

An Analysis of Factors Influencing the Performance of Bicol College on the Licensure Examination for Criminology: Basis for A Proposed Enhancement Program

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Abstract:

The performance trends of Criminology Licensure Examination candidates are those factors that may have influenced these changes, including potential alterations in exam formats, shifts in preparation strategies, or systemic interventions aimed at enhancing candidate performance.

This study, titled "An Analysis of Factors Influencing the Performance of Bicol College on the Licensure Examination in Criminology: Basis for a Proposed Enhancement Program," aimed to investigate the key factors affecting the Bicol College performance in the Licensure Examination in Criminology from 2017 to 2023 and to develop a responsive enhancement program. Specifically, it examined the demographic profile of respondents in terms of age, civil status, number of times taking the Licensure Examination in Criminology, enrollment in review sessions, and employment status. It also identified the retakers, administrator, and faculty-perceived contributing factors to Bicol College's Licensure Examination in Criminology performance and explored the relationship between these factors and the retakers' demographic profiles.

Explanatory sequential mixed-methods design was used in this study, which is a type of mixed-methods research that combines both quantitative and qualitative approaches. The study found that civil status, review enrollment, and employment status significantly affect academic performance and preparation, while age is significantly related to mentorship and guidance. No significant relationships were observed between demographics and study habits, time management, motivation, or self-discipline. Additionally, the study identified key challenges in the conduct of the Criminology Licensure Examination (CLE), which also impacted the institution's performance. Based on the findings, a BRACE program was proposed to address the identified gaps and strengthen Bicol College's LEC outcomes.

Keywords: Criminology Licensure Examination, Academic Performance, Demographic Profile, Enhancement Program, Challenges.

INTRODUCTION:

The performance of the students in an academic program determines its success. Within the discipline of criminology, predicting and enhancing student performance requires a thorough grasp of societal dynamics, critical thinking, and analytical thinking (Metra et al., 2024). The performance trends of Criminology Licensure Examination candidates are those factors that may have influenced these changes,

including potential alterations in exam formats, shifts in preparation strategies, or systemic interventions aimed at enhancing candidate performance (Alcoran et al., 2024). According to Webster (2020), those who had taken the test but had not yet passed cited high levels of stress, feeling unprepared, and waiting too long after graduation as the reasons for their failure.

This study focused on understanding the factors influencing the performance of individuals who repeated the Criminologist Licensure Examination, shedding light on the challenges they faced and the strategies they employed to succeed (Geraga et al., 2025). Passing the licensing exam is crucial because it attests to their competence and knowledge in their field (Colaljo and Cuevas, 2024).

In previous Criminology Licensure Examinations conducted by the Professional Regulation Commission, Bicol College's performance has varied. In June 2017, out of 106 repeaters, 33 passed, while 73 failed, resulting in a pass rate of 31.13%. By December 2017, there were 72 repeaters; 19 passed and 53 failed, yielding a pass rate of 26.39%. In June 2018, among 87 repeaters, 32 passed and 55 failed, which corresponds to a pass rate of 36.78%. However, in December 2018, the pass rate declined to 16.22%, with 12 out of 74 repeaters passing and 62 failing.

In June 2019, 30 repeaters passed the examination, while 38 failed. In November 2019, the pass rate was 14, with 53 failing. In 2020, the Board Examination was postponed due to the COVID-19 threat in the country. It resumed in December 2021, when 93 repeaters took the exam, with 20 passing and 73 failing. By June 2022, the number of repeaters increased to 105, with 26 passing and 79 failing. In December 2022, only 1 out of 36 repeaters passed, with 35 failing. In April 2023, 66 repeaters took the exam; 14 passed and 52 failed. By August 2023, there were 41 repeaters, with 5 passing and 36 failing. Overall, the Bicol College total number of repeaters from 2017 to 2023 was two hundred five (235).

By identifying and examining these factors, the research seeks to provide valuable insights that can inform the design of a proposed enhancement program for the repeaters in Bicol College since there has been no available program offered for the repeaters ever since. Such a program would be suited to address specific areas of need, with the ultimate goal of improving student performance and ensuring that graduates are well-prepared to meet the professional standards required by the licensure examination.

Critics have argued that criminology and criminal justice scholars fail to make a sufficient impact on society because their attention is diverted from research and instructional strategies that could have a broader influence. Although the field produces research that occasionally shapes policy and often guides students toward prosperous and fulfilling careers, it can be reasonably argued that faculty efforts are only loosely connected to meaningful initiatives that drive societal change. Everyone in the field shares some responsibility if criminology fails to remain focused and, as a result, does not create a lasting impact (Stogner, 2021).

Students from a variety of disciplines have participated in some of these studies. However, not much statistical research has been done on this cohort (Walter, 2022). Several factors influence academic performance, including social, familial, school-related, and individual elements (Isik et al., 2018). Academic knowledge sharing is also shaped by organizational, individual, and technological factors (Akosite & Olatokun, 2019). Effective leadership and teamwork are essential components of strategic organizational practices, as they enhance productivity, foster creativity, and address community needs (Airout, 2024).

The gap being the first to be administered under the new Commission on Higher Education Memorandum Order (CMO) for Criminology and Republic Act No. 11131, the Criminologist Licensure Examination (CLE) represented a significant milestone. The majority of the graduates of this groundbreaking class were

K–12 students, many of whom had taken online courses as a result of the worldwide pandemic. In light of this, the college's institutional performance in the CLE has been trending downward in recent years, which raises questions about both its overall standing and the readiness of its graduates (Capundan & Belarmino, 2025).

Further, issuance of new updates, Resolution No. 02, Series of 2024, entitled “Enhanced Tables of Specification for the Subjects in the Licensure Examination for Criminologists Based on the Standardized Format Aligned with the Philippine Qualifications Framework,” may affect the outcome competencies of candidates who are aspiring to take the CLE.

Here are the three key updates to note about the new TOS. First, the updated TOS will be implemented for the Criminology Board Examination scheduled from July to August 2024, aligning with the Philippine Qualifications Framework (PQF) resolution. This timing ensures that the new specifications are integrated into the examination process promptly. Second, the TOS 2024 introduces greater specificity compared to the TOS 2022, providing a clearer and more detailed framework for what will be assessed in the licensure exam.

This specificity is designed to enhance the alignment of the exam content with the current needs and standards of the criminology profession. Lastly, the updated TOS eliminates factual questions, shifting the focus towards evaluating higher-order thinking skills and competencies rather than rote memorization. This change aims to better assess practical application and critical analysis skills, reflecting a broader trend towards more comprehensive and relevant assessments. Overall, these updates underscore a commitment to improving the relevance and rigor of the licensure examination, ensuring that it more accurately reflects the competencies required for effective professional practice in criminology.

Another, the new law, which is the Republic Act No. 11131, the Philippine Criminology Profession Act of 2018, stated the criteria for passing the Criminologist Licensure Examination (CLE) in the Philippines. To pass, a candidate must achieve a weighted average rating of 75% with no score lower than 60% in any subject. If a candidate attains the 75% average but scores below 60% in any subject, their results are deferred, and they must retake that specific subject within two years. Failing to achieve at least 80% in the retake necessitates retaking the entire exam.

Examinees failing three or more subjects are considered to have failed the entire board exam. Recent data shows a decline in the national passing rate of the CLE, with an increase in the number of unlicensed criminology graduates. Consequently, the Philippine Criminology Profession Act of 2018 mandates that individuals failing the CLE five times, whether consecutively or cumulatively, must complete a refresher course in criminology before being eligible to retake the exam.

