths and limitations of different assessment tools, leading to more informed and valid conclusions about examinees (Urbina, 2017).

In the Philippines, the Professional Regulation Commission (PRC) oversees the licensure of psychometricians, ensuring that only qualified individuals practice in the field. Similarly, Republic Act No. 10029, or the Philippine Psychology Act of 2009, launched the "Philippine Psychometrician Act." This law regulates the practice of psychometry in the Philippines, including the licensure and registration of psychometricians and the setting of standards for their practice (Professional Regulatory Board of Psychology, 2012). However, the journey to becoming a licensed psychometrician can be fraught with challenges, particularly for recent graduates who may face various obstacles in passing the Board Licensure Examination for Psychometricians (BLEP). Moreover, Tulud et al. (2023). revealed various factors, such as learning environment and problems with the content examination that affect the performance of candidates in the Licensure Exam.

Moreover, since the Board Licensure Examination for Psychometricians (BLEP) was introduced in 2014, the Philippine Regulation Commission (PRC) records show that the national passing percentage has deteriorated. This is also true in a state university in Western Visayas. Psychology graduates from this university started participating in BLEP in 2016, and only 63 alumni have taken the test since the program's inaugural graduates in 2012. In total, only 27 of the 63 takers have passed. In August 2024, this state university's BLEP national passing rate was 57.14%, falling below the national average. Data from the Professional Regulation Commission (PRC) in 2024 indicated that the passing rate on the BLEP for Psychology graduates from this specific state university has been lower than the national average for the past five years. These results indicated a significant number of candidates failing the exam. Moreover, only a small proportion of alumni from the specific state university are sitting for the BLEP. This phenomenon raises critical questions about the factors influencing their exam performance and the broader implications for their professional aspirations. The experiences of these graduates are not merely academic; they encompass emotional, psychological, and social dimensions that can impact their future career trajectories, self-esteem, and mental health.

Several qualitative studies were conducted on psychometrician exam retakers (Basa et al., 2024; Mercader & Sucanel, 2017), passers and non-passers in the licensure examination (Binayao & Dales, 2020), and psychological responses after failing an important exam (Ebejer Grech, 2025). Other studies often explore factors such as test anxiety, coping mechanisms, and perceived barriers to success (Yusefzadeh et al., 2019; Alkowatli et al., 2022). However, a lack of research on the experiences of BLEP non-passers from state universities, especially in Western Visayas, highlights a gap in the existing literature.

Thus, this study was conducted to provide a comprehensive understanding of the lived experiences of psychology graduates who failed the Board Licensure Examination for Psychometricians (BLEP) during the August 2024 PRC schedule, offering valuable perspectives in psychology and education. It can also shed light on common challenges faced while preparing for the licensure exam, including educational gaps, stress, and external pressures. The insights gained from this study can contribute to developing targeted support programs and resources within educational institutions and the broader mental health community.

**2.0 METHODOLOGY**

***Research design***

Given the study's primary aim of understanding the lived experiences of individuals who did not pass the BLEP, a qualitative research design employing a phenomenological approach was chosen. This qualitative methodology is rooted in the understanding that individuals develop social reality through personal meanings and interpretations, which are often fluid and context-dependent (Moser & Korstjens, 2017).

Moser and Korstjens (2017) define phenomenology as qualitative research focused on understanding how individuals perceive the world by consciously striving to set aside common biases and assumptions. This phenomenological approach is the most suitable research design for the present study as it aims to explore the experiences of a specific group to uncover the significance of their unique perspectives. Inquiring to form meanings and interpreting their unique experiences will be useful to capture a different way of understanding and knowing the essence of the world of the psychology graduates at a state university in Western Visayas who failed the Board Licensure Examination for Psychometricians.

***Participants and sampling technique***

This research study focused on psychology graduates who took the BLEP exam and failed it. Sic (6) participants were chosen using purposive sampling based on the identified inclusion criteria. Qualitative research often employs purposive sampling to strategically identify and select cases that are rich in information, thereby maximizing the effective use of limited resources (Palinkas et al., 2016). The criteria for including participants in this study were: (a) Psychology graduates in a state university in Western Visayas, and (b) failed the BLEP in the August 2024 schedule.

***Research instrument***

Data collection for this study involved the use of unstructured interviews, a widely recognized and familiar approach for gathering qualitative data (Barrett & Twycross, 2018). This method facilitated the acquisition of comprehensive information and enabled the researcher to pose follow-up questions for enhanced clarity. The overarching interview question was developed in alignment with the research problem of the current study.

