

Factors Fueling the Success of Criminology Graduates in the Board Licensure Examination for Criminologists

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ABSTRACT

This study employed a qualitative descriptive phenomenological research design to examine the lived experiences of criminology graduates who successfully passed the Board Licensure Examination for Criminologists (BLEC) at the Polytechnic College of La Union (PCLU) in Agoo, La Union. The research aimed to explore the factors that influenced their preparation and performance, including academic support, family influence, review center experiences, personal discipline, psychological readiness, and financial conditions. Twenty-eight (28) BLEC passers from 2023 to 2024 were selected through purposive sampling and participated in in-depth, semi-structured interviews. Data were audio-recorded with consent, transcribed verbatim, and analyzed using thematic analysis. The findings revealed that a strong academic foundation and faculty support, family encouragement and financial assistance, structured and effective review center programs, disciplined study habits, and stress management strategies significantly contributed to examination success. However, participants also reported challenges such as difficulty in mastering technical subjects, anxiety and emotional pressure, financial constraints, limited mentorship, health-related concerns, and time management issues due to work and family responsibilities. The study concludes that BLEC success is influenced by a combination of academic preparedness, psychological resilience, institutional support, and socio-economic stability. Based on these findings, a proposed intervention program was developed to strengthen academic mentoring, enhance stress management initiatives, improve access to review resources, and promote structured peer and faculty support systems. The results of this study may serve as a basis for institutional improvements aimed at increasing licensure examination performance among future criminology graduates.

Keywords: Descriptive Phenomenology, Criminology Graduates, Licensure Examination, Thematic Analysis, Academic Support, Psychological Readiness, Intervention Program

INTRODUCTION

Background of the Study

Licensure examinations are an important requirement for graduates who want to practice a regulated profession. In the field of criminology, passing the Board Licensure Examination for Criminologists (BLEC) shows that a graduate has gained the knowledge and skills needed to work in the criminal justice system. In the Philippines, the demand for licensed criminologists continues to increase as government agencies and public safety institutions require qualified professionals.

However, passing the licensure examination is not always easy. Several factors may influence a graduate's performance, such as academic preparation, support from the school, family encouragement, review programs, and personal motivation. Understanding these factors is important in helping criminology graduates become better prepared for the examination. For this reason, this study examines the factors that influence the success

of criminology graduates from the Polytechnic College of La Union in taking the BLEC, with the goal of providing insights that may help improve their preparation and performance.

Licensure examinations, as described by Norman R. Hertz and Roberta N. Chinn (2000), were among the final and most critical steps in the journey toward professional practice. In the Philippines, passing the Criminology Board Examination formally known as the Licensure Examination for Criminologists was the only legal path to becoming a licensed criminologist.

Globally, higher education was under pressure to evolve. Institutions were required to integrate modern teaching methods, digital tools, and evidence-based practices. Therefore, success in licensure exams became a multidimensional challenge that went beyond theoretical knowledge to include practical skills, critical thinking, and ethical awareness.

Research worldwide identified several factors that impacted licensure outcomes: curriculum quality, faculty expertise, student preparedness, institutional support, and socio-economic conditions. Analyzing these within local contexts helped align educational programs with global standards while improving graduate outcomes.

Human (2018) noted that criminology was an interdisciplinary field shaped by various influences, with often debated origins. The field, inspired by thinkers such as Cesare Beccaria and Jeremy Bentham, continued to evolve. Meanwhile, Kandhari (2020) emphasized the importance of motivation, memory enhancement, and the desire to excel when preparing for board exams. This was echoed in studies by Ramirez and De Castro (2018), which linked positive attitudes and determination with exam success.

Moreover, Mo et al. (2020) observed gender differences in how self-esteem and academic goals influenced exam preparation. For instance, males tended to have higher self-esteem but lower academic aspirations, while females showed more diligence in remedial work but struggled with goal-setting. Additionally, both genders faced common challenges such as poor concentration and procrastination, which negatively affected productivity and exam outcomes (Manor & Lane, 2020).

Modern learning environments also played a key role. According to Gedik et al. (2020), effective classroom design involved careful attention to pedagogy, course structure, materials, and teacher-student interaction. Gemza and Kostrubaa-Brak (2021) argued that schools were expected not just to impart knowledge but also to teach students how to learn. Further, Tokuda et al. (2021) added that educational environments had to be active, cumulative, and goal-oriented to be effective.

Educational institutions faced pressure to prepare students with more than just academic knowledge. One goal of Sustainable Development Goal 4 was to achieve universal literacy and numeracy. An important part of gaining knowledge and skills was having a good learning environment. Therefore, there was a need to build more educational facilities and upgrade existing ones to ensure they were safe, inclusive, and effective for all (Ritchie and Ortiz-Ospina, 2018).

Stakeholders and policymakers often judged how effective a curriculum was by looking at how many graduates found jobs and how well they performed on licensure exams. Private higher education institutions (HEIs) highlighted strong exam results to attract new students. For state universities and colleges (SUCs), exam performance also affected their funding, as it was one of the criteria used to decide budget allocations. Because of this, higher education institutions paid close attention to improving how well their graduates performed on licensure exams.

A standard that measured the performance excellence of a state university and college (SUC) or any academic institution was manifested through the outcomes of its graduates who were work-ready, fully equipped with the knowledge and skills needed for the active teaching-learning process, and who exercised values. Other standard measures of the success of an institution were seen in its graduates' passing rate in licensure examinations (Castano and Cabanda, 2011; Malik, 2017).

Further, HEIs gave much attention to the licensure examination performance of their graduates. A thorough review of examination content was given to reviewers; review materials were prepared carefully, and the best reviewers were selected. They gauged the reviewers' readiness to take the licensure exam by giving a mock board exam after a series of reviews. However, the majority of the institutions conducting the review focused less on the results of the mock board exam. There was no feedback or support given to the reviewers after taking the said exam (Taya, 2025).

The Board Licensure Examination for Criminologists (BLEC) was administered by the Professional Regulation Commission (PRC). It was the definitive test for determining whether graduates were prepared to enter the criminology profession. A passing mark was required by law for anyone who wished to work in law enforcement, corrections, or related public safety fields.

Criminology, alongside nursing and teacher education, remained one of the most sought-after programs in the country. This popularity was largely driven by the demand from government agencies, particularly the tri-bureau (PNP, BJMP, and BFP). The profession was regulated under Republic Act 11131, also known as the Philippine Criminology Profession Act of 2018, which replaced the earlier RA 6506.

Republic Act No. 11131 stated that through programs and activities that fostered professional growth, as well as honest and credible licensure examinations, it would cultivate competent and well-rounded criminologists. Candidates were required to pass the licensing exam outlined in this Act to be registered. In order to pass, a candidate had to receive a weighted average rating of 75% in every subject, with no grade falling below 60%.

Thus, the test's ultimate goal was to gauge students' performance levels; without this, it was impossible to determine what the pupils had learned during their educational journey. As a result, the exam served as the last evaluation of student performance. Exams were used to assess a student's aptitude and determine whether or not they had attained a particular level of academic knowledge.

The performance of graduates in licensure examinations was widely seen as a key indicator of the quality of higher education institutions (Balagtas & Gerundio, 2014). For criminology graduates, the Criminologist Licensure Examination (CLE) served as the primary tool to evaluate their readiness. The CLE covered six core areas as specified by CHED Memorandum Order No. 05, Series of 2018.

In December 2022, the first batch of K-12 graduates took the CLE under the revised curriculum. This particular exam was dubbed the "most difficult CLE" since 1972, with a passing rate of only 33.14% (Professional Regulatory Board for Criminology, 2022).

In Davao City, Tamayo (2015) indicated that academic institutions faced difficulties in creating graduates who were prepared to lead. It was shown that criminology graduates had an advantage in the licensure exam because of high academic requirements. Dalisay (2015) stated that criminology was a high-priority area that received significant attention. The increased criminology curriculum resulted in a larger student population.

As interest in criminology grew, so too did the number of examinees. However, passing rates did not keep pace, revealing discrepancies in educational quality. Various factors were known to influence BLEC performance: the quality of education, review programs, faculty competence, motivation, and socio-economic circumstances. In response, the Commission on Higher Education (CHED) promoted Outcomes-Based Education (OBE).

In this light, it became increasingly important to understand the specific factors that helped students succeed. This study focused on the Polytechnic College of La Union (PCLU) in Agoon, La Union. To support student success, PCLU aligned its curriculum with CHED guidelines, strengthened faculty training, and introduced intensive review programs. Despite these initiatives, BLEC passing rates varied, suggesting the need to better understand what influenced student outcomes.

This research explored factors that impacted the BLEC success of PCLU criminology graduates. It examined academic preparedness, teaching quality, institutional support, motivation, and the availability of study resources. By analyzing these elements, the study aimed to provide actionable insights.

As interest in criminology continued to grow, the number of examinees taking the Criminologist Licensure Examination (CLE) also increased. However, passing rates did not always improve at the same pace, which raised concerns about the different factors influencing examinees' preparation and performance. Previous studies suggested that licensure examination outcomes were affected not only by the quality of education and review programs but also by personal, social, and economic circumstances that shaped students' ability to prepare effectively for the examination.

During the preparation period, many examinees encountered several challenges that influenced their readiness for the CLE. One of the most common difficulties was the lack of time due to work or other commitments, particularly among students who needed to support themselves financially while reviewing. Alongside this, financial constraints in enrolling in review centers or purchasing review materials often limited access to structured review programs and updated learning resources. These financial pressures sometimes required students to prioritize employment over study time, which could affect the consistency and depth of their preparation.

Personal circumstances also played an important role in exam readiness. Some students experienced personal or family-related responsibilities that affected their study time, such as helping with household duties or responding to unexpected family concerns. These responsibilities sometimes interrupted study schedules and reduced opportunities for focused review. In addition, examinees frequently reported difficulty in understanding certain subjects or topics, particularly those involving complex legal concepts or technical criminology content. When these subjects required more time and effort to comprehend, students often felt less confident in their preparation.

Aside from academic difficulties, emotional and psychological factors also influenced the preparation process. Many examinees experienced anxiety or stress related to exam preparation, especially as the examination date approached. The pressure to pass, along with expectations from family and peers, sometimes affected concentration, motivation, and overall confidence. Moreover, some students reported inadequate support from peers or mentors, which made it more challenging to seek guidance or clarification on difficult topics during the review period. A few participants also mentioned health-related concerns, which affected their ability to maintain consistent study routines and stay focused during preparation.

These challenges illustrate that preparing for the CLE is not solely an academic undertaking but also a process shaped by various personal, social, and institutional factors. Understanding these realities is essential for educational institutions that aim to improve student outcomes in licensure examinations.

In this context, it became increasingly important to examine the specific experiences of criminology graduates and the factors that influenced their preparation for the CLE. This study focused on the Polytechnic College of La Union (PCLU) in Agoo, La Union. To support student success, PCLU aligned its curriculum with CHED guidelines, strengthened faculty training, and introduced intensive review programs. Despite these initiatives, CLE passing rates continued to vary, suggesting the need for a deeper understanding of the challenges and conditions that affected examinees' readiness.

This research therefore explored the factors that influenced the CLE preparation and performance of PCLU criminology graduates. In particular, it examined how academic difficulties, personal circumstances, psychological pressures, and institutional support systems shaped the review process. By analyzing these factors, the study aimed to generate insights that could help improve review programs, strengthen student support mechanisms, and ultimately enhance the success of future criminology graduates in the licensure examination.

THEORETICAL AND CONCEPTUAL FRAMEWORK

This study was anchored on Jean Piaget's constructivist theory, which advocated for a participatory strategy in which examinees had an active role in the learning process. Constructivists regarded learning as a self-contained process (Agarkar, 2019).

According to Von Glaser Feld (1989), constructivist knowledge was not passively received but actively constructed, and cognition was adaptive, serving to organize the experimental world. Furthermore, new psychological conceptions of learning were a result of technological improvements.

Jean Piaget (2020) posited that cognitive learning theory regarded thoughts as the primary determinants of emotions and behavior. It believed that internal mental processes could be scientifically studied. This theory was related to the study because the student sought to improve a learner's ability to comprehend knowledge in a more in-depth manner.

According to Weiner (2020), causal attributions determined effective reactions to success and failure. Attribution theory was incorporated into the cognitive theories that attempted to explain the cause of an event. Attribution was classified along three causal dimensions: internal/external, stability, and controllability.

Dewey's experiential learning theory also supported the aspects that affected board examination performances. According to Roberts (2019), examinees gained knowledge about themselves from their experiences, which influenced their performance.

Moreover, Multiple Intelligence theory asserted that teachers should have presented learning materials in multiple ways (Howard Gardner, 2021). Gardner asserted that educators should not have followed a specific theory but instead employed customized instruction.

Several laws and memoranda shaped the factors influencing the success of criminology graduates. Republic Act No. 6506, enacted in 1972, created the Board of Examiners for Criminologists and granted it the authority to regulate the practice. In 2018, Republic Act No. 11131 repealed RA 6506 and established a more comprehensive framework.

To ensure alignment, the PRC Board of Criminology issued Resolution No. 03, Series of 1996, which adopted standardized syllabi. Further, Resolution No. 05, Series of 2022, adopted revised Tables of Specifications (TOS) to reflect changes in the curriculum. Collectively, these laws established a structured approach that influenced academic preparedness and institutional support.

Figure 1 present the paradigm of the study.

