



**TEACHERS' PRACTICES AND STUDENTS' EXPERIENCES IN IMPROVING
COMMON FINAL EXAMINATION (CFE) RETAKE PERFORMANCE:
BASES FOR PROGRAM RECOMMENDATION**

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ABSTRACT

This qualitative-phenomenological study conducted aimed to find out the teachers' practices and students' experiences in improving the common final exam retake performance as a basis for program recommendation. The participants of the study were ten students and five teachers purposively chosen from the BSED-English program of PHINMA University of Iloilo. The data were gathered using a researcher-made questionnaire through in-depth interview. The study identified several key themes regarding the teachers' practices in improving the common final exam retake performance: equipped students with the unattained learning objectives, and provided students with review sessions. The students' experiences in improving the common final exam retake performance are as follows: teachers help review the lessons and teacher provides encouragement and motivation. The researcher suggests a program recommendation created to help teachers and the target recipients of the study better the conduct and result of the common final exam retake.

Keywords: *Common Final Examination, Teachers' Practices, Students' Experiences, Program Recommendation*

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INTRODUCTION

Education is highly regarded in the Philippines as the government is making steps to provide a system of free and integrated education among its citizens (1987 Constitution, Art. 14, Sec. 1).

Thus, the Commission of Higher Education was created as an agency body to strengthen policies and administration of private and public institutions of higher learning (RA 7722-Higher Education Act of 1994, Sec. 3).

The PHINMA University of Iloilo (formerly University of Iloilo) is one the universities situated in the Western Visayas and is under the PHINMA Education Network, governing its academic policies and regulations since its takeover in 2009. The said policies and academic memorandum are being managed by the Team Learning Philippines-with the aim of improving quality of education with its retention policies. The university has been then implementing open-admission policies for the students in any degree program.

The Team learning Philippines had undergone changes in making sure that quality education is a core of every school under the management of PHINMA education network.

They strengthen the formulas for board subjects of all degree programs with the addition of common final examination (CFE).

The final examinations of board subjects will be comprehensive and will include mastered topics from prelim, midterm and finals. The student not being able to pass the final examination will incur an incomplete (INC) mark in the subject and will retake the exam (Academic Memo S.2011-04).

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Thus, a student not being able to pass the retake in the final examination will retake the subject in the next semester.

Students should meet the retention standards of the program to continue the course. Not passing the subject thrice or getting a passing grade means a student will be advised to shift to another course (Academic Memo S.2013-05).

Among the subjects with the Common Final examination is ENG 018-Introduction to Linguistics, as a BSED major course offered every First Semester of the 2nd year(CMO No. 75 S.2017).

The number of students not passing the subjects is increasing as per report of the Team Learning Philippines and assessment coordinators, with least topic and competencies not mastered.

The researcher believed that intervention must be implemented to the students to facilitate the retake of their common final examinations.

In the light of the foregoing realities, the researcher determined whetere there is a need to examine the teachers' practices and the students' experiences in improving the Common Final Exam (CFE) retake performance .

In this study, the term refers to a set of recommendations and activities aimed at enhancing the practices related to the common final exam at PHINMA University of Iloilo.

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MATERIALS AND METHODS

Research Methodology

This chapter outlines the research methodology, including the research design, study participants, data collection procedures, research instruments, and data analysis methods employed in this study.

Research method

This study used a descriptive research method using phenomenological approach. This study used phenomenology as an approach under qualitative design. A validated questionnaire were used to identify teachers' practices and students' experiences in improving common final examination retake performance as basis for program recommendation. Sidedlecki, S.L. (2020) stated that descriptive research seeks to elicit solutions in the current scenario.

Research Design

This study employed a qualitative research design, with a particular focus on the phenomenological approach. Holmes (2022) explains that phenomenology focuses on individuals' subjective experiences, with data typically gathered through interviews and other qualitative methods.

Gill, M.J. (2020) notes that Edmund Husserl, the leading figure in phenomenology, describes it as the study of "phenomena," which includes verbal expression, perception, cognitive processes, memory, imagination, emotions, desires, decision-making, bodily awareness, and physical actions.

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In this research, the phenomenological approach was applied by exploring teachers' and students' experiences in enhancing performance on common final exam retakes. Participants were encouraged to share their insights freely and meaningfully to provide valuable data.

Participants of the Study

The method used to choose the study participants is known as "purposeful selection." It is a selection process wherein particular persons or settings are intentionally selected to deliberately provide information impossibly extracted from other choices (Singh, 2020).