Based on the results of the recent Licensure Examination for Criminology conducted in February 2024 by the Professional Regulation Commission across 30 testing centers nationwide, Bicol College achieved a 61.20% pass rate for first-time takers (112 out of 183 candidates). However, despite the national passing percentage being 48.27%, 71 out of 183 candidates from Bicol College were retakers. From the years 2017 to 2023, there are two hundred thirty-five (235) total repeaters in Bicol College. This is the reason that the researcher wants to understand the factors influencing the performance of the Criminology Licensure Examination of Bicol College, since the total number of repeaters has been increasing each year.

In this study titled “An Analysis of Factors influencing the Performance of Bicol College on the LEC: Basis for a Proposed Enhancement Program” it sought to answer the following statement: (1) What is the profile of the respondent in terms of; 1.1 Age, 1.2 Civil Status, 1.3 Number of times in taking the LEC, 1.4 Enrollment in review sessions, 1.5 Employment Status (2) What are the factors that contributed to the

performance of Bicol college in the LEC from 2017 to 2023?,(3). Are there significant correlation/comparison between the respondents' demographics, and their perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023?, (4). What are the challenges encountered in the conduct of CLE that contributed to the performance of Bicol College?, (5). Based on the findings of the study, what criminology licensure examination enhancement program for Bicol College may be proposed?.

The foundation of the study is the philosophy of pragmatism by John Dewey, which emphasizes learning through experience and the practical application of knowledge. This philosophy aligns with the realities faced by students in preparing for the Licensure Examination for Criminologists (LEC), where factors such as age, civil status, employment status, enrollment in review sessions, and the number of times taking the exam influence their readiness and performance.

Supporting this philosophy is humanism, which underscores the importance of considering learners' holistic development, including their motivation, self-actualization, and personal circumstances, to understand their varying performance levels. In addition, constructivism supports the study by highlighting the active role of learners in constructing knowledge through interactions and experiences, such as participation in review sessions and engagement in practice exams.

Furthermore, the Theory of Performance by Don Elger (2007) provides a strong framework that explains how individuals and organizations improve their performance by engaging in continuous learning and adapting to different contexts. According to this theory, performance is dynamic and can progress from one level to another through the interaction of several critical components: context, knowledge, skills, identity, personal factors, and fixed factors. This can be linked to demographic profiles and institutional support systems. Alongside this, the Psycho-social Development Theory emphasizes the stages of identity formation, relationships, and social roles, which can explain how factors like civil status and employment status shape students' preparation and confidence in taking the LEC.

The relevance of these theories and philosophies to the present study lies in their capacity to explain not only the internal but also the external factors that contribute to the performance of Bicol College retakers in the LEC. For example, pragmatism and constructivism suggest that the conduct of review sessions and exposure to practical experiences directly impact performance, while humanism and psycho-social development highlight the importance of addressing personal struggles and social responsibilities that may hinder success. The Theory of Performance serves as a unifying framework, showing that optimal performance results from the dynamic interaction between personal capacity, practice, and environmental factors.

In synthesis, these philosophies and theories converge to form a comprehensive understanding of LEC performance: pragmatism ensures that preparation and review are grounded in practice, humanism values the learner's holistic needs, constructivism emphasizes active engagement, psycho-social development theory explains the influence of social and personal roles, and the theory of performance ties all these into a model of achieving excellence. Together, they provide a balanced philosophical and theoretical foundation that not only explains the factors influencing Bicol College's performance but also serves as the basis for proposing enhancement programs that are responsive, practical, and learner-centered.

METHODOLOGY

This study employed an Explanatory Sequential Mixed-Methods Design, which is a type of mixed-methods research that combines both quantitative and qualitative. Prior to the actual data gathering, the

researcher validated the survey questionnaire and interview guide questions with the deans of various colleges of criminal justice education in Camarines Sur, Sorsogon, and Albay, ensuring that the instruments met the intended requirements and would produce accurate and reliable results.

A pilot test was then conducted at the Computer Arts Technological College Inc., College of Criminal Justice Education Department, involving administrators, faculty members, and retakers. After validation and pilot testing, the researcher also collected documentary information from the Professional Regulation Commission (PRC) to determine the performance of Bicol College retakers in the Licensure Examination for Criminology.

The finalized survey questionnaire consisted of three parts. The first part focused on the profile of retakers in terms of age, civil status, number of attempts in taking the LEC, enrollment in review sessions, and employment status. The second part identified the factors contributing to Bicol College's performance in the LEC from 2017 to 2023, as perceived by administrators, faculty, and retakers.

For administrators, the indicators included strong leadership and institutional commitment, provision of requirements for examination application, financial support and incentives for faculty, implementation of targeted review programs, establishment of partnerships with professional bodies, and data-driven monitoring systems.

For faculty, the indicators included expertise in criminology disciplines, professional qualifications, effective teaching strategies, preparation of comprehensive review materials, continuous professional development, mentorship, and curriculum alignment.

For retakers, the factors included academic performance and preparation, study habits and time management, motivation and goal setting, self-discipline and perseverance, and mentorship and guidance. Although the three groups of respondents answered the survey, only the retakers participated in the interview to provide deeper insights into their experiences and the factors that influenced their performance in the LEC.

The third part of the instrument measured the significant correlation and comparison between the respondents' demographics and their perceived factors contributing to Bicol College's performance in the LEC from 2017 to 2023. Statistical techniques, such as correlation and comparison analysis, were employed to examine the relationships among the variables.

Finally, the study also identified the challenges encountered in the conduct of the Criminology Licensure Examination that affected the performance of Bicol College, as revealed by the responses of the retakers. These findings provided valuable insights into the trends, challenges, and areas that require improvement in order to strengthen the institution's performance in future licensure examinations.

The confidentiality and anonymity of respondents were strictly maintained throughout the research process. Personal information, such as age, civil status, and employment status, was collected and stored securely, with the data being used solely for research purposes. To protect participants' privacy, identifying details were not disclosed in any reports or publications.

Additionally, the study respected the participants' freedom, ensuring that all questions were optional and peaceful, particularly when addressing sensitive topics such as academic performance and challenges faced during the CLE. Any data analysis was conducted in an aggregated manner to prevent the identification of individual respondents. Finally, the researchers were committed to the integrity of the research, ensuring that the results were presented accurately and without bias and that the findings would be used to propose a meaningful enhancement program for Bicol College's future LEC performance.

The dissemination of the research outcomes for the study will be done through several channels to ensure

that the findings reach all relevant stakeholders. The primary audience for the research includes Bicol College administrators, faculty members, and students, as well as policymakers in the field of education. The research findings will be presented in a formal report, which will be submitted to the college's administration for review and consideration in developing an enhancement program.

A summary of the findings will also be shared with faculty members and students through seminars, where the results can be discussed in depth, and recommendations for improvements in LEC preparation and review processes can be explored. Additionally, a public presentation or a dissemination event will be organized to allow broader participation from the academic community, especially those interested in the factors affecting LEC performance.

To reach a wider audience, the study may also be published in academic journals, especially those focused on educational performance and criminologist licensure, so that the findings can contribute to ongoing research and improvement in the field. Moreover, the study's conclusions and recommendations will be shared through Bicol College's official website or newsletters to keep all stakeholders informed. Through these various methods, the researcher aims to ensure that the research outcomes have practical applications and contribute to improving the LEC performance of Bicol College.

RESULT AND DISCUSSION

This section presents the profile of the respondents in terms of age, civil status, number of times in taking the LEC, enrollment in review sessions, and employment status.