The input examined the factors that influenced the success of criminology graduates in taking the Board Licensure Examination for Criminologists (BLEC), their level of preparation, and the challenges they experienced. The results served as the basis for proposing a comprehensive intervention program. The process contains the conduct of key informant interview.

Based on these findings, a comprehensive intervention program was proposed to improve academic support, strengthen review strategies, provide mental health assistance, and address financial concerns to enhance graduates' performance in the BLEC.

INPUT

PROCESS

OUTPUT

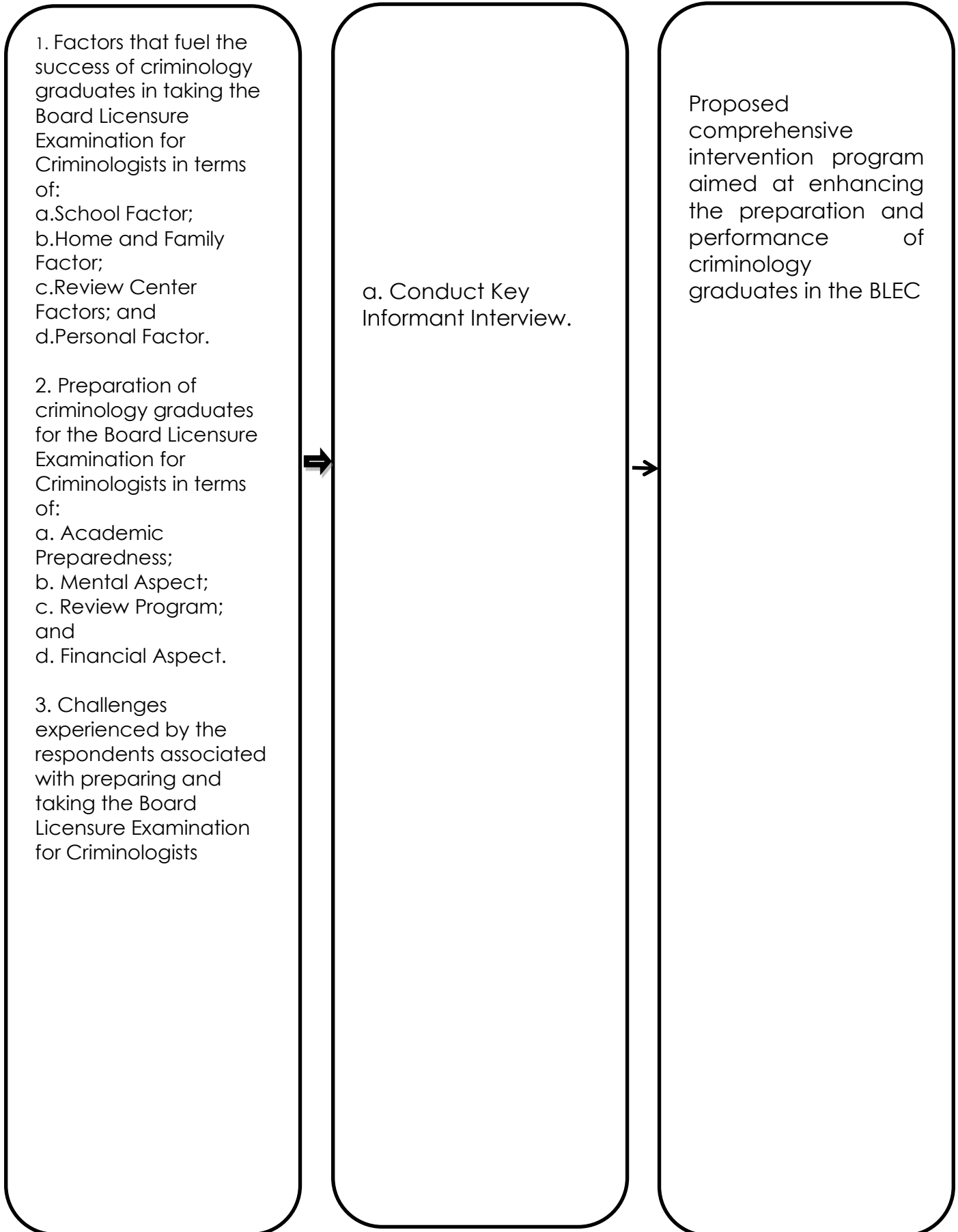


Fig. 1. The Research Paradigm

Statement of the Problem

The study aimed to determine the factors fueling the success of criminology graduates in taking the Board Licensure Examination for Criminologists.

Specifically, it sought to answer the following questions:

1. What are the factors that influence the success of criminology graduates in taking the Board Licensure Examination for Criminologists
2. How prepared the criminology graduates to take the Licensure Examination?
3. What are the challenges experienced by the respondents associated with preparing and taking the Board Licensure Examination for Criminologists?
4. What intervention program can be proposed to enhance the preparation and performance of criminology graduates in the Board Licensure Examination for Criminologists?

Importance of the Study

This research was designed to explore and understand the key factors that contributed to the success of criminology graduates in passing the Board Licensure Examination for Criminologists (BLEC), particularly in Agoo, La Union. The findings of this study provided valuable insights that could be used by various stakeholders involved in criminology education and licensure preparation.

Criminology Students. The findings of the study were useful to students preparing for the BLEC. Understanding the key factors that influenced success helped guide their study strategies and decision-making.

Criminology Graduates. Graduates who had not yet taken the BLEC benefited from this study by identifying potential barriers to success, such as financial constraints, lack of confidence, or inadequate preparation. Addressing these challenges proactively improved their readiness and motivation to pursue licensure.

Instructors and Professors. The findings of the study assisted department instructors in evaluating how well students were prepared to take the Board Licensure Examination for Criminologists. As a result, instructors were able to make appropriate adjustments to the curriculum to improve the knowledge and preparedness of future board examination takers.

Parents and Guardians. This study was beneficial to parents and guardians, as it allowed them to recognize and understand the problems encountered by their children during preparation for the board examination.

School Administration. The school administration, particularly at the Polytechnic College of La Union, was able to use the results of this study to evaluate and strengthen the criminology program.

The Researcher. This study provided the researcher with a valuable opportunity to contribute to the growing body of knowledge in criminology education.

Future Researchers. This study served as a reference for future researchers conducting related studies.

Definition of Terms

The following terms were defined operationally for the purpose of this study.

Academic Preparedness. This referred to the level of knowledge and skills acquired by criminology students through formal education, encompassing both theoretical understanding and practical application of criminological principles.

Board Licensure Examination for Criminologists (BLEC). This referred to a standardized examination administered by the Professional Regulation Commission (PRC) in the Philippines, designed to assess the knowledge and competencies required to become a licensed criminologist.

Challenges. These referred to the obstacles or difficulties encountered by criminology graduates during their preparation for the BLEC, including financial constraints, lack of access to review materials, personal issues, or institutional limitations.

Criminology Graduates. These referred to individuals who had successfully completed a Bachelor of Science in Criminology degree from a recognized higher education institution.

Factors. These referred to the variables or elements that contributed to or influenced the licensure examination outcomes of criminology graduates, including personal, academic, institutional, or environmental aspects.

Financial Aspect. This referred to the economic resources available to criminology graduates for licensure preparation, including funds allocated for review centers, study materials, transportation, and other related expenses.

Fueling. This referred to the motivation and encouragement received by criminology graduates from family, peers, mentors, or personal aspirations that drove their commitment and perseverance in preparing for the BLEC.

Home and Family Factor. This referred to the support system provided by the home environment and family members, including emotional, psychological, and logistical assistance that influenced graduates' ability to prepare effectively for the licensure examination.

Mental Aspect. This referred to the psychological state and cognitive abilities of criminology graduates, including stress management, focus, confidence, and mental resilience, which affected their performance during BLEC preparation and examination.

Personal Factor. This referred to the individual characteristics and attributes of criminology graduates, such as time management skills, discipline, study habits, and personal goals, that affected their readiness for the BLEC.

Review Center Factor. This referred to the quality and effectiveness of review centers attended by criminology graduates, including instructor expertise, comprehensiveness of review materials, and the overall learning environment, which contributed to their licensure preparation.

School Factor. This referred to the role of the educational institution in shaping the preparedness of criminology graduates, including curriculum alignment with BLEC requirements, quality of instruction, availability of resources, and institutional support services.

Success. In the context of this study, success referred to passing the BLEC and achieving licensure as a professional criminologist.

METHODOLOGY

This chapter explains how the study was conducted. It presents the research design used in the study, as well as the population and locale of the respondents. It also describes the data gathering tools and the procedures followed in collecting the necessary information from the participants.

In addition, this chapter discusses how the data gathered from the respondents were analyzed and interpreted. The ethical considerations observed by the researcher during the conduct of the study are also presented to ensure that the participants' rights, privacy, and confidentiality were properly respected.

Research Design

This study employed a qualitative descriptive phenomenological research design to gain a deeper understanding of the experiences of criminology graduates who prepared for and took the Board Licensure Examination for Criminologists (BLEC).

A phenomenological approach was used because the study focused on the graduate’s lived experiences. Instead of measuring variables or generating numerical data, the research aimed to explore their personal stories, how they prepared, the challenges they faced, the factors that supported them, and their feelings throughout the process.

The purpose of the study was to understand the meaning behind these experiences and to examine how various factors influenced the participants’ preparation and performance, including support from their school, influence of their family, experiences in review centers, personal motivation and discipline, and challenges encountered during review.

Following a descriptive phenomenological approach, the researcher carefully documented participants’ experiences using their own words, without adding personal interpretations or assumptions. Data were collected through in-depth, semi-structured interviews, allowing graduates to openly share their thoughts, emotions, struggles, and insights about preparing for the BLEC.

Population and Locale of the Study

The study was conducted at the Polytechnic College of La Union (PCLU) located in Agoo, La Union. The institution was selected not only for its accessibility to the researcher but also for its consistent performance in producing criminology graduates who successfully passed the licensure examination. The researcher’s familiarity with the academic environment of PCLU also contributed to a more informed and sincere conduct of the study.

Table 1. Distribution of Respondents

Respondents	Population
1. 2023	38
2. 2024	47
TOTAL	85

The respondents of the study were criminology graduates from PCLU who passed the Board Licensure Examination for Criminologists (BLEC) from 2023 to 2024. Out of 85 criminology graduates who passed the Board Licensure Examination for Criminologists in 2023 and 2024 (38 in 2023 and 47 in 2024), only twenty-eight (28) were able to participate in this study. Many graduates had relocated for work, were preparing applications for various law enforcement agencies, or had pursued further studies, which made them difficult to reach. Others were unavailable or unable to commit to the time needed for the in-depth interviews. Despite these limitations, the twenty-eight (28) respondents provided rich and valuable insights into their preparation experiences, strategies, and the challenges they faced while preparing for the licensure examination. Their perspectives form the basis for understanding the factors that contributed to their success and the preparation process of criminology graduates.

PCLU was chosen as the focus of this research due to its notable record in licensure examination performance. By examining the real-life experiences of its graduates, the study aimed to identify effective practices, coping strategies, and support systems that could help guide future criminology students toward success in the licensure examination.

Data Gathering Tool

The primary data-gathering tool for this study was a researcher-developed interview guide. Because this study followed a qualitative descriptive design, the focus was on collecting rich, detailed narratives rather than numerical data.

The interview guide consisted of open-ended questions designed to explore the lived experiences of criminology graduates who passed the Board Licensure Examination for Criminologists (BLEC). The questions were aligned with the objectives of the study and centered on understanding the support graduates received from their school,

the role of their family in preparation, their experiences in review centers, their personal motivation, discipline, and coping strategies, and the challenges they encountered during their preparation.

The interview guide was reviewed by academic experts, including the Vice President for Academic Affairs, the Dean of the College of Criminology, and the Program Head of the College of Criminology. Their feedback helped improve the clarity, relevance, and alignment of the questions with the research objectives. Revisions were made to ensure that the questions would elicit meaningful and in-depth responses from participants. Data were then collected through in-depth, semi-structured interviews, which allowed flexibility for follow-up questions and probing. This approach encouraged participants to freely share their experiences, thoughts, and emotions related to their BLEC journey.

In addition to the interviews, secondary sources were consulted to provide contextual support for the study. These included relevant legal frameworks and institutional documents, such as Republic Act No. 11131 (The Philippine Criminology Profession Act of 2018) and CHED Memorandum Order No. 05, Series of 2018, as well as selected records from the Professional Regulation Commission (PRC) and the Polytechnic College of La Union (PCLU). These documents helped strengthen the background and discussion of the findings by providing official context and supporting information.

With participants' permission, the interviews were audio-recorded, transcribed verbatim, and analyzed using thematic analysis. Significant statements were identified, similar ideas were grouped together, and themes were developed to reflect the participants' shared experiences. This process enabled the researcher to capture rich and meaningful narratives, revealing not only how the graduates prepared for the examination but also what factors contributed to their success.

Data Gathering Procedure

The researcher carefully followed proper academic and ethical procedures in conducting the study. To begin, the research title was submitted for review and approval. After receiving approval from the research adviser and panel, the researcher formally requested permission from the School President of the Polytechnic College of La Union (PCLU) to conduct the study.

Once permission was granted, the researcher identified potential participants who met the study criteria. These were criminology graduates of PCLU who had successfully passed the Board Licensure Examination for Criminologists (BLEC) from 2023 to 2024. Using purposive sampling, twenty-eight (28) graduates who were willing and available to share their experiences were selected. These participants provided valuable insights into their preparation strategies, challenges, and experiences in taking the licensure examination.