***Data collection procedure***

Prior to their involvement, each participant received an informed consent form. This document detailed the study's objectives, the nature of their participation, and the conditions regarding privacy and confidentiality. It also clarified their rights, including the freedom to withdraw or discontinue participation at any point, to decline to answer interview questions, and the assurance that their privacy would be protected in all written and published data. With the consent of the participants, an individual interview was scheduled for each of them at their discretion regarding the date, time, and venue appropriate to their schedule and convenience. Before every interview, permission to audio record the entire interview was obtained.

To minimize researcher bias, the researcher employed bracketing during the interviews, setting aside any pre-existing notions about the topic. To gain a deeper understanding and clarify points within the participants' narratives, the researcher utilized probing questions. These questions also aided in reaching data saturation regarding their lived experiences. Participants were allowed to respond in their preferred language during the interviews. Throughout each interview, which typically lasted around an hour, the researcher also noted the participants' non-verbal cues and signals.

The interviews ended with debriefing and thanking the participant for sharing their stories. The participants were asked for their contact numbers, and in turn, they were given the researcher’s contact number in case there was a need to conduct follow-up interviews or if they had further questions regarding the study. Following each interview, the researcher transcribed the participants' responses to prepare them for data analysis.

***Data analysis procedure***

This research used interpretative phenomenological analysis (IPA). This method focused on deeply understanding individual lived experiences. IPA aims to explore a topic as it appears to those experiencing it, naturally involving interpretation by both the researcher and the participant. The IPA process thoroughly examines each case before identifying common themes and differences across all cases (Eatough & Smith, 2017). The stages in analyzing the qualitative materials using the IPA are as follows:

*Multiple reading and making notes.* The initial data analysis involved reading the interview transcripts many times and making notes. At this stage, the researcher noted observations and personal thoughts about the interview, focusing on the content, language (like metaphors and pauses), context, and initial interpretations. The researcher also reflected on how their characteristics might have influenced the interaction. Highlighting key phrases and emotional responses was useful.

*Transforming notes into emergent themes*. At this stage, the researcher moved from the transcripts to focus on the notes, aiming to identify emerging themes. The goal was to create brief, more abstract phrases that captured psychological concepts present in the data.

*Seeking relationships and clustering themes*. The next step was to find relationships between the initial themes and group similar ones together under descriptive labels. This involved listing all themes from the transcript before looking for connections and creating these theme clusters. Some weaker themes or those that didn't fit well might be removed at this point. The final result could be a list with several main themes and related sub-themes.

**3.0 RESULTS**

Following the verbatim transcription of the three participants' interviews, the researcher used Eatough and Smith's (2017) IPA model to extract pertinent information from each person's data. From the participant transcripts, composite descriptions that captured the essence of the phenomena were taken. The following three (3) themes, each with a different number of sub-themes, were developed from the participant's experiences with the phenomenon.

**Summary of Results**

**Summary Theme 1: Psychological Responses to Failure**

*1.1 Enduring the disappointment period*

*1.2 Diminished self-esteem*

**Theme 2: Relational Responses to Failure**

*2.1 Receiving Encouragement from Family and Peers*

*2.2 Unshaken Faith in God*

*2.3 Comparing Oneself to Peers*

*2.4 Isolating Oneself from Others*

**Theme 3: Embracing the Experience of Failure**

*3.1 Reaching the Point of Acceptance*

*3.2 Moving Forward in a Positive Manner*

*3.3 Perceiving Failure as a Challenge*

**Theme 1: Psychological Responses to Failure**

The participants who were non-passers of the board licensure examination perceived failure as a deeply personal experience because of how the struggles and challenges shaped their experiences. Their initial psychological reactions, which formed subthemes for this theme, included enduring the disappointment period and diminished self-esteem.