Table 2 Profile of the respondents (Retakers)

		f	%
Age	21-25 years old	57	63%
	26-30 years old	23	26%
	31-35 years old	9	10%
	36 years old and above	1	1%
	Total	90	100%
Civil status	Single	55	61%
	Married	30	33%
	Live-in	5	6%
	Total	90	100%
Number of times taking LEC	2 times	25	28%
	3 times	39	43%
	4 times	23	26%
	More than 4 times	3	3%
	Total	90	100%
Enrollment in review sessions	Did not enroll in any review session	18	20%
	1 session	24	27%
	2 sessions	39	43%
	More than 3 sessions	8	9%
	No response	1	1%
Total	90	100%	
Employment status	Full-time	3	3%

Part-time	40	44%
Seeking opportunities	37	41%
Prefer not to say	9	10%
No response	1	1%
Total	90	100%

Age. It shows in the data that the majority of respondents are young adults, with 63% aged 21–25 years old and 61% identifying as single. It means that most examinees are recent graduates, likely taking the Licensure Examination for Criminologists (LEC) within a few years of completing their studies. It indicates that the transition from academic training to professional certification is relatively immediate for many criminology students. This proximity between graduation and examination may reflect a strong institutional emphasis on timely licensure.

Aside from that, the high percentage of single examinees may suggest that most candidates have fewer family-related responsibilities, allowing them to focus more intensely on exam preparation. This demographic profile could potentially influence study habits, stress levels, and support systems available to candidates. It is supported by the study of Shrivastava and Muss (2022). The indicators affecting the examinees in taking the board examination for criminology state that the majority of respondents fall within the 20-25 age range.

Civil Status. Regarding civil status, the majority of participants were single. Undoubtedly, ensuring success in life necessitates being passionate about the activities we pursue. These measures have the potential to improve the success rates of licensure exams and facilitate career progression in the criminology field.

Number of Times in Taking the LEC. In particular, a significant number have attempted the exam multiple times, with 43% taking it three times and 28% twice, indicating the exam’s challenging nature. Most respondents also participated in review sessions, particularly two sessions (43%), while 20% did not attend any, which may reflect varied access to review programs or personal strategies for preparation. This trend highlights the challenging nature of the examination, and many candidates find it difficult to pass on their initial attempt. Such a high rate of repeat takers may reflect gaps in academic preparation, the rigorous standards of the licensure exam, or both.

According to Badua (2020). It revealed that there is room for enhancement in licensure performance to attain a higher institutional passing rate compared to the national average, highlighting areas for improvement. The participants perceived the board examination as being of average difficulty.

In addition, student study habits, inadequate faculty instruction, ineffective review class management, financial difficulties, and health problems during their time in school, review sessions, and board examination preparation were the main reasons why the licensure performance needs improvement to achieve a higher institutional passing rate compared to the national passing rate (Badua, 2020).

Enrollment in Review Sessions. Additionally, the majority of respondents engaged in review sessions before taking the exam, with 43% attending two review sessions. This general awareness among examinees of the need for supplementary preparation beyond their formal education. However, the data also shows that 20% of respondents did not attend any review sessions, which may point to disparities in access to review programs, possibly due to financial constraints, geographical limitations, or personal preferences in study methods.

These findings show that while many candidates are making deliberate efforts to prepare for the LEC, consistent exam difficulty, uneven access to review resources, and the shifting of learning modalities

during the pandemic may be affecting pass rates. Educational institutions and professional review centers may need to consider these patterns when designing more inclusive and effective support systems for examinees.

Damuag et al. (2024), in their study entitled “Retakers Pledge: An Experiential Learning,” discussed the effects of the Criminology Licensure Examination on participants and examined the changes they implemented to improve their performance in the exam.

Moreover, according to Atty. Ramil Gabao, during a public orientation on the “Enhanced Tables of Specification for the Subjects in the Licensure Examination for Criminologists Based on the Standardized Format Aligned with the Philippine Qualifications Framework,” last March 21-22, 2025, at Golden Phoenix Hotel, Pasay City, there are three key updates to note about the new TOS. First, the updated TOS will be implemented for the Criminology Board Examination scheduled from July to August 2024, aligning with the Philippine Qualifications Framework (PQF) resolution. This timing ensures that the new specifications are integrated into the examination process promptly. Second, the TOS 2024 introduces greater specificity compared to the TOS 2022, providing a clearer and more detailed framework for what will be assessed in the licensure exam.

This specificity is designed to enhance the alignment of the exam content with the current needs and standards of the criminology profession. Lastly, the updated TOS eliminates factual questions, shifting the focus towards evaluating higher-order thinking skills and competencies rather than rote memorization. This change aims to better assess practical application and critical analysis skills, reflecting a broader trend towards more comprehensive and relevant assessments. Overall, these updates underscore a commitment to improving the relevance and rigor of the licensure examination, ensuring that it more accurately reflects the competencies required for effective professional practice in criminology. Baldwin (2023). He said that better outcomes in criminology are achieved through reviewing a small quantity of material over several days, as opposed to cramming it in the night before an exam. Additionally, monitoring the effectiveness of your learning tactics is another way to enhance your learning process.

However, in terms of employment, only 3% are employed full-time, while a large portion work part-time (44%) or are seeking opportunities (41%). This employment pattern shows that many examinees prioritize exam preparation over stable employment, possibly due to the demands of studying or repeated exam attempts. Foulds (2023) said many graduates find employment within the criminal justice sector, leveraging the skills acquired during their degree. However, the versatility of the skills gained in a criminology program extends far beyond this sector, opening doors to a multitude of diverse employment opportunities.

Overall, the profile of the respondents suggests that the typical Licensure Examination for Criminology (LEC) examinee is a young, single, part-time worker or job seeker, navigating the challenges of licensure through multiple exam attempts and structured review sessions.

Factors that Contributed to the Performance of Bicol College in the LEC from 2017 to 2023

In this section, the researcher conducted a survey using questionnaires administered to administrators, faculty members, and Criminology board exam retakers to identify the factors that contributed to Bicol College's performance in the Licensure Examination for Criminologists. Additionally, an interview guide was used to conduct qualitative interviews with selected retakers to gain deeper insights into their experiences.

To ensure confidentiality and anonymity, the researcher used coded identifiers such as R1 2017, R2 2019,

R3 2020, and R4 2022 for the retakers during data collection and analysis. This approach helped in protecting the identity of the participants while allowing the researcher to analyze recurring themes and individual responses effectively.

The table reveals that across the perspectives of retakers, faculty, and administrators, strong leadership and institutional commitment were consistently rated highly, with a median contribution score of 4.00, suggesting that a clear vision, accredited programs, and institutional support are perceived as vital in enhancing performance in the Licensure Examination for Criminologists (LEC).

Table 3 Factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023

Administrator	Retakers		Faculty		Administrators		Overall	
	Med	Desc.	Med	Desc.	Med	Desc.	Med	Desc.
Strong Leadership and Institutional Commitment (e.g. Clear vision for department or institution, Accredited programs and any government private institution)	4.00	High	4.00	High	4.00	High	4.00	High
Provision of necessary requirements in taking the Licensure Examination for Criminology (e.g. Good Moral, Transcript of records (TOR), Diploma, Certification Authentication and Verification)	4.00	High	3.50	High	3.00	Ave	4.00	High
Provision of Financial Support and incentives for the faculty (e.g. Scholarship, allowances, research incentives etc.)	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Development and Implementation of Targeted Review Programs	4.00	High	3.50	High	3.00	Ave	4.00	High
Strategic Partnerships with Industry and Professional Bodies (e.g. PNP, BJMP, PDEA, BFP, or any law enforcement agencies)	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Data-Driven Monitoring and Feedback Systems	4.00	High	4.00	High	4.00	High	4.00	High
Overall	3.50	High	3.50	High	3.50	High	3.50	High