The researcher personally reached out to the participants and clearly explained the purpose of the study, including what their participation would involve. Before conducting the interviews, informed consent was obtained to ensure that participation was voluntary.

Data were gathered through in-depth, semi-structured interviews. Each participant was interviewed individually at a time convenient for them. The conversations were conducted in a comfortable and relaxed manner to encourage honest and open sharing. With their permission, the interviews were audio-recorded to ensure that their responses were accurately captured. Follow-up questions were asked whenever necessary to better understand their experiences and insights.

After completing the interviews, the recordings were transcribed word-for-word. The researcher carefully read and reviewed the transcripts several times to become familiar with the participants' narratives. The data were then organized and analyzed to identify important statements, recurring ideas, and common themes related to their preparation and experiences in taking the BLEC.

Throughout the entire process, the researcher ensured that participants' identities were kept confidential and that their responses were treated with respect and sensitivity.

Data Analysis

The data collected from the in-depth interviews were analyzed using thematic analysis to capture the graduate's lived experiences in preparing for the Board Licensure Examination for Criminologists (BLEC). Following the interviews, audio recordings were transcribed verbatim to ensure accuracy and completeness. The researcher carefully reviewed the transcripts multiple times to immerse themselves in the participants' perspectives and gain a deep understanding of their experiences.

Significant statements reflecting the participants' preparation strategies, challenges, and motivations were identified and coded. Similar codes were then grouped into categories, which were further synthesized into broader themes representing shared patterns across participants. The key themes that emerged included school and faculty support, family influence, review center experiences, personal discipline and motivation, psychological readiness and stress management, and financial challenges.

These themes were presented in narrative form, providing a detailed account of how graduates navigated their BLEC preparation. The insights gained from the thematic analysis not only highlighted the factors that facilitated or hindered exam success but also informed the development of a proposed intervention program aimed at supporting future examinees in enhancing their preparation and performance.

Ethical Consideration

The researcher ensured that the study was conducted in an ethical and respectful manner throughout the research process. Before conducting the interviews, each participant was clearly informed about the purpose of the study, the nature of their participation, and how the information they provided would be used. The researcher explained that the study aimed to understand the experiences of criminology graduates in preparing for and taking the Board Licensure Examination for Criminologists (BLEC).

Participation in the study was entirely voluntary. The participants were asked if they were willing to take part in the interview, and informed consent was obtained before the interviews were conducted. They were also informed that they had the right to refuse to answer any question they were not comfortable with and could withdraw from the study at any time without any negative consequences. The respondents willingly shared their experiences and answered the interview questions based on their own choice and availability.

During the interview process, the researcher ensured that the participants felt comfortable and respected while sharing their experiences. The interviews were conducted in a friendly and relaxed manner to encourage honest and open responses. With the participants' permission, the interviews were audio-recorded to ensure that their responses were accurately documented.

In some cases, follow-up questions were communicated through social media platforms such as Messenger and through email to clarify certain responses and to ensure that the information gathered was complete and accurate. To protect the participants' identity and privacy, pseudonyms were used instead of their real names in the transcripts and in the presentation of the results.

All information gathered from the participants was treated with strict confidentiality. The collected data were securely stored and used solely for academic purposes related to this study. The researcher ensured that the rights, dignity, and privacy of all participants were respected throughout the entire research process.

In compliance with Republic Act No. 10173, also known as the Data Privacy Act of 2002, appropriate measures will be taken to ensure that any data collected is handled with utmost care and safeguarded against unauthorized access, disclosure, or misuse.

RESULTS AND DISCUSSIONS

This chapter presents the findings from interviews with Criminology graduates, identifying six key factors that influenced their success in the Criminologist Licensure Examination (CLE).

The interviews showed six main factors that influenced the success of Criminology graduates in the Criminologist Licensure Examination (CLE). These factors covered academic, personal, social, psychological, and financial aspects that shaped how prepared the participants felt for the exam.

Factors influencing the success of Board Licensure Examination for Criminologist

The success of examinees in the Board Licensure Examination for Criminologists is influenced by several interconnected factors. These include a strong academic foundation supported by effective teaching strategies, encouragement and financial assistance from family, structured and comprehensive review center programs, and the examinees' personal discipline and time management skills. Additionally, psychological readiness, stress management, and access to financial resources play important roles in sustaining motivation and focus throughout the review period. Together, these factors contribute significantly to examination preparedness and overall performance.

Table 2. Factors influencing the success of Board Licensure Examination for Criminologist

Theme	Frequency (28)	Percentage	Representative Participant Excerpts
Strong Academic Foundation and Faculty Support	19	17.1%	Respondents 1, 4, 7, 8, 10, 14, 16, 20, 24 - "Our professors explained topics clearly and gave practice tests that were similar to the board exam." Respondents 2, 3, 6, 11, 12, 13, 17 - "The teaching strategies, especially situational examples, made learning much easier."
Family Support as Emotional and Financial Motivation	20	18.0%	Respondents 1, 3, 5, 9, 12, 13, 17 - "My family constantly encouraged me and prayed for me, which helped me stay motivated." Respondents 1, 4, 6, 7, 8, 9, 10 - "Financial support from my parents allowed me to focus fully on reviewing without worries."
Effectiveness of Review Center Programs	19	17.1%	Respondents 2, 3, 6, 11, 20, 21, 25 - "The review instructors were knowledgeable and shared effective test-taking strategies." Respondents 7, 10, 12, 13, 16 - "The structured schedule and repeated drills in the review center really improved my retention of key concepts."
Personal Discipline and Time Management	28	25.2%	Respondents 1, 3, 5, 8, 9, 20, 22, 25, 28 - "I followed a strict daily study routine and avoided distractions to stay on track." Respondents 2, 7, 11, 16 - "Creating a weekly plan and sticking to it helped me manage my time efficiently."
Psychological Readiness and Stress Management	13	11.7%	Respondents 2, 3, 6, 11 - "I managed my anxiety through prayer and short breaks, which helped me stay focused during the exam." Respondents 1, 3, 4, 5, 9, 17 - "Repeated practice exams boosted my confidence and reduced nervousness."
Financial Challenges and Resource Accessibility	12	10.8%	Respondents 1, 4, 6, 7, 8, 9, 10 - "Financial support reduced my stress and allowed me to focus on studying." Respondents 7, 10, 13 - "Although finances were limited, it motivated me to work harder and prepare effectively."

Note. N = 28 respondents. Each response was coded into one primary theme based on recurring patterns identified during thematic analysis.

Table 2 presents the themes, the number of participants who mentioned each, and examples of what they shared about their experiences. Overall, the findings suggest that a strong academic foundation, support from

professors, encouragement from family, effective review programs, personal discipline, stress management, and financial resources all played key roles in helping graduates perform well on the Criminologist Licensure Examination (CLE).

Theme 1: Strong Academic Foundation and Faculty Support

A solid academic foundation and consistent support from faculty emerged as one of the most important factors contributing to the success of graduates in the Criminologist Licensure Examination (CLE). Participants emphasized that clear instruction, practical examples, and guidance from experienced professors helped them understand complex concepts, apply knowledge in real-life scenarios, and build confidence for the board exam. This theme highlights how the quality of teaching and curriculum alignment can shape students' readiness and mastery.

All participants emphasized that a strong academic foundation and consistent faculty support were critical factors in their success in the Criminologist Licensure Examination (CLE). Respondents highlighted the clarity of lectures, board-aligned instruction, case-based discussions, and the provision of practice examinations as essential elements that strengthened their preparedness.

As shared by Respondents 1, 4, 7, 8, 10, 14, 16, 20, and 24, *"Our professors explained topics clearly and gave practice tests that were similar to the board exam,"* while Respondents 2, 3, 6, 11, 12, 13, and 17 noted that *"The teaching strategies, especially situational examples, made learning much easier."* These statements indicate that effective instruction extended beyond simple content delivery to structured guidance, contextualized learning, and alignment with licensure examination standards.

The implications of these findings underscore the responsibility of higher education institutions to ensure curriculum alignment with CLE competencies and to adopt interactive, board-focused instructional strategies. Faculty development initiatives, including training on assessment literacy, case-based teaching, and exam-oriented review methods, may further enhance instructional effectiveness.

Additionally, institutions may implement diagnostic tests and performance monitoring systems to identify learning gaps early and provide targeted academic support. For students, the findings emphasize the importance of actively consulting faculty, engaging in classroom discussions, and maximizing practice examinations to reinforce understanding. Ultimately, a strong academic foundation supported by competent and committed faculty not only increases the likelihood of licensure examination success but also contributes to the development of competent and professionally prepared criminologists.

These findings corroborate Villanueva et al. (2019) and Santos (2020), who found that active faculty engagement, timely feedback, structured mentoring, and practice-oriented teaching strategies significantly enhance board examination performance. Related studies in licensure education further affirm that curriculum alignment with competency standards and outcomes-based instruction improves student confidence, mastery, and readiness.

The results are also consistent with Constructivist Learning Theory (Bruner, 1966), which posits that learners actively construct knowledge through guided experiences and meaningful engagement. Through situational examples, simulations, and board-style assessments, faculty effectively scaffold learning and bridge the gap between theoretical concepts and real-world application.

Theme 2: Family Support as Emotional and Financial Motivation

Family support played a crucial role in the examinees' preparation, providing both emotional encouragement and financial assistance. Graduates shared that their families motivated them to stay focused, maintained their confidence during stressful periods, and helped reduce financial burdens that could distract from studying. This theme illustrates that success in the licensure examination is not only an individual effort but also shaped by the support systems surrounding the students.

Family support emerged as a significant source of both emotional and financial motivation among the participants. Many respondents emphasized that their families played a crucial role in sustaining their determination and focus throughout the review period. Respondents 1, 3, 5, 9, 12, 13, and 17 shared, *“My family constantly encouraged me and prayed for me, which helped me stay motivated.”* This highlights the importance of emotional reassurance, moral encouragement, and spiritual support in maintaining confidence and perseverance during preparation for the Criminologist Licensure Examination.

In addition to emotional encouragement, financial assistance from family members was also identified as a key factor. Respondents 1, 4, 6, 7, 8, 9, and 10 stated, *“Financial support from my parents allowed me to focus fully on reviewing without worries.”* Their responses indicate that financial stability reduced stress and enabled them to concentrate on their studies, attend review sessions, and access necessary learning resources without distraction.

It also implies that family support functions both as a motivational anchor and as a practical enabler of academic success. Emotional encouragement strengthens self-belief and resilience, particularly during periods of self-doubt and examination anxiety, while financial assistance minimizes external pressures that may otherwise divide attention between work and study. This dual role reinforces the idea that success in licensure examinations is not solely an individual endeavor but is also shaped by one’s immediate social environment.

These results corroborate previous studies which emphasize that strong family involvement positively influences academic persistence, performance, and goal attainment among higher education students. Research on social support theory further explains that emotional, informational, and instrumental support systems significantly enhance coping mechanisms and stress management, thereby improving performance outcomes in high-stakes examinations.

The implications of these findings underscore the importance of fostering family engagement in students’ academic journeys. Educational institutions may consider organizing orientations, recognition programs, or family-inclusive activities that acknowledge the role of families in students’ licensure preparation. Guidance offices and review programs may also provide counseling and financial advisory support for students experiencing economic constraints. For students, the results emphasize the value of maintaining open communication with their families and drawing strength from their encouragement.

The findings are likewise consistent with motivational theories, such as Self-Determination Theory, which highlight the importance of relatedness and supportive relationships in sustaining intrinsic motivation and long-term goal commitment.

These results corroborate existing literature which highlights the significant role of family support in academic achievement. Studies have consistently shown that students who receive strong emotional and financial backing from their families demonstrate higher levels of motivation, persistence, and academic performance. This is further supported by Social Support Theory, which explains that emotional and instrumental support enhances individuals’ ability to cope with stress and maintain focus during demanding tasks such as licensure examinations. Similarly, the findings align with Self-Determination Theory, which emphasizes that a sense of relatedness and supportive relationships fosters intrinsic motivation and sustained goal commitment.

Theme 3: Effectiveness of Review Center Programs

The role of review centers was identified as a key factor in preparing for the CLE. Participants pointed out that structured sessions, knowledgeable instructors, and strategic study approaches helped them retain information, manage time, and develop test-taking skills. This theme underscores the importance of guided, focused, and systematic review programs in bridging the gap between academic learning and examination performance.

The effectiveness of review center programs was identified by 19 participants as a significant factor contributing to their success in the Criminologist Licensure Examination. Respondents emphasized the competence of review instructors and the strategic approaches integrated into the review sessions. Respondents 2, 3, 6, 11, 20, 21, and 25 stated, *“The review instructors were knowledgeable and shared effective test-taking strategies.”* Their

responses indicate that beyond content review, instructors provided practical techniques such as test analysis skills, elimination strategies, and time management methods that enhanced examination performance.

The implications of these findings suggest that review centers serve as a vital reinforcement mechanism bridging formal academic preparation and actual licensure examination performance. Higher education institutions may consider integrating structured in-house review programs or forming partnerships with reputable review centers to ensure alignment with current board standards.

Continuous monitoring of review outcomes, mock board performance analytics, and feedback mechanisms may further enhance effectiveness. For students, the findings underscore the importance of actively engaging in drills, attending structured sessions consistently, and applying learned strategies during practice tests.

Additionally, the structured learning environment of review centers was highlighted as beneficial. Respondents 7, 10, 12, 13, and 16 shared, *“The structured schedule and repeated drills in the review center really improved my retention of key concepts.”* This suggests that systematic scheduling, consistent practice, and repeated exposure to board-type questions strengthened mastery and long-term retention of essential topics. The disciplined structure also reinforced accountability, study consistency, and focused preparation among examinees.