***Enduring the disappointment period***

The participants endured a sense of disappointment following the failure to pass the board licensure exam for Psychometricians. They described their experience as:

*“I cannot explain my emotion. I really cried, somewhat frustrated. Initially, I cannot accept it. I waited for the result until 6 o’clock in the morning. I really cannot accept it. I was really disappointed. I felt frustrated for a week.” (Anna, key informant 1, lines 9-12)*

*“To be honest ma’am, I was really hurt because I really prepared hard for it. I stayed late every time for my review. I even went to a review center. I really tried my best to pass the board exam. I expected so much for myself to really make it. But then, I never made it, and I cried every night. I lost my appetite, and I think that made me very thin now. Because aside from not passing the board, I also had other problems that added up to what I was facing.” (Susan, Key informant 2, lines 9-14)*

*“I started working already during that time, ma’am. My sister told me to just accept it. I waited for the result, but I was not really expecting because I did not really focus on my preparations. I do not feel well when I took the board exam, then the result came out. I also waited until I fell asleep. Then, when I woke up, I tried to check again, and my name was not on the list. I did not cry, I did not feel bad, and I said I will take the board exam again.” (Elisa, Key Informant 3, lines 9-15)*

*“I really felt disappointed that time. It feels like from my end, I did my very best. I did everything but I felt like it wasn’t enough because I did not pass the board exam.” (Maria, Key informant 4, lines 8-10)*

***Diminished self-esteem***

The experience of failing a significant exam led the participants to question their personal worth and capabilities. Thus, they shared the following sentiments:

*"A few days ago, ANTECO texted me and said my application was accepted. Then I took the exam. Mommy said, 'Didn’t you fail before? But look, opportunities still come.' Then I said, 'Huh, I don't think I’ll pass that because the people who apply there have experience and licenses. I don’t have any.' After that, I didn’t hear anything about the results. Everyone who worked at ANTECO said I got a high score on the exam, but all the applicants had licenses—only I didn’t have one. Then Mommy said there are still a lot more opportunities coming." (Anna, Key informant 1, lines 37-43)*

*“A lot of people were telling me I would definitely pass the board exam, even my boyfriend would tell me that I can really make it. That is why I also expected so much that I will pass as I was told by everybody with faith in God. And I felt so down when I learned about the results because I know they are expecting so much from me. I felt like, when the results went out, for 1 week that I never showed myself to people. I stayed home for 1 week and never talked to anyone.” (Susan, Key informant 2, lines 41-45)*

*“During that time when I knew that they passed… especially Prime who is my friend. I felt like I will be left behind by my friends. All I thought of is I will be going back again form the beginning. I will start again form the beginning. I felt so down that time.” (Elisa, Key Informant 3, lines 28-30)*

*“I did everything I could do to prepare for the examination, but I still failed. I feel like I am not intelligent enough because I did not pass the board exam.” (Sofia, Key informant 6, lines 27-28)*

**Theme 2: Relational Responses to Failure**

The participants’ social experiences reflected commonalities based on how they responded to failing the board exam. Their relational responses to failing the board exam reflect a complex social journey, marked by external support from family and friends and their relationship with God. The subthemes for this theme are categorized as a) receiving encouragement from family and peers, b) unshaken faith in God, c) comparing oneself to peers, and d) isolating oneself from others.

***Receiving Encouragement from Family and Peers***

After failing the board exam, participants often found solace and motivation through the encouraging words of family and friends. This support was essential in helping them navigate feelings of disappointment and reaffirming their self-worth and potential for success. Family members provided emotional reassurance and a stable presence, reminding participants of their inherent value beyond the exam results. Friends and peers extended support, often sharing personal experiences of failure, which normalized the experience and eased feelings of disappointment. The participants narrated these experiences as follows:

*"First, my family, friends, and you, ma’am. I was really amazed because right after the results came out, so many of you messaged me to cheer me up. That’s what family is. Mommy even said, 'Money can be earned again. Failing doesn’t mean that everything ends there. You’ve always been used to being on top—you need to experience what it's like to be at the bottom. Everything happens for a reason.'"(Anna, Key informant 1, lines 15-19)*

*"Because they kept telling me, 'It’s okay. Just take it again. If it’s meant for you, it will be yours.' So that’s why I said, 'I’m okay now, ma’am. I’ve accepted it already.'" (Susan, Key Informant 2, lines 26–27)*

*"But I hadn’t told Nanay yet, but my older sister already did, ma’am. Then she said, 'It’s okay, gang.' And that night, I shared it with Nanay, and she said, 'It’s okay, gang. There’s always a next time.'" (Elisa, Key Informant 3, lines 15-17)*

***Unshaken Faith in God***

For many participants, faith in God provided a profound source of relief. Their belief in a higher purpose helped them view failure as part of a larger plan, fostering resilience and an optimistic outlook. This unshaken faith was expressed through the following transcripts:

*“I realize right there and then of what I did, of questioning God. It is so timely, as well, when I saw Bible verses: "God's plan is bigger than your fear" and the famous line "When the time is right, I the Lord will make it happen," and then "God will provide." Those three verses. My mom is correct when she reminded me not the blame God for what happened. God might have better plans for me. So, I asked God for forgiveness for blaming him for what happened. I made sure to ask forgiveness everyday. And I remember all those things that happened to me because God wants to see how faithful I am to Him. So, that is it, ma'am.” (Anna, Key Informant 1, lines 53-60)*

*“Initially, I really blame God for what had happened to me. But eventually, I never lose faith in Him.” (Susan, Key Informant 2, lines 69-70)*

***Comparing Oneself to Peers***

Participants shared that they made social comparisons against their peers who aced the board exam. Some of them put their narratives in these ways:

*“That was the time when I found out that, umm… Prime passed—because Prime is my friend. It felt like I was being left behind again. It was like going back to the beginning. I had to study all over again. I felt like I had to go back to where I started. I really felt so down, ma’am.” (Elisa, Key Informant 3, lines 28-30)*

*“I really felt disheartened when I found out that my peers passed, and I didn’t. Why did they pass, and I didn’t?” (Sofia, Key informant 6, lines 32-33)*

*“We were together in the same review center, but only they passed. I was the one who failed the board exam.” (Beatrice, Key informant 5, lines 50-51)*

***Isolating Oneself from Others***

As the participants grappled with feelings of disappointment, they all experienced self-imposed isolation following their exam results. This withdrawal was often a way to process disappointment internally. Isolation allowed participants to reflect and manage the psychological impact of not meeting expectations. The participants shared this phase of solitude as:

*“My social life was affected. I lost the motivation to talk to other people. Especially when there are a lot of people.” (Anna, Key Informant 1, lines 28-29)*

*“I felt so down because of their expectations from me. I felt like, wen the results came out, I never go out of the house. I never talk to people.” (Susan, Key informant 2, lines 44-46)*

*“When I knew I failed the board exam, I felt like I want to hide myself. I felt so ashamed. I never go out of the house for several days.” (Beatrice, Key informant 5, lines 35-36)*

**Theme 3: Embracing the Experience of Failure**

The last theme captures how participants ultimately came to terms with their board exam results, transforming initial disappointment into valuable personal growth. This theme reflects a journey from emotional struggle to constructive acceptance, allowing participants to harness failure as a learning tool and a motivating force. The subthemes for this theme are named a) reaching the point of acceptance, b) moving forward positively, and c) perceiving failure as a challenge.

***Reaching the Point of Acceptance***

Participants initially experienced feelings of loss, frustration, and disappointment, but over time, they reached a stage of acceptance regarding the outcomes of their board exam. This acceptance characterized a fundamental shift in their mindset, where they began to understand failure as a temporary setback rather than a reflection of their worth or potential. The participants expressed their feelings of acceptance in these ways:

*“I really cannot explain it. I cried, somewhat frustrated. I really cannot accept the fact that I did not pass the board exam. I felt so down for about a week. After several weeks, I felt okay since I knew I cannot do anything about it. So, I considered that experienced a lesson.” (Anna, Key Informant 1, lines 9-13)*

*“Because they told me to just accept it. Just retake the board exam. If it is really for you, it will happen. That is what they told me that made me felt okay eventually.” (Susan, Key informant 2, lines 25-26)*

*“It is just okay. It is okay. I kept on encouraging myself that I am okay and I am going to be okay. Maybe it is not yet my time to pass the board examination. I will just study harder the next time.” (Elisa, Key Informant 3, lines 31-32)*

***Moving Forward in a Positive Manner***

Acceptance enabled participants to adopt a positive mindset toward the experience of not passing the licensure examination. Instead of dwelling on what went wrong, they focused on learning from the experience and applying those lessons to their next attempts. Moving forward positively involves setting new goals, refining their study techniques, and building on strengths and skills gained from previous exam preparation. The participants’ positive outlook despite past setbacks was shared by the participants in the following narratives:

*“My plan is to look for a job. And I am going to take the board exam again next year. What I am thinking is, even if the job is not align with my course, what is important is stability. I will save money to take my master’s degree.” (Anna, Key informant 1, lines 100-102)*

*“For me, failure will not make me less of a person. I will just try again. But of course, we do have timeline in life. If it was not yet granted by God, maybe next time He will.” (Susan, Key informant 2, lines 65-67)*