Faculty	Retakers		Faculty		Administrators		Overall	
	Med	Desc.	Med	Desc.	Med	Desc.	Med	Desc.
Expertise of faculty in Criminal law and Jurisprudence, Law Enforcement administration, Forensics / Criminalistics, Crime Detection and Investigation, Sociology of Crimes and Ethics, Correctional Administration (e.g. Certification, Training, Seminars, industry experience)	4.00	High	4.00	High	4.00	High	4.00	High
Professional qualification of faculty (e.g. PhD. In Criminology, Master Degree ,etc.)	4.00	High	4.00	High	3.00	Ave	4.00	High
Effective Teaching Strategies and Methods	4.00	High	4.00	High	3.00	Ave	4.00	High
Preparation by the faculty members of Comprehensive Review for retakers (e.g. Criminal law and Jurisprudence, Law Enforcement administration, Forensics / Criminalistics, Crime Detection and Investigation, Sociology of Crimes and Ethics, Correctional Administration or any core professional subject)	4.00	High	3.00	Ave	3.00	Ave	4.00	High
Continuous Professional Development Mentorship and Guidance	4.00	High	3.00	Ave	3.00	Ave	4.00	High
Curriculum Development and Alignment	3.00	Ave	3.00	Ave	4.00	High	3.00	Ave
Overall	4.00	High	3.50	High	4.00	High	4.00	High

Student(Retakers)	Retakers		Faculty		Administrators		Overall	
	Med	Desc.	Med	Desc.	Med	Desc.	Med	Desc.

Academic Performance and Preparation	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Study Habits and Time Management (e.g. 2, 4, 5, hours every day or more and Flashcards, study guides and group study sessions)	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Motivation and Goal Setting	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Self-Discipline and Perseverance	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Mentorship and Guidance	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave
Overall	3.00	Ave	3.00	Ave	3.00	Ave	3.00	Ave

Similarly, the provision of requirements was rated high by retakers, and overall, though administrators only rated it average, indicating some gaps in administrative perspectives regarding documentary and compliance support.

Meanwhile, the provision of financial support and incentives for faculty and the establishment of strategic partnerships with industry were both rated an average contribution median score across all groups of 3.00, showing that financial and external linkages remain areas for development. On the other hand, targeted review programs and data-driven monitoring systems were perceived highly, especially by retakers and faculty, which underscores their importance in addressing specific learning gaps and providing feedback for improvement. Overall, institutional factors were rated a high contribution median score of 3.50, showing strength in leadership and systems, but moderate performance in financial and external collaborations.

This highlights the importance of a clear vision, accredited programs, and institutional support in fostering academic success. The provision of requirements also received high ratings from retakers and the overall group, though administrators rated it only average, which suggests a possible misalignment between administrative perceptions and the actual needs of examinees in terms of compliance and documentation. In contrast, financial support, faculty incentives, and partnerships with industry were consistently rated average (3.00), pointing to gaps in funding allocation and external collaborations that may hinder further improvement. On a positive note, targeted review programs and data-driven monitoring systems were highly valued, particularly by retakers and faculty, underscoring their effectiveness in addressing individual learning gaps and guiding performance enhancement.

The implications of the findings presented in Table 3 emphasize the crucial role of leadership, institutional commitment, and strong support systems in improving the performance of Bicol College in the Licensure Examination for Criminologists (LEC). The consistently high ratings for leadership and institutional vision suggest that a clear direction, accreditation of programs, and sustained institutional backing create a foundation that motivates both students and faculty toward academic success. However, the discrepancy in how administrators rated the provision of requirements compared to retakers and the overall group reveals a potential gap in understanding the actual needs of examinees, particularly in terms of documentary and compliance support. This misalignment implies the need for stronger coordination between administrators and examinees to ensure that requirements are fully and effectively met.

On the other hand, the average ratings for financial support, faculty incentives, and industry partnerships

highlight areas that require significant improvement. Limited financial assistance and insufficient incentives for faculty may affect motivation, resource availability, and the overall quality of instruction, while weak external collaborations could limit opportunities for students to gain practical exposure and support from professional networks. In contrast, the high value placed on targeted review programs and data-driven monitoring indicates that these strategies are effective in bridging learning gaps and guiding students more strategically toward success.

This implies that Bicol College should continue to strengthen its review programs and monitoring systems while simultaneously addressing financial and external partnership gaps. Overall, the findings suggest that while the institution demonstrates strong leadership and support structures, enhancing financial investment and industry linkages will be vital for sustaining and further improving its LEC performance. It is supported by the literature on the performance trends of criminology licensure examination candidates. Those factors that may have influenced these changes include potential alterations in exam formats, shifts in preparation strategies, or systemic interventions aimed at enhancing candidate performance (Alcoran, J.P.D. et al., 2024). According to Webster (2020), those who had taken the test but had not yet passed cited high levels of stress, feeling unprepared, and waiting too long after graduation as the reasons for their failure.

Overall, institutional factors received a highly contributing median rating score of 3.50, reflecting strength in leadership and academic systems, yet also emphasizing the need for greater financial investment and stronger industry linkages to sustain and further improve outcomes. It is supported by the literature of Taya, L. C. (2025). The school leadership does not inspire students as much; the school support does.

Factors that Contribute to the Bicol College Performance in the Licensure Examination for Criminology. The participants confirmed during the interview that they experienced factors which influenced Bicol College's performance in the licensure examination for criminology.

According to one of the participants, R2 2019 stated that “ang factors na nag contributed sa performance ng Bicol College sa licensure examination ng criminology ay ang kakulangan ng equipment in terms of laboratory ng estudyante pa ako sa Bicol College limitado lang ang ginagamit namin na equipment na maari sanang makatulong sa amin ng malaki in terms of practical application of knowledge.”

R2 2019 stated that the contributing factors to the performance of Bicol College in the Licensure Examination in Criminology were the lack of equipment in terms of the laboratory. When I was a student at Bicol College, we only had limited access to equipment that could have helped us a lot in terms of practical application of knowledge.”

R2 2019 pointed out that one significant factor affecting the performance of Bicol College students in the Licensure Examination for Criminology is the lack of equipment, particularly in the laboratory setting. This observation highlights a critical gap in the practical training of students, which is essential in a course like criminology that requires both theoretical understanding and hands-on application. R2 emphasized that during their time as students, the available equipment was limited, which restricted opportunities for effective practical learning.

The absence or insufficiency of proper laboratory tools likely hindered students from developing key competencies in crime scene investigation, forensic science, fingerprinting, firearms identification, and other criminology-related skills. These practical components are often tested both directly and indirectly in the licensure examination. Without adequate exposure and training, students may struggle to apply theoretical concepts in a real-world context or under exam conditions that require scenario-based analysis.

According to Igcasama (2021). In her study entitled Factors Affecting the Licensure Examination for Teacher (LET) Performance of Saint Michael College of Caraga from 2017-2019,” she said that the strongest factor affecting the LET performance as perceived by the graduates was the in- and off-campus pre-service education, while the weakest factor was the facilities & resources. However, Dayaday (2023) found out that faculty and instructional materials favorably affect the performance of the ECE. That's why the poor performance of the examinees was largely attributed to the lack of laboratory facilities/equipment. In terms of faculty-related factors, results show a generally high assessment. Retakers and faculty both rated faculty expertise in major criminology fields as a high median score of 4.00, with administrators in agreement, highlighting the strength of qualified faculty in delivering core subjects. Professional qualifications and effective teaching strategies were rated high by retakers and faculty but only average by administrators, suggesting that administrators may perceive areas where faculty credentials and methodologies could still be strengthened.