These findings corroborate several studies in licensure and professional education which demonstrate that structured review interventions significantly improve examination outcomes. Prior research indicates that review programs offering simulated examinations, intensive drills, and performance feedback increase familiarity with test formats and reduce examination anxiety. Empirical studies on retrieval practice and spaced repetition further confirm that repeated testing enhances long-term memory consolidation and recall accuracy, both of which are critical in high-stakes board examinations.

Moreover, literature on coaching and exam preparedness highlights that explicit instruction in test-taking strategies, such as question analysis, distractor elimination, and pacing techniques, positively influences examinees' efficiency and overall scores.

The results are likewise consistent with the Cognitive Load Theory, which posits that well-structured instruction and guided practice help manage mental effort and optimize learning efficiency. By organizing review sessions into manageable segments and incorporating repeated drills, review centers help reduce cognitive overload while strengthening schema development.

Furthermore, Social Learning Theory supports the idea that interaction with knowledgeable instructors and peers in review settings promotes observational learning, clarification of misconceptions, and collaborative reinforcement of concepts.

Theme 4: Personal Discipline and Time Management

Self-discipline and effective time management were repeatedly emphasized as essential for successful preparation. Graduates noted that establishing routines, avoiding distractions, and planning study schedules enabled them to cover the extensive content systematically. This theme highlights that personal responsibility, consistent effort, and structured study habits form the backbone of exam readiness and complement other supportive factors.

The participants' responses highlighted that personal discipline and Personal discipline and time management emerged as the most dominant factor influencing success, with all 28 respondents identifying it as essential in their preparation for the Criminologist Licensure Examination.

Participants consistently emphasized the importance of maintaining structured study habits and minimizing distractions. Respondents 1, 3, 5, 8, 9, 20, 22, 25, and 28 shared, *“I followed a strict daily study routine and avoided distractions to stay on track.”*

Similarly, Respondents 2, 7, 11, and 16 stated, “*Creating a weekly plan and sticking to it helped me manage my time efficiently.*” These responses demonstrate that disciplined study patterns and deliberate scheduling enabled examinees to cover extensive content systematically and avoid last-minute cramming.

The implications of these findings underscore the critical need for both institutions and students to prioritize the development of time management and self-discipline skills. Institutions may integrate study-skills training, productivity workshops, and structured academic planning sessions into the curriculum to strengthen students’ self-management competencies.

Academic advisers and faculty can provide guidance on creating personalized study schedules, monitoring progress, and adjusting strategies based on performance. For students, the findings highlight that consistent effort, routine adherence, and careful allocation of study time are foundational to examination readiness and overall success.

This implies that personal discipline and strategic time management serve as the foundation upon which other supportive factors, such as family encouragement and structured review programs, can effectively enhance preparation, confidence, and performance during the Criminologist Licensure Examination.

These findings are corroborated by extensive research in educational psychology and professional licensure studies. Studies on self-regulated learning consistently show that goal-setting, planning, and self-monitoring are significant predictors of academic achievement and exam performance. Research by Britton and Tesser (1991) demonstrated that students who actively schedule study time and maintain regular routines achieve higher scores in standardized tests.

Similarly, Zimmerman’s Self-Regulated Learning Theory highlights that learners who plan, monitor, and evaluate their learning processes exhibit improved performance and mastery. Additionally, Duckworth et al. (2007) on grit and perseverance found that sustained effort and disciplined habits are crucial determinants of long-term academic success, particularly in high-stakes examinations. Other studies in professional licensure contexts, such as nursing and accountancy, also affirm that time management and disciplined review schedules are strongly correlated with passing rates.

Theme 5: Psychological Readiness and Stress Management

Managing stress and maintaining psychological readiness emerged as another critical factor in examination success. Participants shared that techniques such as mindfulness, prayer, practice exams, and short mental breaks helped them stay focused, reduce anxiety, and approach the exam with confidence. This theme emphasizes that emotional and mental preparedness are as vital as academic preparation in achieving positive outcomes on the CLE.

Psychological readiness and stress management were identified by 13 participants as key factors influencing success in the Criminologist Licensure Examination. Effective stress management strategies enabled examinees to maintain focus, build confidence, and approach the exam with a positive mindset. Respondents 2, 3, 6, and 11 shared, “*I managed my anxiety through prayer and short breaks, which helped me stay focused during the exam.*” Similarly, Respondents 1, 3, 4, 5, 9, and 17 noted, “*Repeated practice exams boosted my confidence and reduced nervousness.*” These responses highlight that both emotional regulation techniques and repeated exposure to exam-like conditions play a critical role in minimizing anxiety and enhancing performance.

The implications of these findings suggest that institutions and students should prioritize strategies to enhance psychological readiness. Institutions may offer stress management workshops, mindfulness programs, and counseling services tailored to high-stakes examination preparation. Incorporating mock exams, timed drills, and other simulation-based practices into review programs can also help students acclimate to test conditions and build self-efficacy. For students, cultivating habits such as short mental breaks, reflective practices, prayer or meditation, and systematic practice tests can strengthen resilience, improve focus, and reduce test-related anxiety.

This implies that psychological readiness and stress management serve as essential complements to academic preparation, enabling examinees to harness their knowledge effectively, sustain concentration under pressure, and approach the Criminologist Licensure Examination with confidence and composure.

These findings are supported by existing research and theoretical frameworks. Studies in educational and professional examination contexts show that stress management positively influences performance, concentration, and retention of knowledge. The Yerkes-Dodson Law, for example, indicates that moderate levels of arousal improve cognitive performance, while excessive anxiety impairs functioning, highlighting the need for effective stress regulation. Research on test anxiety interventions similarly demonstrates that mindfulness, relaxation techniques, and repeated practice under exam conditions enhance confidence and reduce performance-related nervousness.

Additionally, findings align with Bandura's Self-Efficacy Theory, which posits that repeated mastery experiences, such as practice exams, enhance belief in one's capabilities, reduce apprehension, and improve actual performance.

Theme 6: Financial Challenges and Resource Accessibility

Financial support and access to learning resources emerged as important factors influencing the success of graduates in the Criminologist Licensure Examination. Participants noted that having adequate financial backing helped reduce stress and allowed them to focus fully on their studies, while limited resources sometimes motivated them to work harder and maximize their preparation. This theme highlights how both financial stability and challenges can shape study habits, resilience, and determination, emphasizing the need for strategies that ensure students can access the support and materials necessary for effective exam readiness.

Financial challenges and access to resources were identified by 12 participants as influential factors in their success on the Criminologist Licensure Examination. Adequate financial support helped alleviate stress and allowed examinees to focus fully on their studies, while limited resources sometimes served as a motivator to maximize effort and preparation. Respondents 1, 4, 6, 7, 8, 9, and 10 shared, "*Financial support reduced my stress and allowed me to focus on studying.*"

Conversely, Respondents 7, 10, and 13 noted, "*Although finances were limited, it motivated me to work harder and prepare effectively.*" These responses indicate that both the availability and scarcity of resources can significantly shape study behaviors, either by reducing external pressures or by fostering resilience and determination.

The implications of these findings suggest that financial considerations should be recognized as an integral component of licensure examination preparedness. Institutions may provide scholarships, grants, or subsidized review programs to ease financial burdens, while offering guidance on budgeting and accessing study materials.

Review centers and academic programs could also implement flexible payment schemes or provide free online resources to support students from economically challenged backgrounds. For students, the findings highlight the importance of strategic planning and resourcefulness, ensuring that financial constraints do not hinder focused study and consistent preparation.

These findings are corroborated by studies in higher education and professional licensure contexts, which indicate that financial stability is strongly associated with reduced stress, improved concentration, and higher academic achievement. Research on socioeconomic factors in student performance demonstrates that financial difficulties can negatively affect study time, access to materials, and overall preparedness, while financial support alleviates these barriers.

The study implies that financial support and access to resources play a dual role in licensure examination success: they provide the stability needed to focus on preparation while also fostering resilience and determination in the face of challenges. Ensuring equitable access to financial and material resources can thus significantly contribute to improved readiness and performance among examinees.

Additionally, theories of resilience and motivation suggest that limited resources can also enhance self-discipline, persistence, and problem-solving skills, motivating students to optimize their study strategies despite constraints.

Preparation for Board Licensure Examination

Preparedness is a critical factor in determining examinees' performance in licensure examinations, particularly in high-stakes assessments such as the Criminology Licensure Examination. Preparedness extends beyond academic knowledge and includes psychological readiness, access to review programs, and financial capability. This section presents the level of preparedness of criminology graduates across four key aspects: academic preparedness, mental aspect, review program, and financial aspect.

Table 3. Preparation for Board Licensure Examination

Theme	Frequency (28)	Percentage	Representative Responses
Academic Preparedness through Curriculum Alignment	13	46.4%	R1, R2, R6, R7, R9, R10, R14, R15, R17 – “Our professors emphasized board-type questions.” R3, R5, R11, R12 – “The curriculum closely followed the CLE coverage.” “Mock exams boosted my confidence.”
Gaps in Subject Mastery	12	42.9%	R2, R4, R8, R11, R13, R16 – “I felt underprepared in procedural law.” R6, R9, R15 – “I needed extra review in criminalistics.” “Some updated laws were not deeply discussed.”
Psychological and Emotional Readiness	17	60.7%	R1, R2, R3, R5, R6 – “I felt anxious but determined.” “Family expectations pressured me.” “Group study helped reduce stress.”
Effectiveness of Review Programs	28	100%	R6, R8, R11, R13 – “The review center improved my speed and accuracy.” “Practice tests strengthened my weak areas.” R1, R2, R3, R5, R6 – “Exam simulations prepared me for the real test.”
Financial Factors Influencing Preparation	24	85.7%	R6, R8, R11, R13 – “Financial pressure motivated me to pass.” “I had to work part-time while reviewing.” R1, R2, R3, R5, R6 – “Family support allowed me to focus on studying.”

Note. N = 28 respondents. Each response was coded into one primary theme based on recurring patterns identified during thematic analysis.

Table 3 shows that preparation for the Board Licensure Examination was influenced by academic, psychological, programmatic, and financial factors. Curriculum alignment (f = 13) helped students become familiar with board-type questions and exam coverage, though gaps in subject mastery (f = 12), particularly in procedural law and criminalistics, were noted.

Psychological and emotional readiness (f = 17) played a significant role, as students experienced anxiety and pressure but remained determined, with group study helping reduce stress. The effectiveness of review programs (f = 28) was strongly emphasized, with exam simulations and practice tests improving performance. Financial factors (f = 24) also impacted preparation, as financial pressure motivated some, while family support enabled others to focus on studying.

Theme 1: Academic Preparedness through Curriculum Alignment

Many participants highlighted that their college curriculum played a key role in preparing them for the Criminology Licensure Examination. They felt that exposure to board-aligned topics, integration of mock exams, and emphasis on critical subjects helped build both their knowledge and confidence. This theme

emphasizes that structured academic preparation and curriculum alignment with licensure standards are foundational to graduates' readiness for professional practice.

Thirteen out of twenty-eight respondents (R1, R2, R3, R5, R6, R7, R9, R10, R11, R12, R14, R15, and R17) expressed that they felt academically prepared to take the Criminology Licensure Examination (CLE) due to the alignment of their college curriculum with examination coverage. Several participants (R1, R2, R6, R7, R9, R10, R14, R15, R17) emphasized that their professors integrated board-type questions into classroom discussions, which familiarized them with the structure and difficulty level of the actual examination.

As one respondent stated, *"Our professors emphasized board-type questions."* Meanwhile, other respondents (R3, R5, R11, R12) highlighted that *"the curriculum closely followed the CLE coverage,"* and that *"mock exams boosted my confidence."*

This implies that structured academic exposure, reinforced through simulations and practice examinations, strengthened both content mastery and test-taking confidence, while the presence of mock board examinations functioned not only as an assessment tool but also as a psychological preparation strategy.

Also, it indicates, that curriculum alignment with licensure examination content significantly enhances graduates' academic readiness. Higher education institutions offering criminology programs may benefit from continuously reviewing and updating their syllabi to ensure consistency with CLE test specifications, as mandated by Republic Act No. 11131 (2018).

Integrating board-type questions, conducting periodic mock examinations, and emphasizing high-weight subject areas can improve both competence and confidence among graduating students. Furthermore, structured academic preparation within the institution may reduce overreliance on external review centers. This finding is corroborated by existing literature indicating that curriculum alignment and board-focused instructional strategies positively influence licensure examination performance. Research shows that academic performance is a significant predictor of CLE success, with students who excel in undergraduate courses typically achieving higher passing rates (Garcia & Cruz, 2018; Albina et al., 2022).

Additionally, mock board examinations serve as diagnostic tools that provide a clear picture of a graduate's readiness and knowledge level (Tad-awan, 2021), while focused instructional strategies, such as the use of board-type questions and curriculum adjustments, are essential for improving institutional performance (Alvarez & Castillo, 2022). Finally, practice exams help students manage the transition from rote memorization to critical thinking, which is necessary for the professional board format (Balch, 1998).

Theme 2: Gaps in Subject Mastery

Although many participants described having a generally strong academic preparation, several still pointed out difficulties in specific technical subjects. In particular, procedural law and criminalistics were repeatedly mentioned as areas where they felt less confident. These concerns suggest that while the curriculum provides a solid foundation, certain specialized topics may require additional attention. The responses highlight the importance of continuously reviewing course content and strengthening targeted support in subjects that play a critical role in the licensure examination.