*“Hmmmm. I will do my best next time. I will exert more effort to review because the last time, I do review for the sake of not wasting my time. I will work harder next time, ma’am. When I study, I will not do extra-curricular activities outside including watching TV. If it is time for studying, I will focus on studying.” (Elisa, Key Informant 3, lines 56-60)*

***Perceiving Failure as a Challenge***

As they embraced the experience of failure, participants began to view it not as an endpoint but as a challenging obstacle to overcome. This mindset reframed failure as an opportunity for growth and resilience-building, encouraging them to view the board exam as a series of achievable steps rather than a single, daunting hurdle. By seeing failure as a challenge, participants could channel their efforts into seeing failure as a challenge and a part of life. Their renewed determination was described by the participants as:

*“Sometimes, when I travel. When I ride a van, I have a lot of realizations. I realize that God’s plan is bigger than my fear. So, for me to face my fears, I will try to embrace challenges and failures in life. I made that experience a lesson for me, a motivation to continue my life. Life must go on. I will enjoy life because I know that life is short. We need to enjoy life because we do not know when this life would end.” (Anna, Key informant 1, lines 93-98)*

*“I am still happy even if I was not able to get my license. I have my work, and I am healthy. What is important is to take my failure as a challenge to do good next time. But still, I will focus on reviewing so that I will achieve my goal of really getting my license. My experience should be my stepping stone towards access ma’am.” (Elisa, Key Informant 3, lines 94-98)*

*“For me, what happened it just God’s trials that I need to overcome. This failure made me stronger, and I will make this failure as a challenge to motivate me to do my best next time.” (Maria, Key informant 4, lines 78-79)*

**4.0 DISCUSSION**

Failing a significant licensing examination that might determine their career path became a deeply personal journey for the participants. It led to an emotionally charged experience where they experienced disappointment and a lessened sense of self-worth. A qualitative study by Banay (2024) exploring the experiences of individuals retaking the Licensure Examination for Teachers supports this key finding. The study revealed that these retakers experience significant emotional challenges, including disappointment and self-doubt, which transform into determination and a feeling of redemption upon successfully passing the exam. The deeply personal nature of this experience underscores the high stakes associated with professional licensing examinations and their impact on an individual's psychological well-being and self-perception (Geraga et al., 2025; Lain, 2022).

The findings of this study are also consistent with qualitative research by Paler and Muegna (2024), which explored the experiences of 14 Bachelor of Elementary Education graduates from Kapalong College of Agriculture, Sciences, and Technology. Their results emphasized challenges related to motivation, balancing work and study, knowledge gaps, and emotional well-being. The participants in that study utilized improved study methods, mentorship, emotional support, and a positive mindset to overcome these obstacles. The research underscores the significance of practice tests, community involvement, strong support systems, and overall well-being for successful exam preparation. It highlights the resilience of Elementary LET retakers and the substantial impact of individualized support.

Participants relied on the encouragement of their family and peers as a source of motivation to move forward from the experience of failure. Despite the experience of isolation in enduring disappointment or a time of comparing one’s failure to the success of others, the narratives of the participants highlighted the role of family and peer support in navigating their experience of failure.

The findings of this study align with research by Binayao and Dales (2020), which investigated the lived experiences of both successful and unsuccessful examinees of the Licensure Examination for Teachers (LET) who graduated from the main campus, external centers and the Certificate of Teaching program at Bukidnon State University between 2016 and 2018. Their study identified six key themes emerging from the experiences of these individuals and their internal and external stakeholders: engaging in self-directed learning, demonstrating teaching credibility, institutional commitment to quality education, providing family-based social support, exhibiting competence and quality, and extending social support from non-family sources.

A central theme in the participants' narratives was a transformative journey from disappointment to acceptance as non-passers, a finding supported by phenomenological research on LET non-passers (Bacus et al., 2021) that identified an "Acceptance" phase and by studies on LET retakers (Banay, 2024) documenting the evolution from disappointment to eventual acceptance or a form of resolution. Their research studies identified key emerging themes or phases of experience: Attribution (identifying causes), Awareness (of emotions), and Acceptance (of the situation). This acceptance phase was linked to respondents' statements that the experience of failure was unchangeable and beyond their control, necessitating an acceptance of the reality that this particular path might not be for them.