Notably, comprehensive review preparation, continuous professional development, and mentorship and guidance were rated high by retakers but only average by faculty and administrators, indicating a difference in perception where retakers value these initiatives more than those implementing them. Interestingly, curriculum development and alignment were considered high by administrators but only average by faculty and retakers, implying that administrators see curriculum reforms as significant, while students and faculty may feel the changes are less directly impactful. Overall, faculty-related factors received high median score ratings of 4.00, confirming that faculty competence and strategies play a central role in student performance.

Teaching Role. R2 2019 answered that,” ang role ng pagtuturo ng mga faculty kung eh re rate ko simula isa hanggang sampo ay pang walo kasi may mga faculty na magagaling mga turo pero hindi lahat ,nong time namin may mga faculty na bihira lang pumasok kung pumasok naman mag attendance lang at may mga ipapagawa sa amin kaya hindi namin maintindihan ang ibang topic, mas maganda sana kung lahat ng faculty ay competent at alam ang role bilang bilang educator”.

"If I were to rate the role of faculty teaching from one to ten, I would give it an eight, because while some faculty members were very good at teaching, not all of them were. During our time, there were some instructors who rarely came to class, and when they did, they would just take attendance and give us assignments without explaining the lessons, which made it hard for us to understand certain topics. It would have been better if all faculty members were competent and fully understood their role as educators."

In the R2 2019 response, she evaluated the role of faculty members in Bicol College and rated them 8 out of 10. This suggests that while some instructors were effective and taught well, there were noticeable gaps in overall faculty performance. She specifically mentioned that during their time, certain faculty members rarely attended classes, and when they did, they would only take attendance or assign tasks without properly discussing the lessons. As a result, she and her classmates struggled to understand some topics. This reflects a lack of consistency in teaching quality and a failure by some educators to fulfill their fundamental role of guiding and facilitating learning. While there were competent teachers who contributed positively, the presence of unengaged faculty weakened the overall learning environment.

This experience emphasizes the critical impact that faculty commitment and competence have on student learning outcomes. That's why institutional accountability and teacher training are necessary to ensure that all educators understand and carry out their responsibilities effectively. When some faculty members are disengaged or ineffective, students are left to fill the learning gaps on their own, which can hinder their

academic performance and motivation. This also highlights the need for schools to implement performance evaluations, mentoring systems, or peer reviews to maintain a standard of quality teaching. For students, it underscores the importance of being proactive in seeking help and using supplementary resources when instructional support is lacking.

Cano (2023). Stated that there should be continuous enhancement of academic instruction, development of conceptual assessment tools, and integration of the six criminology areas into the curriculum. This perspective highlights the ongoing need for improvement in criminology education. By continuously enhancing academic instruction, developing conceptual assessment tools, and integrating all six criminology areas into the curriculum, educational institutions can better prepare students for the complexities of the field. This approach ensures that graduates possess a comprehensive understanding of criminology and are equipped with the knowledge and skills needed to address real-world challenges effectively.

Likewise, R4 2022 shared his experience that “the role of Bicol College’s College of Criminology Justice Education Department is to give mock boards or assessments to their students to be prepared. Noon time namin inioffer sa amin yong BC CAT II malaking tulong yon sa amin kung para prepared talaga kami sa LEC kasi alam naman namin and standard ng BC sa CLE at na encourage kami para galingan at makapasa sa CLE, nagbibigay din ang mga faculty ng tips para makapasa sa board examination”.

"R4 2022 shared his experience, stating that the Bicol College College of Criminology Justice Education Department played an important role in preparing students by providing mock board exams and assessments. During our time, we were offered the BC CAT II, which was a great help in making us truly prepared for the Licensure Examination for Criminologists (LEC). We were aware of Bicol College’s standards for the CLE, which encouraged us to do our best and aim to pass the exam. The faculty also gave us tips and guidance on how to pass the board examination."

R4 2022 shared a positive experience regarding the efforts of Bicol College, particularly the College of Criminology Justice Education Department, in preparing students for the Criminologist Licensure Examination (CLE). The department provided mock board exams and assessments, such as the BC CAT II, which played a significant role in helping students become more prepared and confident. These initiatives gave students a sense of the actual board exam standards, especially those upheld by the institution. Additionally, the faculty’s involvement in offering tips and practical advice for passing the board exam further strengthened students’ readiness. This indicates that the college was proactive in equipping its students with the necessary tools and knowledge, promoting a culture of excellence and accountability.

This experience implies that structured academic support, such as mock exams and active faculty engagement, has a direct and positive impact on students’ preparedness and motivation. It highlights the importance of aligning institutional strategies with licensure exam expectations to increase student success rates. Moreover, it shows how a supportive academic environment not only improves performance but also builds students’ confidence and determination to excel. This kind of academic culture serves as a model for other institutions aiming to enhance their licensure exam outcomes. For students, it underscores the value of taking advantage of these resources and internalizing the high standards set by their school.

In spite of self-discipline, disciplined schedules, and an intrinsic drive to attain academic success, participants dedicated substantial hours to structured study routines and emphasized the role of intrinsic motivation in maintaining focus and resilience. Overcoming barriers and enhancing exam preparation required a complicated approach, which included incorporating review center materials with personal

notes to reinforce foundational knowledge, receiving emotional support from mentors and family to combat self-doubt and stress, and employing efficient study techniques such as peer collaboration and time management to optimize learning and performance (Collango et al., 2024).

However, R1 2017 said that the role of teaching qualities of faculty may have a highly experienced faculty member, guided students with actual CLE trends and tips, real-life field experience enriched classroom discussion and review sessions, and teachers were approachable and provided extended consultation even outside class hours.

R1 2017 highlighted the significant role that faculty teaching qualities played in student preparation and success. According to the statement, having highly experienced faculty members contributed greatly to learning, especially as they shared real-life field experiences and insights about actual CLE (Criminologist Licensure Examination) trends. These elements enriched classroom discussions and made review sessions more practical and relevant. Moreover, the faculty was described as approachable and willing to extend support beyond class hours through additional consultations. This kind of faculty engagement reflects a student-centered teaching approach, where instructors go beyond standard expectations to ensure student understanding and readiness.

This experience underscores the value of competent, experienced, and supportive educators in shaping student outcomes. It implies that when faculty integrate practical experience and up-to-date exam knowledge into their teaching, they make learning more meaningful and effective. The willingness of teachers to provide extra support also fosters a learning environment where students feel guided and motivated. For academic institutions, this highlights the importance of hiring and retaining faculty with real-world expertise and a genuine commitment to student success. For students, it shows the importance of actively engaging with such opportunities and appreciating the role that dedicated educators play in their academic journey.

However, in the study of Okoedion, Okolie, and Udom (2019). The major factors affecting students' academic performance in Nigerian universities are student-, lecturer-, and institutional-related factors.

On the other hand, personal factors of retakers, such as academic performance and preparation, study habits, motivation, self-discipline, and mentorship, were all consistently rated a median average of 3.00 across all groups. This indicates that while institutional and faculty support systems are perceived to be strong, the personal efforts and study-related behaviors of retakers remain at a moderate level. This highlights a critical area where improvement is needed, as personal discipline, goal-setting, and study habits directly influence licensure exam outcomes.

Personal Related Factors. R1 2017, R3 2020, and R4 2022 said that the factors that contributed to the performance of Bicol College in LEC for Criminology retakers are time management, anxiety, review sessions, confidence, focus, review materials, lack of preparation, and work balance.

This indicates that the challenges faced by the examinees are not solely academic but are also deeply rooted in personal and emotional aspects, which can affect their overall readiness and ability to perform well during the examination. Another is that time management and anxiety are particularly significant, as they can disrupt a student's study routine and mental focus. Poor time management often leads to cramming or inconsistent study habits, which may result in a lack of retention. Similarly, high levels of anxiety can impair cognitive functions and decrease exam performance. These internal factors highlight the need for self-discipline, emotional control, and strategies that support mental well-being.