Nine respondents (R2, R4, R6, R8, R9, R11, R13, R15, and R16) identified significant gaps in subject mastery, particularly in the areas of procedural law and criminalistics. Specifically, respondents R2, R4, R8, R11, R13, and R16 noted feeling *"underprepared in procedural law,"* while R6, R9, and R15 expressed a need for *"extra review in criminalistics."* Several participants also highlighted that *"some updated laws were not deeply discussed,"* indicating a potential disconnect between the current legal landscape and classroom instruction.

This implies that although general academic readiness may be adequate, specialized technical knowledge in critical board subjects remains a vulnerability for many examinees, which may affect their confidence and performance during the Criminology Licensure Examination.

These identified gaps imply a critical need for higher education institutions to conduct a comprehensive and granular review of their teaching modules, particularly in high-stakes subjects such as Criminal Law, Jurisprudence, and Procedure. The findings suggest that a uniform or “one-size-fits-all” curriculum may not adequately respond to the rapid evolution of Philippine laws and advancements in forensic technologies.

To address this concern, institutions may consider implementing subject-specific intervention programs, including specialized legal seminars focusing on updated laws and enhanced laboratory-based criminalistics training. Such initiatives may help bridge the gap between theoretical instruction and the technical demands of the Criminology Licensure Examination (CLE).

The present findings are supported by existing literature on criminology licensure performance in the Philippines. Research indicates that although many students successfully pass the CLE, consistent challenges remain in achieving advanced mastery of complex subject areas. For instance, a study published in *IJAEMS* (2025) reported that a considerable number of candidates perform only slightly above the minimum passing mark, particularly in higher-order criminology concepts.

Similarly, findings from Mountain Province State Polytechnic College (2025) revealed that even graduates with strong academic standing frequently encounter difficulties in Forensic Science and Criminal Jurisprudence during the board examination. Scholars further emphasize that targeted interventions and additional academic support for difficult subjects are necessary to improve institutional passing rates (Albina et al., 2022).

Moreover, the documented disconnect between academic competence and professional readiness may result in reduced confidence and weaker licensure outcomes when specialized subject mastery is insufficient (SciMatic, 2024).

Theme 3: Psychological and Emotional Readiness

The mental and emotional demands of the licensure process were a central concern for all respondents. Many described feeling anxious yet determined, with family and peer expectations adding both pressure and motivation. This theme illustrates that licensure success depends not only on knowledge but also on emotional resilience, stress management, and supportive social networks to maintain focus and confidence throughout the preparation journey.

All twenty-eight (28) respondents (R1–R17) emphasized the critical role of psychological and emotional readiness, describing the licensure journey as a significant mental challenge. Several participants (R1, R2, R3, R5, and R6) characterized their experience as being “*anxious but determined*,” reflecting a dual reality of heightened stress alongside strong personal resolve. At the same time, some respondents shared that “*family expectations pressured me*,” underscoring how external social influences intensified the high-stakes nature of the Criminology Licensure Examination (CLE).

To cope with these pressures, many graduates relied on peer support, noting that “*group study helped reduce stress*,” which highlights the importance of collaborative learning environments in maintaining emotional balance during the review period. These findings suggest that academic preparedness alone is insufficient for licensure success; emotional stability, resilience, and effective stress management are equally essential. Criminology departments may therefore benefit from integrating structured mental health support, stress-management workshops, and peer-mentoring programs into their board preparation initiatives.

Formalizing study-group systems could provide a psychological safety net that counterbalances external pressures, particularly those stemming from family expectations. Addressing the “*anxious but determined*” mindset early in the preparation process may help prevent burnout and enhance the cognitive focus required to meet the standards set by the Professional Regulation Commission.

The present findings are supported by existing literature on the psychological experiences of board examinees. Research indicates that high-stakes examinations naturally induce anxiety, which can negatively affect performance when not properly managed (Albina et al., 2022). Studies further demonstrate that collaborative

learning environments and peer support systems foster emotional resilience and reduce stress levels among examinees (Avis et al., 2025). In the Philippine context, socio-cultural factors such as strong family expectations and the concept of *utang na loob* (debt of gratitude) can function both as motivation and as a source of pressure for students (Garcia & Cruz, 2018).

Moreover, psychological readiness, characterized by determination and emotional regulation, has been identified as a strong predictor of licensure success, sometimes outweighing mock examination performance alone (Tad-awan, 2021). Together, these studies reinforce the conclusion that mental and emotional preparedness is a decisive factor in CLE performance.

Theme 4: Effectiveness of Review Programs

External review programs were identified as vital in consolidating knowledge and refining exam skills. Participants reported that practice tests, timed drills, and exam simulations strengthened their speed, accuracy, and overall readiness. This theme highlights the role of structured, practical review sessions in bridging the gap between academic learning and the real-world demands of the licensure examination.

Sixteen out of twenty-eight respondents highlighted the important role that external review programs played in their preparation for the Criminology Licensure Examination (CLE). Many described the period between graduation and the board examination as a transition phase in which review centers helped consolidate what they had learned in college. Participants R6, R8, R11, and R13 shared that “*the review center improved my speed and accuracy,*” while others explained that “*practice tests strengthened my weak areas.*”

In addition, respondents R1, R2, R3, R5, and R6 stated that “*exam simulations prepared me for the real test.*” These experiences suggest that repeated exposure to timed, board-like conditions helped them develop not only mastery of content but also the mental stamina and focus required during the actual examination administered by the Professional Regulation Commission (PRC). For many graduates, review centers were not simply supplementary but transformative in refining their readiness.

The findings imply that although undergraduate education provides the theoretical and conceptual foundation, specialized review programs function as a crucial preparatory stage that sharpens test-taking skills. The consistent emphasis on “*speed and accuracy*” indicates that the CLE measures more than knowledge recall; it also demands effective time management, strategic thinking, and endurance under pressure.

Higher education institutions may therefore consider integrating structured board-oriented strategies, such as timed drills, diagnostic assessments, and performance tracking, into their internal review initiatives. Doing so could strengthen institutional support systems and potentially lessen students’ financial dependence on external review centers.

These results are consistent with existing literature on licensure examination success. Research has shown that review centers contribute significantly to improving examinees’ speed, accuracy, and familiarity with board-type questions, areas that are sometimes underemphasized in traditional classroom settings (Albina et al., 2022).

Similarly, Tad-awan (2021) found that simulation exams and repeated practice tests are strong predictors of board performance because they replicate the cognitive demands and psychological pressure of the actual licensure environment. Taken together, both the present findings and prior studies underscore the value of structured, simulation-based preparation in enhancing CLE outcomes.

Theme 5: Financial Challenges and Resource Accessibility

Financial stability or the lack thereof emerged as a significant factor affecting how graduates prepared for the Criminology Licensure Examination (CLE). While sufficient financial support allowed examinees to focus fully on their studies, limited resources sometimes served as a motivating force, pushing examinees to maximize their efforts despite challenges. This theme highlights how access to resources can directly influence preparation consistency, confidence, and overall performance.

Fourteen out of twenty eight respondents emphasized the role of finances in their preparation. Some participants described financial hardship as a driving motivator. One respondent shared, *“Financial pressure pushed me to pass the exam to improve my family’s situation,”* illustrating how personal and familial stakes encouraged disciplined study. However, this motivation often came with sacrifices; several participants had to work part-time while reviewing, which disrupted study routines and increased stress.

Conversely, other respondents benefited from family or external support. One noted, *“With fewer financial worries, I could focus fully on my review,”* reflecting how financial stability allowed more consistent study habits and better concentration. These differing experiences show that financial circumstances can either facilitate focused preparation or create additional burdens that impact readiness and confidence.

The findings suggest that financial considerations are more than peripheral, they can shape both the quality and consistency of CLE preparation. Higher Education Institutions (HEIs) in the Philippines could implement review assistance programs, provide subsidies, or offer flexible payment schemes to reduce economic barriers. Partnerships with local government units (LGUs) for initiatives such as *“Study Now, Pay Later”* programs for board exam fees or review center enrollment could further ensure equitable access to licensure preparation.

For students, strategic planning, resourcefulness, and leveraging available support systems are essential. Recognizing how financial stress or stability influences focus and study consistency can help examinees adopt strategies that maximize their preparation despite challenges.

These findings align with prior research on licensure examination preparation in the Philippines. A study at Antique State University (2025) identified financial problems as a common challenge affecting graduates’ focus and emotional well-being. Lumingkit and Villaster (2024) highlighted the struggles of working reviewees, noting that balancing employment with study responsibilities often led to fatigue and limited study time. Research from St. Paul University (2025) further emphasized that parental and financial support reduces anxiety and enhances concentration, while Bicol College (2025) noted that rising costs for PRC application fees and review materials can either motivate examinees or become overwhelming.

Challenges Encountered by the Respondents

Preparing for an examination involves various challenges that can affect an individual’s ability to study effectively and maintain focus. These challenges may arise from academic demands, personal responsibilities, financial limitations, and psychological pressures. Such factors can influence study habits, access to learning resources, and overall readiness for the examination. Understanding these challenges is essential, as they provide insight into the difficulties experienced by examinees and highlight areas where additional support and intervention may be needed.

Table 4 Challenges Encountered by the Respondents

Theme	Frequency (f) 28	Percentage	Sample Responses
Lack of Time Due to Work or Other Commitments	19	67.9%	R1, R7- <i>“I struggle to manage my time because I am working while reviewing.”</i> ; <i>“Balancing work and review makes me exhausted.”</i>
Financial Constraints in Enrolling in Review Centers or Purchasing Review Materials	28	100 %	R2, R6, R13 - <i>“Financial problems make it difficult to enroll in a review center.”</i> ; <i>“I rely on limited resources.”</i> ; <i>“Budget constraints prevent me from attending review classes.”</i>
Personal or Family Issues Affecting Study Time	22	78.6 %	R5, R11 <i>“Family responsibilities interrupt my study schedule.”</i> ; <i>“Unexpected family concerns affect my consistency.”</i>
Difficulty in Understanding	23	82.1%	R3, R10, R15 <i>“Some subjects are too technical.”</i> ; <i>“Certain topics require more time to</i>

Certain Subjects or Topics			<i>comprehend.”; “Understanding complex laws is challenging.”</i>
Anxiety or Stress Related to Exam Preparation	20	71.42%	R4, R8, R12, R16 <i>“I feel anxious as the exam date gets closer.; “Stress affects my concentration.”; “The pressure to pass makes me mentally drained.”; “I fear failing the exam.”</i>
Inadequate Support from Peers or Mentors	15	53.6%	R9, R14 <i>“There is limited guidance from mentors.”; “I sometimes feel unsupported.”</i>
Health-Related Concerns (Other Challenge)	1	3.6%	R17 <i>“Health-related issues made it harder to focus.”</i>

Note. N = 28 respondents. Each response was coded into one primary theme based on recurring patterns identified during thematic analysis.

Table 4 show that anxiety or stress related to exam preparation was the most frequently reported challenge, indicating that emotional pressure significantly affects respondents’ focus and confidence. Financial constraints and difficulty in understanding certain subjects were also common, highlighting both economic and academic barriers to effective preparation.

Other challenges included lack of time due to work commitments, personal or family issues, and inadequate support from peers or mentors. Health-related concerns were least reported. Overall, the findings suggest that both personal and external factors influence the respondents’ exam

Theme 1: Lack of Time Due to Work or Other Commitment

One of the recurring challenges identified by the participants relates to the limited time available for review due to work and other personal responsibilities. For many examinees, preparing for the Criminologist Licensure Examination (CLE) requires balancing multiple roles, including employment, family obligations, and personal commitments. These competing demands often reduce the amount of time and energy that can be devoted to focused study and exam preparation.

The findings revealed that professional and personal obligations serve as a primary barrier to Criminologist Licensure Examination (CLE) preparation, as respondents R1 and R7 identified a lack of time due to work responsibilities as a significant challenge. These narratives, such as R1’s struggle to *“manage time because I am working while reviewing”* and R7’s exhaustion from balancing roles, suggest that employment obligations directly compete with review schedules, leading to physical fatigue and reduced study hours.

This finding is corroborated by the concept of work–role conflict; according to Greenhaus and Beutell (1985), conflict occurs when the demands of work and other responsibilities are incompatible, resulting in strain that diminishes performance in one or both roles. In the context of licensure exams, employment responsibilities limit the energy necessary for deep learning and self-regulation.

As Zimmerman (2002) emphasized, successful learners must effectively regulate their time and study behaviors to achieve academic success, a task that is severely compromised when time is structurally constrained. Consequently, the implications of these findings suggest that review centers should implement flexible mechanisms, such as modular review programs or weekend sessions, to accommodate working examinees.

Furthermore, the study established that financial constraints significantly hinder the preparation process, as respondents noted the high costs associated with review fees, materials, and daily sustenance. This economic pressure often forces examinees to prioritize immediate income over dedicated study time, creating a cycle of academic disadvantage. This finding aligns with the Scarcity Theory proposed by Mullainathan and Shafir

(2013), which posits that a lack of financial resources creates a "cognitive bandwidth" tax, reducing the mental energy available for complex tasks like exam preparation.

Additionally, Putwain (2008) found that "test anxiety" is a significant predictor of academic underperformance, as the emotional preoccupation with the consequences of failure, often tied to family expectations, consumes cognitive resources that should be directed toward problem-solving. These findings imply a critical need for review centers to integrate psychological support, such as stress-management workshops, alongside their academic curriculum to foster emotional resilience.