Collectively, the extracted themes paint a powerful picture of transformation from psychological challenges and social support to transformative acceptance employed by the participants, further illustrating how a failure can shape their personal journey and how failure can be perceived as a challenge or an opportunity for personal growth. The experience involves navigating significant psychological challenges, drawing upon the complex dynamics of social support, and ultimately embracing failure as a catalyst for personal growth. This process illustrates how failure, while initially painful, can reshape one's self-perception and become a powerful motivation for positive change, viewed not as a finality but as a challenge and a springboard for future development.

**5.0 CONCLUSION**

The participants' narratives vividly portrayed a significant transformative process, moving from initial disappointment to a state characterized by constructive resilience. Acceptance of the setback, cultivating positivity, and adopting a challenge-oriented mindset were key factors that empowered them to prepare more effectively for future attempts and reframed the experience of failure as an integral and potentially valuable part of their life journey. Ultimately, optimism and acceptance emerged as the core meanings derived from the participants' experiences.

These findings underscore the human capacity for post-traumatic growth following significant setbacks. The study highlights the psychological mechanisms of cognitive reappraisal (reframing failure), emotional regulation (cultivating positivity), and the development of resilience in the face of adversity. Understanding this process of transformation from disappointment to acceptance can inform interventions aimed at individuals facing significant life challenges, particularly in the context of achievement-related stress and failure. The emphasis on optimism and acceptance as adaptive coping mechanisms provides valuable insights for promoting mental well-being and fostering a growth mindset in individuals navigating challenging life transitions. Further research could explore the specific psychological factors that facilitate this transformation and the long-term psychological outcomes associated with adopting these perspectives.

Finally, these insights emphasize the importance of fostering academic competence and psychological resilience in students. Educators can play a crucial role in shaping students' mindsets towards failure, framing it as a learning opportunity rather than a definitive endpoint. Integrating strategies that promote optimism, acceptance of setbacks, and a challenge-oriented approach into the curriculum and pedagogical practices can equip students with the psychological tools necessary to navigate academic pressures and future professional challenges. Furthermore, understanding the emotional journey of individuals facing licensure examinations can inform the development of more supportive and holistic preparation programs that address cognitive skills and emotional well-being. Educational interventions that cultivate resilience, promote healthy coping mechanisms, and encourage a positive outlook in the face of academic and professional hurdles would greatly help the students, especially those who will be taking the licensure examination.

**6.0 LIMITATIONS OF THE FINDINGS**

The lived experiences of those who failed the board licensure exam for psychometricians at a state institution in Western Visayas were investigated in this phenomenological study. This research endeavor only involved six (6) participants who met the inclusion criteria set by the researcher and were willing to participate in the study. Moreover, all the participants were females and did not include male non-passers, which implies that the sex of the participants is restricted. This denotes that it does not represent the whole population of non-passers of BLEP. Moreover, the participants were only obtained from a state university, and non-passers from private universities offering Psychology programs were not included. Thus, the results of the study were only limited to the experiences of alumni from a state university and did not encompass the experiences of alums in private universities.

**7.0 PRACTICAL APPLICATION**

The findings of the study suggest that the school administrators of state universities can provide comprehensive support in studying the factors influencing Psychology graduates' preparedness for taking BLEP to ensure their examination success. Furthermore, the findings of this study can be utilized by school curriculum developers or program supervisors as a guide in reviewing and revising the curriculum to increase its efficacy and relevance for the preparation of BLEP takers. This may also inspire other non-passers experiencing the same phenomenon because they can see how the participants endure all the frustration and disappointments brought by failing the licensure examination and the effective strategies they employed to cope and handle the board exam outcomes.

**9.0 DIRECTION FOR FUTURE RESEARCH**

The findings of this study focused on the lived experiences of BLEP non-passers in a state university. Hence, future researchers may conduct the same study with private university non-passers as participants. Moreover, since this is a qualitative study, other researchers may opt to conduct it using quantitative research or a mixed-methods approach to show a wider scope of the participants' experiences about the phenomenon.

**Ethical Approval and Consent:**

To maintain the research's trustworthiness and ethical standards, the researcher considered general ethical principles in every part of the study. These included social value, informed consent, the vulnerability of participants, potential risks and benefits, privacy and confidentiality, justice, transparency, the researcher's qualifications, the adequacy of facilities, and community involvement.

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1. Plagiarism checking

2.Grammar checking

3. citationa nd references checking

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