The participants of the study are five (5) English teachers from PHINMA University of Iloilo College of Education and ten (10) students taking up Bachelor of Secondary Education major in English course.

Sampling Design

The respondents were deliberately selected according to specific criteria aligned with the objectives of this study.

The participants were composed of students and teachers of the PHINMA University of Iloilo. The students were taking BSED-major in English program and enrolled for academic year 2024-2025. They were retakers of the common final exam last semester.

The teachers were handling English subjects with common final exam. They were teaching in the College of Education-PHINMA University of Iloilo.

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Research Instrument

The researcher utilized a structured questionnaire guide to gather detailed and comprehensive data throughout the study.

The questionnaire was divided into two sections: the first section gathered demographic details, while the second focused on key questions related to teachers' and students' experiences in enhancing performance on common final exam retakes. Participants were encouraged to respond freely and thoughtfully to provide meaningful insights into the study.

Validity of the Research Instrument

The validity of the interview guide refers to whether or not it measures what it is supposed to measure (Britannica, 2008). To ensure clarity and optimize participant responses, the instrument undergoes a validation process to eliminate any ambiguities in the questions.

In this study, the researcher created an interview guide, which was reviewed and refined by the adviser. It was then evaluated by a panel of experts for content and face validation based on Good and Scates' (1972) Eight-Point Criteria. All suggested revisions were carefully documented, and the necessary modifications were fully incorporated.

Data Gathering Procedures

Following the validation of the questionnaire, the researcher obtained the necessary permits to conduct the study from the Dean of the Graduate School, the assessment coordinator, Team Learning Philippines, the Program Head, and the Dean of the College of Education at PHINMA University of Iloilo.

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During the interview process, the researcher interviewed the participants one-by-one.

The responses gathered will be dealt with assured confidentiality. Then, the data will be transcribed, analyzed, and interpreted.

Data Analyses

Braun, V. and Clarke, V. (2020) introduced thematic analysis as a flexible method for identifying patterns in qualitative data. Their six-step process includes familiarization, coding, theme identification, refinement, definition, and reporting. They emphasize the researcher's active role in interpretation and the importance of reflexivity. Their framework is widely used across disciplines for its adaptability in analyzing qualitative data.

RESULTS AND DISCUSSIONS

The study was conducted to explore the teachers' practices and students' experiences in improving the common final exam retake as a basis for program recommendation in the College of Education.

This study used a descriptive research method using phenomenological approach. This study used phenomenology as an approach under qualitative design.

A researcher-developed interview guide was utilized for data collection. To ensure its validity, a panel of experts in English and research assessed it through face and content validity.

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The study's findings indicated that students and teachers employ different strategies and have varying experiences in enhancing student performance on common final exam retakes.

The findings revealed that English teachers had different practices in the improving the common final exam retake performance of the students. These practices include equipped students with the unattained learning outcomes and provided students with a review session.

As per how teachers apply the practices, it includes listing down of challenging topics and establishing availability of time for review.

Moreover, the teacher helps review the lessons and provide encouragement and motivation are the experiences of the students.

On the contrary, the findings also revealed the challenges of the English teachers such as improving student's comprehension and retention, and addressing student's anxiety in receiving low test results. Student's challenges include the time management of the review session and the online modality of the review session.

Additionally, the coping strategies in improving the common final exam retake performance of students include providing learning materials and assessment, providing comprehensive handouts to students, and acknowledging of students' achievement.

Given all these findings, the researcher proposed a program recommendation to address the challenges and improve the common final exam retake performance of the students.

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CONCLUSIONS

In light of the findings and insights arrived at in this study, the following recommendations are forwarded:

To enhance students' performance in the Common Final Examination (CFE) retake, they should adopt effective study habits, actively participate in academic support programs, and maintain a growth mindset. Engaging in structured review sessions, utilizing peer-assisted learning, and practicing self-assessment techniques can strengthen their comprehension and retention of key concepts. Additionally, collaboration with instructors and academic mentors, along with strategic time management and resilience, will empower students to navigate the challenges of the CFE retake with confidence and success.

Teachers should implement structured interventions to help students improve their performance in the Common Final Examination (CFE) retake, including targeted review sessions, differentiated instruction, and personalized feedback tailored to students' needs. Encouraging collaboration through peer-assisted learning, tutoring programs, and interactive teaching methods can create a more engaging and supportive learning environment. Teachers should also work closely with deans and program heads to align assessment strategies, ensure curriculum consistency, and secure necessary academic resources.