Finally, the lack of adequate study materials emerged as a recurring obstacle, with examinees reporting difficulty in accessing updated textbooks, mock exam questions, and reliable internet resources. According to Taboh (2015), a proper education is unattainable without the right resources, as learning materials are essential to the comprehension and application of knowledge. Research by Abdu-Roheem (2014) further asserts that the non-availability or inadequacy of instructional materials results in the ineffectiveness of the learning system and poor student performance.

In the Philippine context, Lacre and Valle (2024) indicated that the availability of facilities and resources plays a fundamental role in enhancing the academic performance of learners, particularly in high-stakes settings. The implications of these findings suggest that educational institutions should provide internal review mechanisms and open-access digital libraries to support underprivileged examinees. Collaborative efforts between local government units and review centers could also ensure that all candidates, regardless of socioeconomic status, have access to the essential tools required for success in the CLE.

Theme 2: Financial Constraints in Enrolling in Review Centers or Purchasing Review Materials

Another significant challenge identified by the participants relates to financial limitations during the preparation period for the Criminologist Licensure Examination (CLE). Preparing for the board examination often requires additional expenses such as review center fees, study materials, transportation, and daily living costs. For some examinees, these financial demands create barriers that make it difficult to fully access available review opportunities.

Financial constraints emerged as one of the primary challenges encountered by the respondents. Participants reported that limited financial resources restricted their ability to enroll in review centers and access comprehensive review materials. One respondent stated, "*Financial problems make it difficult to enroll in a review center,*" while another shared, "*I rely on limited resources.*" Similarly, a participant noted, "*Budget constraints prevent me from attending review classes.*"

These responses suggest that financial limitations hinder access to structured review programs and supplementary learning materials. Review centers typically provide guided instruction, updated resources, and practice examinations designed to enhance readiness. The inability to participate in such programs may therefore reduce opportunities for comprehensive preparation and may affect examinees' confidence and performance. Students experiencing financial hardship may be compelled to rely primarily on self-directed learning with limited materials, potentially placing them at a disadvantage compared to peers with greater financial access.

The present findings are consistent with prior research indicating that socioeconomic status significantly influences academic preparation and performance. Selcuk R. Sirin (2005) found that socioeconomic status is a strong predictor of academic achievement, as financial limitations often restrict access to educational resources and support services.

Similarly, Greg J. Duncan and Richard J. Murnane (2011) emphasized that economic disparities contribute to unequal educational opportunities, particularly in access to enrichment programs and academic interventions. Furthermore, the Organisation for Economic Co-operation and Development (2019) reported that students from lower-income backgrounds frequently encounter barriers to high-quality learning resources, which may negatively affect examination outcomes.

These findings imply a need for institutions to implement more accessible and equitable review support mechanisms. Schools and academic institutions may consider offering institution-based review sessions, open-access digital materials, or financial assistance programs to mitigate economic barriers. Providing affordable and inclusive review opportunities may help promote equitable preparation and improve examination readiness among all examinees.

Theme 3: Personal or Family Issues Affecting Study Time

Another challenge reported by the participants involves personal and family-related responsibilities that interfere with their preparation for the Criminologist Licensure Examination (CLE). While many examinees aim to maintain consistent study routines, family obligations and unexpected concerns at home can disrupt their schedules and reduce the time available for focused review.

Personal or family-related concerns were identified as a challenge by twenty-two respondents. Participants reported that responsibilities at home and unforeseen family matters interrupted their study schedules. One respondent shared, “*Family responsibilities interrupt my study schedule,*” while another stated, “*Unexpected family concerns affect my consistency.*” These responses indicate that family obligations can compete directly with academic preparation, resulting in reduced study time and inconsistent routines.

The implications of these findings in the Philippine context are significant. Students burdened by family responsibilities may benefit from structured time-management interventions and access to academic counseling that acknowledges their cultural and familial roles. Educational institutions in the Philippines might consider implementing flexible review schedules, peer-led study groups, and student support services to help learners balance family expectations with exam preparation demands. Encouraging open communication between students and family members about academic goals may also facilitate more supportive home environments.

This also indicates, that the results reinforce that exam readiness in the Philippine context is shaped by both academic factors and family dynamics. Addressing personal and family-related challenges through culturally responsive support strategies may enhance students’ consistency, reduce stress, and promote better performance outcomes.

In the Philippine setting, family responsibilities often extend beyond routine household chores to include caregiving roles and extended family expectations (Reyes, 2018). Many Filipino students shoulder responsibilities such as helping with younger siblings, contributing to household income, or attending to familial needs during crises. Such obligations create time constraints and additional stressors that reduce the amount of focused study time and may contribute to cognitive strain.

This finding corroborates research on the influence of family support and family demands on academic engagement in the Philippines and similar collectivist cultures. According to Joyce L. Epstein (2011), supportive and balanced family involvement enhances students’ academic outcomes, whereas excessive familial demands can inhibit learning engagement.

Local studies (e.g., Dela Cruz & Garcia, 2020) further suggest that Filipino examinees juggling family duties and academic preparation report higher levels of emotional stress and lower study consistency. In addition, research on role conflict indicates that students managing multiple life responsibilities tend to experience elevated stress and diminished academic productivity (Richardson *et al.*, 2012).

Theme 4: Difficulty in Understanding Certain Subjects or Topics

A notable challenge reported by participants involved difficulty in understanding certain subjects or topics covered in the Criminologist Licensure Examination (CLE). The examination includes technical areas that require not only memorization but also critical comprehension of legal principles, procedural knowledge, and specialized criminology concepts. For some examinees, the complexity of these subjects made their preparation more demanding.

Difficulty in understanding certain subjects or topics was reported by twenty-three respondents. Participants indicated that some subjects were too technical or required more time to fully comprehend. One respondent stated, “Some subjects are too technical,” another noted, “*Certain topics require more time to comprehend,*” and a third shared, “*Understanding complex laws is challenging.*” These responses suggest that cognitive demands of specific content areas can impede effective exam preparation, especially when materials are dense, abstract, or require prior foundational knowledge.

The implications of these findings are significant for both students and educational institutions. Examinees may benefit from structured study strategies such as topic breakdowns, guided exercises, peer discussions, and practice questions that target complex areas.

Review centers and institutions may also consider offering subject-specific tutorials, online modules, and supplementary materials to scaffold learning and reduce cognitive overload. By providing targeted support for challenging subjects, students can improve comprehension, retention, and confidence during exam preparation.

This also implies that understanding complex or technical subjects remains a critical barrier to effective exam readiness. Addressing these difficulties through instructional scaffolding, guided practice, and accessible learning resources can enhance students’ mastery of challenging content and improve their overall performance.

In the Philippine educational context, subjects such as law, accounting, and technical sciences often present conceptual and procedural challenges for examinees (Villanueva & Santos, 2019). Many students report that topics like Philippine laws, taxation, or advanced mathematics require extensive comprehension and critical thinking, which may be difficult to achieve through self-directed study alone. Limited access to instructional support or structured review programs further exacerbates these challenges, particularly for examinees preparing for licensure or board examinations.

These findings align with previous research emphasizing the role of subject complexity and academic preparedness in learning outcomes. Richard E. Mayer (2014) noted that learning complex material often requires scaffolding, repetition, and guided practice to achieve mastery.

Similarly, John Sweller (2011) highlighted that cognitive load increases when learners encounter highly technical or abstract content, potentially reducing comprehension and retention. Local studies in the Philippines (e.g., Cruz & Medina, 2020) further indicate that examinees struggle with subjects that require application of laws and rules, especially under time pressure, which can increase stress and hinder preparation efficiency.

Theme 5: Anxiety or Stress Related to Exam Preparation

Anxiety and stress were among the most frequently reported challenges experienced by participants during their preparation for the Criminologist Licensure Examination (CLE). Examinees described feelings of tension, mental fatigue, and apprehension as the examination date approached, highlighting the significant impact of emotional and psychological factors on study behaviors and overall readiness.

Anxiety and stress emerged as the most frequently reported challenge among respondents. Participants described feelings of tension, mental exhaustion, and fear related to impending examinations. One respondent stated, “*I feel anxious as the exam date gets closer,*” another shared, “*Stress affects my concentration,*” a third noted, “*The pressure to pass makes me mentally drained,*” and a fourth expressed, “*I fear failing the exam.*” These responses indicate that emotional and psychological factors significantly influence examinees’ focus, study consistency, and overall exam readiness.

The implications of these findings highlight the need for targeted interventions to support examinees’ mental health and emotional well-being. Students may benefit from stress-management techniques such as mindfulness, cognitive-behavioral strategies, time management, and structured study schedules to reduce anxiety. Educational institutions can also implement counseling services, workshops on coping strategies, and peer support programs to help students manage exam-related stress. Addressing these psychological barriers is crucial for improving both study efficiency and examination performance.

This also implies that exam readiness is strongly influenced by emotional and psychological factors. Providing culturally and contextually appropriate mental health support, along with academic guidance, may reduce stress and enhance the effectiveness of exam preparation among Filipino examinees.

The pressure to pass licensure or board examinations is often heightened due to societal expectations and the competitive nature of professional careers. Many Filipino examinees face high stakes because success or failure can impact family expectations, career progression, and financial stability (De Guzman & Rillera, 2021). The combination of rigorous academic requirements and personal or familial pressure can exacerbate stress levels, potentially affecting cognitive performance and study habits.

These findings are consistent with existing literature on test anxiety and stress among students. Richardson, Abraham, & Bond (2012) found that academic stress negatively affects concentration, information retention, and problem-solving ability. Likewise, Zeidner (1998) emphasized that test anxiety can reduce working memory capacity and impair performance, especially in high-stakes examinations.

In the Philippine context, local studies indicate that examinees preparing for licensure exams report high levels of anxiety and psychological strain, particularly when balancing study demands with work or family responsibilities (Torres & Santos, 2019).

Theme 6: Inadequate Support from Peers or Mentors

A smaller, yet notable, challenge identified by participants was inadequate support from peers or mentors during exam preparation. Examinees reported difficulties stemming from limited guidance and a perceived lack of encouragement, which appeared to affect both their confidence and motivation.

Inadequate support from peers or mentors was reported by two respondents. Participants described challenges related to limited guidance and feelings of being unsupported during exam preparation. One respondent stated, *"There is limited guidance from mentors,"* while another shared, *"I sometimes feel unsupported."* These responses suggest that the absence of academic guidance and peer encouragement may affect examinees' confidence, motivation, and ability to navigate difficult topics.

Mentoring and peer support are often crucial components of effective exam preparation, particularly for licensure and professional examinations where guidance on complex subjects and study strategies can make a significant difference (Santos & Villanueva, 2020). Filipino students preparing for high-stakes exams often rely on mentorship from senior examinees, faculty advisors, or review center instructors to clarify difficult concepts, provide practice materials, and offer strategic guidance. Limited access to such support may leave students feeling isolated and unsure of how to structure their preparation.

The findings implies that underscore the need for structured support systems. Educational institutions and review centers may consider implementing formal mentorship programs, peer study groups, and accessible consultation sessions to provide guidance on complex subjects and study strategies. Encouraging collaboration among examinees can foster a supportive learning environment, increase confidence, and enhance preparation effectiveness.

This also implies that insufficient academic and social support is a significant barrier to effective exam preparation. Strengthening mentorship opportunities and peer networks may mitigate these challenges and improve both the quality and consistency of exam readiness among Filipino examinees.

These findings are consistent with research emphasizing the importance of social and academic support for student success. Tinto (1997) highlighted that academic and peer support systems are critical for student engagement, persistence, and achievement. Similarly, Vygotsky (1978) emphasized the role of social interaction and guided learning in cognitive development, suggesting that mentorship can scaffold understanding and skill acquisition. Local studies in the Philippines also indicate that examinees with limited access to mentors or peer study groups report higher anxiety and lower confidence levels during exam preparation (Dela Cruz & Medina, 2020).

Proposed Intervention Program

Student success is influenced not only by academic ability but also by a variety of personal, social, and environmental factors. Many learners encounter challenges beyond mastering the curriculum, including balancing work and family responsibilities, coping with financial constraints, managing exam-related anxiety, understanding complex subjects, and navigating limited support from mentors or peers (American Psychological Association [APA], 2020; Zeidner, 1998). Health-related concerns can further impede focus and cognitive performance, affecting motivation and overall academic outcomes (Mayo Clinic, 2022).

The purpose of this report is to identify the primary barriers students face during exam preparation and to propose actionable strategies to address them. By combining learner feedback with evidence-based research, the report provides a structured framework of interventions designed to improve comprehension, reduce anxiety, strengthen mentorship and peer support, and encourage consistent study habits (Pekrun, Goetz, Titz, & Perry, 2002). Ultimately, the goal is to foster an environment that supports both academic achievement and holistic student well-being.