In addition, the quality of review sessions and the availability of effective review materials also play a major role in preparation. If review sessions are not thorough or are poorly structured, students may not

be adequately equipped to tackle the exam. Likewise, outdated or insufficient materials can leave students with knowledge gaps. This suggests a potential shortfall in academic support provided to retakers, who may already be struggling from previous exam failures.

Moreover, the issues of confidence and focus are closely linked to both preparation and psychological state. A lack of preparation can lower a student's self-confidence and make it harder to concentrate during study or the exam itself. When combined with external pressures, such as the need to maintain a job while studying, these factors can further divide the student's attention and energy. Work-life imbalance makes it challenging to dedicate enough time to a comprehensive review, especially for working students.

With this, the licensure exam performance of criminology retakers at Bicol College requires a holistic and student-centered approach. Interventions should address not only academic review but also personal development, emotional resilience, and lifestyle management. Programs that offer time management training, stress reduction strategies, and confidence-building activities may significantly help students overcome internal barriers to success.

Academically, the college should re-evaluate its review offerings to ensure they are specifically fitted to the needs of retakers. This could include diagnostic assessments, personalized coaching, and the provision of up-to-date and comprehensive review materials. Furthermore, offering flexible review schedules or modular learning systems could support students who are also employed, helping them to better manage both their work and study commitments. It is supported by the study of Espartero (2022). It explained that several factors, including students' backgrounds, family dynamics, school environment, review center attendance, and personal attributes, exert a significant influence on licensure examination performance.

In addition, Balasabas et al. (2021) said that home and family factors had a high influence on success in the Criminology Licensure Examination, whereas the student factor, school factor, review center factor, and personal factor had an average influence. However, in other programs, factors such as administrative backing, personal circumstances, and motivational factors play an important role in shaping graduates' preparedness for the CPA licensure examination (APAC Monetary, 2022).

Overall, the findings suggest that while institutional leadership and faculty expertise are strong enablers of success, there are notable gaps in financial support, industry partnerships, and personal study habits of retakers. These areas provide a clear basis for targeted enhancement programs aimed at balancing institutional, faculty, and personal factors to improve performance in the LEC.

Significant correlations/comparisons between the respondents' demographics and their perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023

This section presents the test of significant correlation and comparison between the respondents' demographic profiles and the retakers' perceived factors that contributed to the performance of Bicol College in the Licensure Examination for Criminologists (LEC) from 2017 to 2023. The factors related to faculty and administrators are not included in this section, since their demographic profiles were not covered in SOP 1. This part of the study focuses solely on the retakers' demographic characteristics and their perceptions of the factors that influenced Bicol College's performance in the LEC.

In Terms of Age. As shown in the table, most perceived factors, including academic performance and preparation ($r = 0.04$, $p = 0.706$), study habits and time management ($r = 0.151$, $p = 0.156$), motivation and goal setting ($r = 0.115$, $p = 0.282$), and self-discipline and perseverance ($r = 0.087$, $p = 0.417$), showed weak positive correlations with age but were not statistically significant.

This indicates that these factors do not vary substantially across different age groups of retakers, suggesting that, regardless of age, students tend to share similar levels of preparation, motivation, study habits, and discipline in relation to their examination performance.

Table 4 Correlation between the students' perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023 and their

	Age				
	Correlation Coefficient	p Value	Relationship	Descriptive Equivalent	
Academic Performance and Preparation	0.04	0.706	Direct	Not Sig.	
Study Habits and Time Management	0.151	0.156	Direct	Not Sig.	
Motivation and Goal Setting	0.115	0.282	Direct	Not Sig.	
Self-Discipline and Perseverance	0.087	0.417	Direct	Not Sig.	
Mentorship and Guidance	0.208	0.05	Direct	Significant	
Overall	0.168	0.113	Direct	Not Sig.	

In other words, these attributes appear to be more personal qualities and academic behaviors that are not strongly influenced by age. In the study of Igdon, Ballado, and Giray (2024), they stated that there was no significant correlation between the profile and the challenges in the areas of concentration.

However, a notable finding is observed in the factor mentorship and guidance ($r = 0.208, p = 0.05$), which demonstrates a significant positive correlation with age. This result implies that older examinees place greater importance on mentorship and guidance compared to their younger counterparts. It may reflect the tendency of older retakers to rely more on structured support, professional advice, or faculty mentoring as they navigate challenges in preparing for the LEC. This suggests that as students mature, they increasingly value the role of mentorship in bridging knowledge gaps and enhancing confidence in examination performance. To help students prepare for exams, educational institutions should create customized study schedules, improve discipline, incorporate organized materials, and offer extensive support systems (Colanggo et al., 2024).

Overall, the correlation analysis highlights that while most perceived factors are not significantly related to age, mentorship and guidance emerge as critical age-linked factors. This finding underscores the need for Bicol College to strengthen its mentoring programs, particularly tailored to the needs of older retakers, while continuing to provide consistent academic and motivational support for all age groups. Such interventions could enhance overall performance by addressing the distinct support preferences of examinees across different age brackets. However, Burgos et al. (2021) said that the socio-demographic factors of students do not influence, to a notable extent, students' satisfaction with the study.

In Terms of Civil Status. The data presented in the table show the comparison of single and married respondents' perceived factors that contributed to the performance of Bicol College in the Licensure Examination for Criminologists (LEC). Results reveal that among the five factors assessed, only academic performance and preparation yielded a statistically significant difference, with single respondents ($M = 3.40$) rating it higher than their married counterparts ($M = 3.09$), $p = 0.04$. This suggests that civil status influences how respondents view the role of academic preparation in their performance, with single

individuals perceiving it as more crucial. It is supported by the study of Belleza (2022).

The profile showed that 70% of the respondents were in the 19 to 25 age bracket, three-fourths were female, and almost all were single. Furthermore, Tus (2020) said that most of them are engaging in a live-in relationship that results in a teenage pregnancy. Thus, most of the respondents have low educational attainment and are unemployed.

On the other hand, factors such as study habits and time management, motivation and goal setting, self-discipline and perseverance, and mentorship and guidance did not yield significant differences, as all p-values were greater than 0.05. This indicates that both single and married respondents share similar perceptions regarding these aspects, regardless of their civil status.

Table 5. Comparison of the students' perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023, grouped according to civil status

	Single	Married / live in	Difference	p Value	Descriptive Equivalent
Academic Performance and Preparation	3.40	3.09	0.31	0.04	Significant
Study Habits and Time Management	3.20	3.20	0.00	0.52	Not Sig.
Motivation and Goal Setting	3.18	3.17	0.01	0.90	Not Sig.
Self-Discipline and Perseverance	3.20	3.34	0.14	0.35	Not Sig.
Mentorship and Guidance	3.13	2.97	0.16	0.39	Not Sig.
Overall	3.22	3.15	0.07	0.95	Not Sig.

In fact, according to the study by Kolo and Baba (2020), not all the predicting psychological factors (students' attitude towards lecturers, students-lecturer interaction, and academic self-efficacy) are contributing to academic performance. But only students' attitudes towards lecturers and student-lecturer interaction are the two main independent variables that predict academic performance.

Aside from that, the study of Kausar, Shoukat, and Usman (2024), stated that there was a highly significant effect and relationship between head teachers' leadership and teachers' credence in head teachers at the higher secondary level.