Additionally, maintaining open communication with students through flexible consultation hours and digital platforms allows for timely guidance and support. By fostering a student-centered approach and promoting a culture of continuous learning, teachers can enhance student confidence, motivation, and overall academic success in the CFE retake.

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Program heads in the College of Education should institutionalize structured academic support systems and assessment-aligned interventions. This includes facilitating collaboration among faculty members to implement targeted review sessions, remediation programs, and differentiated instruction that address students' learning gaps. Program heads should also ensure that necessary resources, such as tutoring services and peer-assisted learning opportunities, are readily available to enhance student engagement and comprehension.

Additionally, aligning assessment strategies with curriculum standards through close coordination with deans and faculty will help maintain coherence and effectiveness in instructional delivery. By fostering a culture of academic excellence and providing continuous support, program heads can empower both teachers and students to achieve better outcomes in the CFE retake.

PHINMA Education Network and Team Learning should consider the effectiveness of structured interventions in improving students' performance in the Common Final Examination (CFE) retake to strengthen academic policies on retention and the grading system. The integration of targeted review sessions, peer-assisted learning, and diagnostic assessments can serve as baseline data to evaluate existing policies and refine intervention strategies. Additionally, collaboration between faculty, deans, and program heads will ensure that assessment methods are aligned with curriculum objectives, providing a more coherent and student-centered approach to learning.

Establishing clear remediation programs and academic support mechanisms, such as tutoring services and active learning strategies, can help address learning gaps and boost

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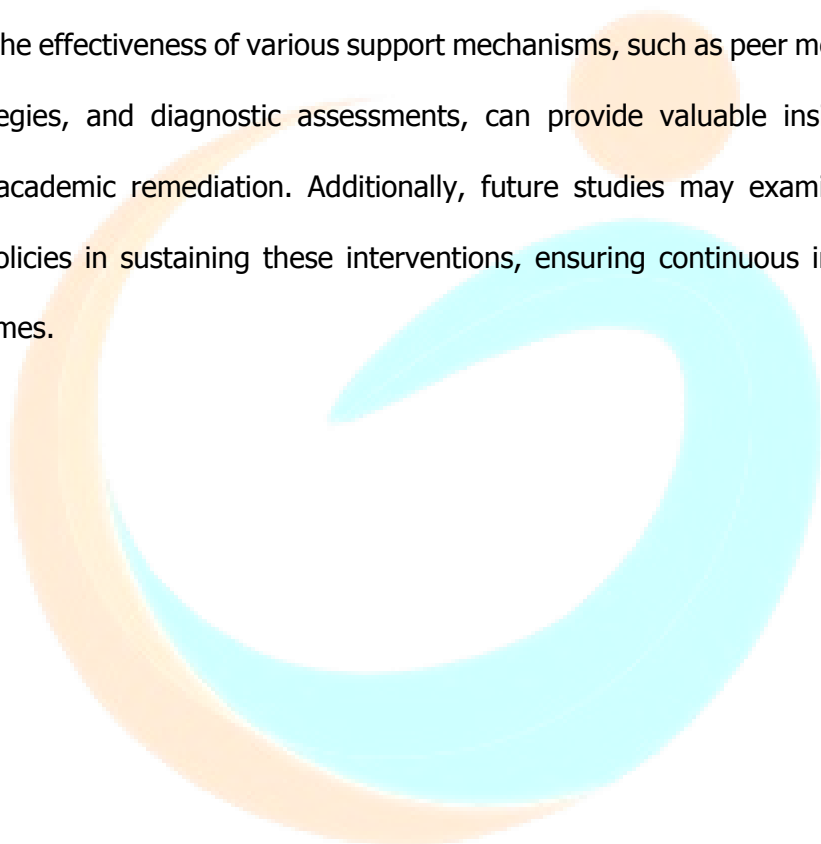
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student success rates. By incorporating these insights into policy revisions, Team Learning can develop a more comprehensive and equitable system that supports students' academic growth while maintaining institutional standards.

Future researchers can build on these findings by exploring the long-term impact of structured interventions on students' performance in common final examination (CFE) retakes. Investigating the effectiveness of various support mechanisms, such as peer mentoring, active learning strategies, and diagnostic assessments, can provide valuable insights into best practices for academic remediation. Additionally, future studies may examine the role of institutional policies in sustaining these interventions, ensuring continuous improvement in student outcomes.



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