Proposed Comprehensive Intervention Program aimed at enhancing the Preparation and Performance of Ciminology Graduates in the BLEC

Key Area of Concern	Key Result Area	Strategies and Actions	Timeline	Person/s In-Charge	Other Resource Requirements	Monitoring and Evaluation
Lack of Time Due to Work or Other Commitments	Students can manage study time effectively alongside work and other responsibilities	Develop flexible study schedules and time-blocking guides for working students. Provide recorded review sessions and online modules for asynchronous learning.	2026–2027, ongoing	Review Center Director / Academic Coaches	Scheduling tools, digital platforms, recorded lectures, study planners	Student feedback on schedule feasibility, attendance logs, progress in practice exercises
Financial Constraints in Enrolling in Review Centers or Purchasing Review Materials	Students gain access to necessary review resources without financial burden	Offer scholarships, sliding-scale fees, or financial aid. Provide free or low-cost online materials and shared resources.	2026–2027	Review Center Administrator / Finance Officer	Scholarship funds, digital learning platforms, printed materials	Enrollment numbers, student utilization of resources, feedback on accessibility
Personal or Family Issues Affecting Study Time	Students maintain study consistency despite personal responsibilities	Implement flexible deadlines and modular learning approaches. Offer counseling and support for managing family-related stress.	2026, ongoing	Academic Mentors / Review Center Counselor	Counseling sessions, online meeting platforms, flexible course schedules	Tracking attendance, student self-reports, academic progress monitoring
Difficulty in Understanding Certain Subjects or Topics	Students improve comprehension of difficult subjects and topics	Conduct faculty-led mentoring sessions for complex subjects. Use active learning, chunking, and worked examples to	2026, weekly sessions	Subject Instructors / Academic Coaches	Classroom or online spaces, reference materials, coaching guides	Pre- and post-assessment scores, attendance tracking, student performance evaluations



		simplify technical content.				
Anxiety or Stress Related to Exam Preparation	Students build confidence and manage stress effectively	Conduct stress management workshops and mindfulness sessions. Integrate mock exams to simulate real exam conditions.	2026, monthly workshops	Review Center Counselor / Peer Mentors / Faculty	Counseling room, workshop materials, stress-relief resources	Surveys on confidence and stress levels, observation of engagement, student self-reports
Inadequate Support from Peers or Mentors	Students experience a supportive and responsive learning environment	Establish formal mentorship programs and peer-support groups. Encourage regular check-ins with faculty or advisors.	2026, ongoing	Review Center Coordinator / Faculty / Peer Mentors	Meeting spaces, communication tools, feedback forms	Number of consultations, student satisfaction surveys, mentor-mentee engagement reports
Health-Related Concerns (Other Challenge)	Students maintain focus and learning capacity despite health issues	Provide flexible study options, leave policies, and accommodations. Offer wellness programs and access to mental health support.	2026, ongoing	Review Center Counselor / Academic Mentors	Counseling resources, wellness programs, flexible scheduling	

CONCLUSIONS AND RECOMMENDATIONS

This chapter present the conclusions and recommendations.

Preparing for the Criminology Licensure Examination (CLE) involves more than mastering technical knowledge. Examinees must also manage personal responsibilities, stress, and the availability of academic support.

Conclusions

Based on these results, the following conclusions are drawn.

1. Students struggle with technical or abstract subjects, which can impede comprehension, knowledge acquisition, and overall performance. High cognitive load often exceeds standard study timelines, negatively affecting learner confidence
2. Exam preparation generates significant anxiety and stress, which diminishes concentration, motivation, and academic outcomes. Emotional strain from fear of failure or pressure to succeed further compounds cognitive challenges.
3. Limited guidance from mentors or peers, combined with health-related issues, disrupts study routines, focus, and resilience. These factors can lead to academic isolation and reduced cognitive capacity, making exam preparation more challenging.

RECOMMENDATIONS

In light of the findings of this study, several recommendations are proposed to enhance the preparation and success of examinees in the Criminology Licensure Examination (CLE). These recommendations focus on strengthening academic support, promoting effective stress management, and improving mentorship and wellness initiatives to support students throughout the review process.

1. Institutions and review centers may provide targeted academic support, including faculty-led mentoring, tutoring sessions, and structured study materials. Incorporating active learning strategies, such as chunking, worked examples, and guided practice, can help simplify complex topics and improve comprehension.
2. Students may have access to stress-management programs, including mindfulness training, counseling services, and mock exams that simulate real testing conditions. Teaching study skills and time management can enhance confidence and reduce exam-related stress.
3. Institutions may implement formal mentorship programs and peer-support networks, while promoting wellness initiatives, flexible scheduling, and accommodations for health-related issues. Strengthening the student support ecosystem ensures both academic success and overall well-being.

Approval Sheet

This thesis entitled, “**FACTORS FUELING THE SUCCESS OF CRIMINOLOGY GRADUATES IN THE BOARD LICENSURE EXAMINATION FOR CRIMINOLOGISTS**”; in partial fulfillment of the requirements for the degree Master of Science in Criminal Justice with Specialization in Criminology, has been examined by the Technical Evaluation Committee on March 2026 and is hereby recommended for approval.

MICHELLE MABEL A. BAGTASO, PhD CJ

Adviser

FLORALYN L DOQUILLA, PhD CJ

Chairperson

GILBERT SALI-OT, MSCrim

MA. MANGELINE E. SURIBEN, MSCJ

Member

Member

ACCEPTED AND APPROVED in partial fulfillment of the requirements for the degree, **MASTER OF SCIENCE IN CRIMINAL JUSTICE WITH SPECIALIZATION IN CRIMINOLOGY.**

PERCYDEL M. GALANG, PhD Crim **JACQUELINE ABELLA-DACIEGO, Ph.D.**

Dean

School President

Date Signed: _____

ACKNOWLEDGMENT

This token of appreciation to the following people who have inconveniently but inspiringly stirred the heart and mind of the researcher:

The researcher would like to express sincere gratitude to **Dr. Michelle Mabel A. Bagtaso**, the adviser, for her unwavering guidance, insightful feedback, and constant encouragement throughout the entire research process. Her expertise and patience were instrumental in shaping the study and ensuring its successful completion.

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The researcher also acknowledges the guidance and support of the Panel of Reactors, to Chairman **Dr. Floralyn L Doquilla**, members **Mr. Gilbert Sali-Ot** and **Ms. Ma. Mangeline Estranero-Suriben**, and **Dr. Percydel M. Galang**, Dean of the MSCJ Program, whose insights, constructive criticisms, and recommendations further enriched the study and strengthened its academic contribution.

The researcher is deeply grateful to School President **Mrs. Donna Marie Panay- Santos** and the **Polytechnic College of La Union (PCLU) Administrative Officers, College of Criminology family** for their cooperation and support in facilitating access to respondents and relevant documents. Their assistance greatly contributed to the smooth and efficient conduct of the study.

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Above all, the researcher gives profound gratitude to Almighty God for the wisdom, strength, and perseverance that made this research possible.

JANA FAYE P. MADRIAGA

Dedication

To my **younger self**- this is proof that you

made it further than you once imagined.

Thank you for believing.

JANA FAYE

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APPENDIX

Appendix A

Request For Permission To Conduct A Research Study



CICOSAT COLLEGES
 Lingsat, City Of San Fernando, La Union, Philippines
 Tel. No. (072) 242-2698 / (072) 607-1118
 Email address: clicosat@yahoo.com

May 30, 2025

DONNA MARIE P. SANTOS, MA
 PRESIDENT
 Polytechnic College of La Union
 Agoo, La Union

Subject: Request for Permission to Conduct a Research Study

Dear Mrs. Santos,

The undersigned respectfully seeks your approval to conduct a research study entitled **"Factors Fueling the Success of Criminology Graduates in the Board Licensure Examination for Criminologists"** within the Polytechnic College of La Union.

The primary objective of this study is to identify and analyze the various factors that contribute to the success of PCLU Criminology graduates in the Board Licensure Examination for Criminologists (BLEC). The insights gathered from this research endeavor aim to enhance the institution's academic programs and support mechanisms to further improve the performance of future graduates.

The research will involve the distribution of a structured survey questionnaire and interviews with selected Criminology graduates who have taken the BLEC within the last three years. All procedures will adhere strictly to ethical research standards, ensuring the confidentiality of respondents and minimal disruption to the institution's regular operations.

Your approval and support will be invaluable in the successful completion of this academic undertaking.

Thank you very much for considering this request. I look forward to your favorable response.

Sincerely yours,


Jana Faye P. Madriaga, RCrim
 MSCJ student

Noted by:


MICHELLE MARCEL A. BAGTASO, PhD CJ
 Research Adviser

Approved by:

DONNA MARIE P. SANTOS, MA
 President

APPENDIX B

Letter Of Validation



CICOSAT COLLEGES
Lingsat, City Of San Fernando, La Union, Philippines
Tel. No. (072) 242-2698 / (072) 607-1118
Email address: cicosat@yahoo.com

DR. REBECCA R. PANAY
VP ACADEMIC AFFAIRS
POLYTECHNIC COLLEGE OF LA UNION

Ma'am:

Greetings!

The undersigned is currently undertaking a research study, entitled: "**FACTORS FUELING THE SUCCESS OF CRIMINOLOGY GRADUATES IN THE BOARD LICENSURE EXAMINATION FOR CRIMINOLOGISTS**" in connection with her Master's Degree in Criminal Justice with specialization in Criminology.

In this connection, the undersigned respectfully requests your good office to validate her survey questionnaire and interview guide in relation to the factors influencing the success of criminology graduates in the board licensure examination. Your comments and suggestions will be of great help in the completion of this study. Rest assured that any information will be treated with confidentiality.

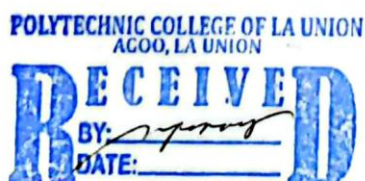
Thank You and More Power!

Sincerely yours,


JANA FAYE P. MADRIAGA
Researcher

Noted by:


MICHELLE MABEL A. BAGTASO, Ph.D. CJ
Adviser



Letter Of Validation

CICOSAT COLLEGES
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Email address: cicosat@yahoo.com

Mr. NELSON E. FONBUENA
FACULTY, COLLEGE OF CRIMINOLOGY
POLYTECHNIC COLLEGE OF LA UNION

Sir:


Greetings!

The undersigned is currently undertaking a research study, entitled: "**FACTORS FUELING THE SUCCESS OF CRIMINOLOGY GRADUATES IN THE BOARD LICENSURE EXAMINATION FOR CRIMINOLOGISTS**" in connection with her Master's Degree in Criminal Justice with specialization in Criminology.

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Sincerely yours,


JANA FAYE P. MADRIAGA
Researcher

Noted by:


MICHELLE MABEL A. BAGTASO, Ph.D. CJ
Adviser

Received by: Nelson E. Fonbuena



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DEAN, COLLEGE OF CRIMINOLOGY
POLYTECHNIC COLLEGE OF LA UNION

Sir:

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Sincerely yours,

JANA FAYE P. MADRIAGA
Researcher

Noted by:

MICHELLE MABEL A. BAGTASO, Ph.D. CJ
Adviser

RECEIVED BY:



DR. RUDY B. GAHAR, RCrim

Letter Of Validation

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JANA FAYE P. MADRIAGA
Researcher

Noted by:


MICHELLE MABEL A. BAGTASO, Ph.D. CJ
Adviser

Received by: Nelson E. Fonbuena

APPENDIX C

Validation Results




CICOSAT COLLEGES
 Lingsat, City of San Fernando, La Union, Philippines 2500
 Telefax No. (072) 607-11-18/(072) 242-26-98
 Email address: cicosatc@yahoo.com

VALIDATION QUESTIONNAIRE

ITEM	Rating				WM	D.E.R
	4	3	2	1		
1. The instructions provided are clear and easy to follow across all sections of the data gathering instrument.	/				4	HV
2. Each item is easy to read and understand.	/				4	HV
3. The layout and formatting of each item are visually appealing, with appropriate spacing.	/				4	HV
4. The data gathering instrument is comprehensive, covering all areas relevant to the study.	/				4	HV
5. Each item focuses on a specific concept or idea.	/				4	HV
6. The items are objective, with responses that are neither biased nor leading.		/			3	V
7. The items are aligned with the explicit and implicit objectives of the study.	/				4	HV
8. The items are distinct from one another, with no overlap or duplication.		/			3	V
				AWM	3.35	HV

Legend		
Rate	Numerical Evaluation	Descriptive equivalent rating
4	3.26 – 4.00	Highly Valid
3	2.51 – 3.25	Valid
2	1.76 – 2.50	Fairly Valid
1	1.00 – 1.75	Not Valid

Name and Signature of Validator: 

Validation Results



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VALIDATION QUESTIONNAIRE

ITEM	Rating				WM	D.E.R
	4	3	2	1		
1. The instructions provided are clear and easy to follow across all sections of the data gathering instrument.	✓				4	HY
2. Each item is easy to read and understand.	✓				4	HY
3. The layout and formatting of each item are visually appealing, with appropriate spacing.	✓				4	HY
4. The data gathering instrument is comprehensive, covering all areas relevant to the study.	✓				4	HY
5. Each item focuses on a specific concept or idea.	✓				4	HY
6. The items are objective, with responses that are neither biased nor leading.	✓				4	HY
7. The items are aligned with the explicit and implicit objectives of the study.	✓				4	HY
8. The items are distinct from one another, with no overlap or duplication.	✓				4	HY
				AWM	4	HY

Legend		
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4	3.26 – 4.00	Highly Valid
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Name and Signature of Validator: NELSON E. FONBUENA

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2. Each item is easy to read and understand.	/				4	
3. The layout and formatting of each item are visually appealing, with appropriate spacing.	/				4	
4. The data gathering instrument is comprehensive, covering all areas relevant to the study.	/				4	
5. Each item focuses on a specific concept or idea.	/				4	
6. The items are objective, with responses that are neither biased nor leading.	/				4	
7. The items are aligned with the explicit and implicit objectives of the study.	/				4	
8. The items are distinct from one another, with no overlap or duplication.	/				4	
				AWM	4	114

Legend		
Rate	Numerical Evaluation	Descriptive equivalent rating
4	3.26 – 4.00	Highly Valid
3	2.51 – 3.25	Valid
2	1.76 – 2.50	Fairly Valid
1	1.00 – 1.75	Not Valid

Name and Signature of Validator: _____

APPENDIX D

TRANSCRIPTION OF KEY INFORMANT INTERVIEWS

This section presents the transcription of the Key Informant Interviews conducted with the respondents composed of twenty-eight (28) Board Licensure Examination for Criminologist (BLEC) passers of the Polytechnic College of La Union, Inc. (PCLU), Agoo La Union. The interview questions were based on the validated interview guide and aimed to gather information on how and what factors contributes the success in the BLEC, and what challenges encountered by the criminology graduates and recommendations to improve the passing rates of licensure examination. To maintain confidentiality, respondents were identified pseudonyms such as R1, R2, R3 up to R28.