In summary, the combined median scores (Single = 3.22; Married = 3.15) show only a minimal difference (0.07) and were found not statistically significant ($p = 0.95$). This implies that, in general, civil status does not greatly influence the respondents' perceptions of the factors contributing to the performance in the LEC, except in the area of academic performance and preparation. The findings highlight that while marital responsibilities may slightly affect how academic preparation is perceived, other essential factors, such as study habits, motivation, perseverance, and mentorship, are viewed as equally important by both groups. However, according to Moshref, Moshef, Rizk, Fayez, and Alotaibi (2021), women experiencing limitations in the field are mostly attributed to cultural beliefs that support male predominance and

performance. Also, women’s emotional attachment or detachment with friends, lovers, fiancés, or spouses affects cognitive distortions (Sulaiman, Amin, & Shahid, 2024).

In terms of the Number of times they took the LEC. The correlation analysis between the students’ perceived factors and the number of times they took the Licensure Examination in Criminology (LEC) from 2017 to 2023 reveals that none of the identified factors demonstrated a significant relationship with examination performance.

Table 6. Correlation between the students' perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023, and the number of times they took the LEC

	Correlation Coefficient	p Value	Relationship	Descriptive Equivalent
Academic Performance and Preparation	-0.08	0.451	Indirect	Not Sig.
Study Habits and Time Management	0.054	0.611	Direct	Not Sig.
Motivation and Goal Setting	0.116	0.275	Direct	Not Sig.
Self-Discipline and Perseverance	-0.041	0.701	Indirect	Not Sig.
Mentorship and Guidance	0.01	0.927	Direct	Not Sig.
Overall	0.038	0.725	Direct	Not Sig.

As shown in the table, the correlation coefficients for all variables, namely academic performance and preparation ($r = -0.08$, $p = 0.451$), study habits and time management ($r = 0.054$, $p = 0.611$), motivation and goal setting ($r = 0.116$, $p = 0.275$), self-discipline and perseverance ($r = -0.041$, $p = 0.701$), and mentorship and guidance ($r = 0.01$, $p = 0.927$), were all weak and not statistically significant. The positive coefficients indicate a direct relationship, while the negative coefficients suggest an indirect relationship; however, the very low r-values, coupled with p-values greater than 0.05, confirm that these relationships are negligible. According to the study of Nasrullah, Andira, and Isgunandar (2024), the results of a simple linear regression analysis show that the learning environment has a positive and significant effect on students' learning motivation.

The overall correlation ($r = 0.038$, $p = 0.725$) further supports this conclusion, showing no significant connection between the students’ perceived factors and the number of attempts in taking the LEC. These findings suggest that while students acknowledge various factors such as study habits, motivation, and mentorship, these do not statistically account for the frequency of their examination attempts, implying that other external or unmeasured variables may have influenced their performance outcomes. However, according to Totok, Yaqin, and Shuhartono (2023), the two factors simultaneously affect student achievement. Partially, the internal factors that influence learning achievement are the variables of intelligence and talent. Meanwhile, partially external factors that dominate the influence of learning achievement are lecturers and curriculum variables.

Further, the study of Mitra et al. (2024) reveals that the forecasted criminology licensure examination (CLE) ratings for the next two examination dates show a large difference, with an anticipated low passing rate on the first date, rising significantly on the second date.

Table 7. Correlation between the students' perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023, and the number of times they enrolled in review sessions.

	Correlation Coefficient	p Value	Relationship	Descriptive Equivalent
Academic Performance and Preparation	-0.238	0.025	Indirect	Significant
Study Habits and Time Management	-0.043	0.692	Indirect	Not Sig.
Motivation and Goal Setting	-0.121	0.259	Indirect	Not Sig.
Self-Discipline and Perseverance	-0.144	0.177	Indirect	Not Sig.
Mentorship and Guidance	-0.112	0.295	Indirect	Not Sig.
Overall	-0.172	0.106	Indirect	Not Sig.

The correlation analysis between the students' perceived factors and the number of times they enrolled in review sessions shows that, overall, there is no significant relationship between the two variables. Among the identified factors, only academic performance and preparation exhibited a significant indirect correlation ($r = -0.238$, $p = 0.025$), indicating that students who enrolled in review sessions more frequently tended to report lower levels of academic performance and preparation. This suggests that weaker academic readiness may have prompted repeated participation in review programs as a compensatory measure. On the other hand, study habits and time management ($r = -0.043$, $p = 0.692$), motivation and goal setting ($r = -0.121$, $p = 0.259$), self-discipline and perseverance ($r = -0.144$, $p = 0.177$), and mentorship and guidance ($r = -0.112$, $p = 0.295$) all showed weak negative correlations that were not statistically significant. However, in the study of Okoedion, Okolie, and Udom (2019), the major factors affecting students' academic performance in Nigerian universities are student-, lecturer-, and institutional-related factors.

The overall result ($r = -0.172$, $p = 0.106$) further supports the conclusion that, aside from academic performance and preparation, the other perceived factors do not have a significant influence on the number of times students enrolled in review sessions. This implies that repeated review enrollment may be more strongly associated with deficiencies in academic readiness rather than with study habits, motivation, or external support systems. While in the study, Afrifa et al. (2023) revealed that health, number of hours studied per day, and parent socio-economic factors do not contribute significantly to predicting students' academic performance.

In terms of the Number of times they took the LEC. The comparison of students' perceived factors that contributed to the performance of Bicol College in the Licensure Examination for Criminologists (LEC) from 2017 to 2023, when grouped according to employment status, reveals that academic performance and preparation was the only factor found to have a significant difference between employed graduates ($M = 3.44$) and those seeking employment opportunities ($M = 3.11$), with a mean difference of 0.33 and a p-value of 0.05.

According to Tus (2020), most of the respondents have low educational attainment and are unemployed.

Table 8. Comparison of the students' perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023, grouped according to employment status

	Employed	Seeking opportunities	Difference	p Value	Descriptive Equivalent
Academic Performance and Preparation	3.44	3.11	0.33	0.05	Significant
Study Habits and Time Management	3.28	3.14	0.14	0.84	Not Sig.
Motivation and Goal Setting	3.33	3.14	0.19	0.31	Not Sig.
Self-Discipline and Perseverance	3.28	3.30	0.02	0.90	Not Sig.
Mentorship and Guidance	3.09	3.11	0.02	0.86	Not Sig.
Overall	3.28	3.16	0.13	0.52	Not Sig.

This suggests that employed graduates perceived themselves as having better academic preparation, which may have contributed positively to their success in the LEC. On the other hand, other factors such as study habits and time management (M difference = 0.14, $p = 0.84$), motivation and goal setting (M difference = 0.19, $p = 0.31$), self-discipline and perseverance (M difference = -0.02, $p = 0.90$), and mentorship and guidance (M difference = -0.02, $p = 0.86$) did not show significant differences between the two groups. The overall mean scores (Employed = 3.28, Seeking opportunities = 3.16) with a mean difference of 0.13 and $p = 0.52$ further confirm that, aside from academic preparation, employment status did not substantially affect the respondents' perceptions of the factors influencing LEC performance.

These findings imply that strong academic preparation remains a critical determinant in LEC performance and may also influence employability after passing the examination. Moreover, accessibility, personal choice, popularity of the school, friends' influence, job opportunity, and parents' influence are the factors that influence their career path (Comia, 2018).

Summary of Correlation/Comparison. Based on the table, the analysis of findings regarding the correlation and comparison between the retakers' demographics and their perceived factors that contributed to the performance of Bicol College in the Licensure Examination for Criminologists (LEC) from 2017 to 2023 reveals several key insights.

Civil status was found to have a significant relationship with academic performance and preparation, indicating that the personal circumstances of examinees, particularly their marital or family status, may influence how they prepare academically for the examination.