Interview Transcription

How would you describe the role of your professors in helping you prepare for the licensure examination?

Responses:

“Our professors explained topics clearly and gave practice tests that were similar to the board exam.” (R1)
“The teaching strategies, especially situational examples, made learning much easier.” (R2)
“Our instructors encouraged us to participate in discussions and always reminded us about the importance of the licensure exam.” (R4)

What teaching strategies or classroom practices helped you understand criminology subjects better?

Responses:

“The teaching strategies used by our instructors, especially the use of situational examples and real-life scenarios, made the lessons easier to understand.” (R2)

“Our instructor explained difficult topics step by step and used practical examples related to police work and criminal investigations.” (R6)

“The teaching strategies, especially situational examples, made learning much easier.” (R17)

3. In what ways did your family motivate or support you while preparing for the Licensure Examination?

Responses:

“My family constantly encouraged me and prayed for me during my review period.” (R5)

“My parents always reminded me to stay focused on my goal. They motivated me by telling me that all my hard work would pay off once I passed the board exam.” (R1)

“My family supported me emotionally and made sure that I stayed positive even when I felt tired or stressed from studying.” (R9)

How did financial support affect your readiness?

Responses:

“Financial support from my parents allowed me to focus fully on reviewing without worrying about my daily expenses.” (R10)

“My parents supported my review expenses, including the review center fees and study materials” (R4)

“Although we had financial difficulties, it pushed me to study harder because I wanted to pass the exam and improve our situation.” (R13)

How will you describe the competence and teaching style or strategies of your review instructors?

Responses:

“The review instructors were knowledgeable and experienced in the field of criminology.” (R6)

“Our review instructors explained complicated topics clearly and summarized the most important concepts that

usually appear in the board examination.” (R3)
“The instructors were very supportive and always encouraged us to ask questions.” (R21)

How did the review schedule and structure affect your study routine?

Responses:

“The structured schedule and repeated drills in the review center really improved my retention of key concepts.” (R21)
“The review schedule helped me organize my time properly because each subject was discussed systematically.” (R12)
“The regular quizzes and exams helped me remember the lessons and identify which topics I needed to review more.” (R16)

How did you manage your time and daily study schedule during the review period?

Responses:

“I followed a strict daily study routine and avoided distractions such as social media. This helped me stay focused and finish my study goals for the day.” (R8)
“I divided my study time into different subjects each day so I could review all the important topics before the exam.” (R1)
“I prioritized the subjects that I found more difficult and spent more time reviewing them.” (R25)

8. How did you cope with stress, pressure, or anxiety before and during the exam?

Responses:

“Creating a weekly plan and sticking to it helped me manage my time efficiently. Because I had a clear study plan, I felt less pressured during the review period.” (R16)
“I took short breaks between study sessions to avoid feeling overwhelmed. This helped me stay mentally refreshed.” (R7)
“I tried to maintain a positive mindset and reminded myself that I had prepared well for the exam.” (R11)

9. How did you cope with stress, pressure, or anxiety before and during the exam?

Responses:

“I managed my anxiety through prayer and short breaks. Whenever I felt nervous, I would pause for a moment, pray, and then continue reviewing.” (R2)
“Repeated practice exams boosted my confidence and reduced my nervousness. The more I practiced answering exam-type questions, the more comfortable I felt about taking the actual test.” (R5)
“I stayed calm by trusting my preparation and focusing on answering one question at a time.” (R3)

10. How did your financial situation affect your level of preparation for the CLE?

Responses:

“Financial support reduced my stress and allowed me to focus on studying.” (R10)
“Although finances were limited, it motivated me to work harder and prepare effectively.” (R13)

How prepared were you academically to take the CLE? Why?

Responses:

“Our professors emphasized board-type questions which helped us prepare for the actual exam.” (R1)
“The curriculum in our program closely followed the coverage of the CLE.” (R3)

"Mock exams conducted by our professors boosted my confidence before taking the CLE." (R11)

"Our instructors focused on important criminology concepts that usually appear in the board exam." (R6)

How prepared were you mentally and emotionally during the examination period?

Responses:

"I felt anxious before the exam but I remained determined to pass." (R1)

"Family expectations made me feel pressured but also motivated me to do my best." (R3)

"Studying with classmates helped reduce my stress during the review period." (R5)

"My friends and family encouraged me which helped me stay positive." (R6)

13. How prepared did your review program make you in recalling and applying criminology concepts?

Responses:

"The review center improved my speed and accuracy in answering board-type questions." (R6)

"Practice tests helped me identify my weak areas and improve my knowledge." (R8)

"The review sessions strengthened my understanding of difficult subjects." (R13)

14. How did your financial situation affect your level of preparation for the CLE?

Responses:

"My family supported my review expenses which allowed me to focus on studying." (R1)

"I had to work part-time while reviewing to support my expenses." (R8)

"Financial pressure motivated me to study harder so I could pass the exam." (R6)

"Even with limited finances, I stayed motivated to prepare well for the exam." (R13)

15. What are the major challenges encountered by the criminology graduates during CLE Preparation?

1. Lack 'of time due to work or other commitments

Responses: "I struggle to manage my time because I am working while reviewing." (R1)

"Balancing work and review makes me exhausted." (R7)

Financial constraints in enrolling in review centers or purchasing review materials

Responses:

"Financial problems make it difficult to enroll in a review center." (R2)

"I rely on limited review materials because of budget constraints." (R6)

"Budget limitations prevent me from attending some review sessions." (R13)

4. Personal or family issues affecting study time

Responses:

"Family responsibilities interrupt my study schedule." (R5)

"Unexpected family concerns affect my consistency in reviewing." (R11)

Difficulty in understanding certain subjects or topics

Responses:

"Some subjects are too technical and difficult to understand." (R3)

"Certain topics require more time to comprehend." (R10)

"Understanding complex laws is challenging." (R15)

Anxiety or stress related to exam preparation

Responses:

"I feel anxious as the exam date gets closer." (R4)

"Stress sometimes affects my concentration while studying." (R8)

"The pressure to pass makes me mentally drained." (R12)

"I fear failing the exam which increases my anxiety." (R16)

Inadequate support from peers or mentors

Responses:

"There is limited guidance from mentors during my review." (R9)

"Sometimes I feel unsupported when studying alone." (R14)

Limited access to quality review resources

Responses:

"Some review materials were outdated or limited." (R12)

"I had difficulty accessing quality review resources." (R15)

Other challenges (please specify)

Responses:

"Health-related issues made it harder for me to focus on my review." (R17)

Appendix E

Informed Consent Form For Research Participants

Title of the Study:

“FACTORS FUELING THE SUCCESS OF CRIMINOLOGY GRADUATES IN THE BOARD LICENSURE EXAMINATION FOR CRIMINOLOGISTS”

Researcher:

Madriaga, Jana Faye P.

Polytechnic College of La Union

0967-316-2652

Introduction

You are invited to participate in a research study that seeks to understand the factors contributing to the success of criminology graduates in the Board Licensure Examination for Criminologists. Please read this form carefully before deciding whether to participate.

Purpose of the Study

This study aims to identify and analyze the key factors that contribute to the successful performance of criminology graduates in the licensure examination.

Participation and Procedures

If you agree to participate, you will be asked to:

- Answer a set of questions through a survey or interview regarding your academic preparation, study habits, review strategies, and other related experiences.
- The activity will take approximately 20-30 minutes.

Voluntary Participation

Your participation is entirely voluntary. You may choose not to participate or withdraw at any time without any penalty or negative consequences.

Risks and Discomforts

This study involves minimal risk. Some questions may make you feel slightly uncomfortable; however, you are free to skip any question or discontinue your participation at any time.

Benefits of the Study

While there may be no direct benefit to you, your participation will help provide valuable insights that may improve criminology education and board exam preparation strategies for future graduates.

Confidentiality and Data Privacy

All information you provide will be kept strictly confidential and will be used only for research purposes. Your identity will not be disclosed in any report, and all collected data will be securely stored.

Contact Information

If you have any questions or concerns regarding this study, you may contact:

Madriaga, Jana Faye P.

Polytechnic College of La Union

0967-316-2652

Consent Statement

By signing below, you confirm that:

- ✓ You have read and understood the information provided above.
- ✓ You have been given the opportunity to ask questions.
- ✓ You voluntarily agree to participate in this study.

Participant's Name: _____

Participant's Signature: _____

Date: _____

INTERVIEW GUIDE

“FACTORS INFLUENCING SUCCESS IN THE CRIMINOLOGIST LICENSURE EXAMINATION”

Purpose: This questionnaire aims to gather data from Criminology graduates of the Polytechnic College of La Union – Agoon Campus who have taken the BLEC, to identify factors contributing to their success.

1. What Factors Influencing Success in the CLE?

A. School Factor

1. How would you describe the role of your professors in helping you prepare for the licensure examination?
2. What teaching strategies or classroom practices helped you understand Criminology subjects better?

B. Home and Family Factor

1. In what ways did your family motivate or support you while preparing for the Licensure Examination?
2. How did financial support affect your readiness?

C. Review Center Factors

1. How will you describe the competence and teaching style? Strategies of your review instructors?
2. How did the review schedule and structure affect your study routine?

D. Personal Factors

1. How did you manage your time and daily study schedule during the review period?
2. How did you cope with stress, pressure, or anxiety before and during the exam?

2. How prepared the criminology graduates to take the Criminology Licensure Examination?

A. How prepared were you academically to take the CLE? Why?

B. How prepared were you mentally and emotionally during the examination period?

C. How prepared did your review program make you in recalling and applying criminology concepts?

D. How did your financial situation affect your level of preparation for the CLE?

3. Section 3: Challenges Encountered During CLE Preparation

Please indicate the challenges you faced during your preparation for the CLE by marking the appropriate box.

Challenge	Yes	No
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1. Lack of time due to work or other commitments

2. Financial constraints in enrolling in review centers or purchasing review materials

3. Personal or family issues affecting study time

4. Difficulty in understanding certain subjects or topics

5. Anxiety or stress related to exam preparation

6. Inadequate support from peers or mentors

7. Limited access to quality review resources

8. Other challenges (please specify): _____

Section 4: Proposed Intervention Program

Based on your experiences, please suggest an intervention program that could enhance the preparation and performance of criminology graduates in the CLE.

Suggested	Intervention	Program:
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This is the end of the SURVEY QUESTIONNAIRE. Thank you very much for your time and generous cooperation.

Respondent's Signature

CURRICULUM VITAE



JANA FAYE P. MADRIAGA

Telephone: 0967-316-2652

E-mail: madzjanafaye@gmail.com

Address: San Fabian, Pangasinan

PERSONAL INFORMATION:

Place of Birth: San Fabian, Pangasinan

Date of Birth: January 18, 1994

Age: 32

Nationality: Filipino

Civil Status: Married

EDUCATIONAL BACKGROUND:

COLLEGE: POLYTECHNIC COLLEGE OF LA UNION

Bachelor of Science in Criminology

San Nicolas Sur, Agoo, La Union

2014

HIGH SCHOOL: ANONANG NATIONAL HIGH SCHOOL

Anonang, San Fabian, Pangasinan

2010

ELEMENTARY: ANONANG ELEMENTARY SCHOOL

Anonang, San Fabian, Pangasinan

2006

WORK EXPERIENCE:

- College Faculty
- Secretary to the Dean- College of Criminology
- Crime Laboratory Custodian -Polytechnic College of La Union, Agoo La Union (June 2016- Present)
- Review Coordinator (Criminology)- Prudence Research and Review Center, Agoo La Union Branch (June 2016- February 2020)
- Assistant Pharmacist -St. Joseph Drugstore, Rosario La Union (May 2016)

Seminars & Trainings:

- “Addressing Mental Health Issues of Students” - PCLU Agoo, La Union (June 11, 2025)
- “Crime Analysis, Detection and Investigations (CADI) - Cicosat College, San Fernando La Union (December 14, 2024)
- “2024 Criminal Justice Education Conference”- Vigan City, Ilocos Sur (December 13-14, 2024)
- “Outcome-Based Education (OBE) Training”- PCLU Agoo, La Union (August 26, 2024)
- “PRC PRB of Criminology Public Orientation on Enhanced Table of Specification for Criminologists Licensure Examination”-Malate Manila (May 19-20, 2024)
- “Cognitive Interviewing Technique”- Agoo La Union (April 20-21, 2024)
- “Cybersecurity Incident Response”- Paranaque City (March 9-10, 2024)

I hereby declare that the information stated above is true and correct to the best of my knowledge and belief.

JANA FAYE P. MADRIAGA