Table 9. Summary of correlation/comparison between the respondents' demographics, and their perceived factors that contributed to the performance of Bicol College in the Licensure Examination in Criminology (LEC) from 2017 to 2023

	Age	Civil status	Number of times taking LEC	Enrollment in review sessions	Employment status
Academic Performance and Preparation	Not Sig.	Significant	Not Sig.	Significant	Significant
Study Habits and Time Management	Not Sig.	Not Sig.	Not Sig.	Not Sig.	Not Sig.
Motivation and Goal Setting	Not Sig.	Not Sig.	Not Sig.	Not Sig.	Not Sig.
Self-Discipline and Perseverance	Not Sig.	Not Sig.	Not Sig.	Not Sig.	Not Sig.
Mentorship and Guidance	Significant	Not Sig.	Not Sig.	Not Sig.	Not Sig.
Overall	Not Sig.	Not Sig.	Not Sig.	Not Sig.	Not Sig.

Likewise, enrollment in review sessions showed a significant relationship with academic performance and preparation, highlighting the importance of formal review programs in boosting readiness and improving examinees' chances of success. Employment status also demonstrated a significant correlation with academic performance and preparation, suggesting that working students may experience challenges in balancing job responsibilities with adequate preparation, which can directly affect their examination performance.

It is supported by the study of Noderama (2020), citing that there is no significant difference between the level of relevance of the review program and the respondents' demographic profile, while a significant difference was noted between the level of difficulty in the area of law enforcement administration and the number of people taking the examination. A significant relationship existed between the relevance of the review program and the difficulty encountered in the actual board examination. In this regard, an action plan was designed to enhance the passing percentage in the Criminology Licensure Examination.

Besides, there are several key challenges faced by reviewees, including outdated review materials, lack of a defined time frame or organization for the review process in each subject area, limited distribution and availability of review materials, review notes that are not summarized or incomplete, changes to the schedule without prior notice, and late distribution of review materials, which may affect the performance of the licensure examination in criminology (Dulipas, 2024).

Further, graduates who are preparing for licensing examinations may find it challenging to pay for study materials, enroll in test preparation classes, or pay for transportation to the testing facility due to financial stability difficulties (Bahunsua et al., 2023).

In addition, age was significantly correlated with mentorship and guidance, implying that older examinees

may perceive mentorship as a more critical factor in their preparation compared to their younger counterparts. This highlights the varying needs of examinees across age groups, where mentorship may serve as a compensatory support mechanism for older retakers.

However, no significant relationships were found between demographic factors and other perceived factors such as study habits, time management, motivation and goal setting, or self-discipline and perseverance. This suggests that these attributes may be more individually driven rather than directly influenced by demographic characteristics.

Overall, the results emphasize that academic preparation is most strongly influenced by civil status, review enrollment, and employment status, while age plays a distinct role in shaping the importance of mentorship.

These findings imply that targeted interventions addressing personal circumstances, employment-related challenges, and the enhancement of mentorship programs may be crucial strategies in improving Bicol College's performance in the LEC.

Challenges encountered in the conduct of CLE that contributed to the performance of Bicol College

This section presents the challenges encountered in the conduct of CLE that contributed to the performance of Bicol College.

Personal Experiences. According to R1 2017, he stated that my personal experiences that I encountered in the conduct of the Criminology Licensure Examination are limited review time or condensed review schedules, stress and pressure from other expectations, financial difficulties impacting preparation, and sudden changes in examination policies or format, because during that time I struggled balancing my review and part-time work, which limited my study time; aside from that, the last-minute announcement regarding the changes of venue caused my anxiety and affected my focus, and lastly, the lack of updated review materials during my first take made it harder for me to prepare effectively.

R1 2017 detailed multiple layers of challenges faced during the Criminology Licensure Examination, including limited review time, financial difficulties, stress from external expectations, and last-minute changes in exam venue. His situation was further complicated by the need to fit part-time work with review sessions. These disruptions severely impacted his preparation and focus, with outdated review materials further undermining his confidence and readiness.

This reflects a broader issue among working examinees who struggle with balancing employment and licensure preparation. Financial constraints and policy changes worsen the emotional burden, highlighting the need for support mechanisms such as flexible review programs, timely and clear communication from exam boards, and access to updated materials.

Institutions may also consider offering financial aid or part-time review schedules to accommodate working professionals (NCEA Parental Advice, 2020). Said, without a clear plan of attack, students struggle to know exactly what to do. This can result in procrastination, feelings of anxiousness, and a lack of preparation, which may lead to underperformance on the big day.

In addition, R4 2022 believed na para sa akin ang challenges na encounter ko kung paano ko maipapasa ang Board Exam. Kasi nahirapan ako mag-manage ng time ko kasi mas marami akong effort sa trabaho ko kasi sa pagrereview, at nagkaroon ako ng self-doubt. (R4 2022 believed that the challenges they encountered were about how they would be able to pass the Board Exam. They struggled to manage their time because they were putting more effort into their job than into reviewing. This led to self-doubt.

R4 2022 emphasized difficulty in time management due to prioritizing work responsibilities over review

sessions. The consequence was a buildup of self-doubt, as the respondent realized their preparation was inadequate. The conflict between career obligations and academic goals led to emotional stress and decreased confidence in passing the board exam.

The situation illustrates the importance of setting realistic expectations and creating structured time for review amid employment. It also suggests a need for psychological support systems for board takers, such as counseling or mentorship programs. Licensing bodies and review centers might consider providing resources to help examinees develop time management and coping strategies. Aside from that, the driving force to influence the education of the students is the family income, a factor affecting the academic performance of the students in the classroom (2022).

However, R2 2019 said, "Sa pagtake ko ng CLE ang na-experience ko ay ang pressure galing sa pamilya ko at kakilala ko. Another ay lack of preparation and review materials. Habang malapit na ang CLE, parang nawawalan na akong ganang mag-aral at kinakabahan ako. Sa isip ko, di ko pwedeng biguin ang mga taong naniniwala sa akin, kaya nagtry ulit ako baka palarin." (However, R2 2019 said that when she took the CLE (Criminology Licensure Exam), she experienced pressure from her family and acquaintances. Another challenge was the lack of preparation and review materials. As the CLE drew near, she started to lose the motivation to study and felt nervous. In her mind, she couldn't afford to disappoint the people who believed in me, so I tried again, hoping to succeed.

R2 2019's account focuses on the psychological pressure caused by family and social expectations. The absence of adequate review resources and personal preparation compounded this pressure. As the exam approached, feelings of anxiety and burnout emerged, leading to a lack of motivation. However, her determination not to disappoint her supporters pushed her to attempt the exam again.

This emotional and psychological strain that external pressure can place on examinees. While motivation from family can be a source of strength, it can also be a burden if not managed well. Educational institutions should recognize this dynamic and promote mental health awareness, perhaps by integrating stress management workshops or peer support groups into review programs. Encouraging a growth mindset and resilience is essential for students facing repeated attempts.

In fact, one of the primary challenges associated with exams is the stress they induce. The pressure to perform well can lead to anxiety, affecting students' mental well-being. The intense focus on grades may overshadow the joy of learning, turning education into a race for marks rather than a pursuit of knowledge (Xu, 2023).

Criminology licensure examination enhancement program for Bicol College that may be proposed

PROPOSED ENHANCEMENT PROGRAM OF CRIMINOLOGY LICENSURE EXAMINATION OF BICOL COLLEGE

TITLE: BUILDING RESILIENCE, ACCESS, COMPETENCE, AND EXCELLENCE (BRACE) PROGRAM

The BRACE Program (Building Resilience, Access, Competence, and Excellence) is developed as a strategic response to the issues and challenges identified from the findings of the study on the performance of Bicol College in the Criminology Licensure Examination (CLE). The program seeks to strengthen review access, reduce financial burdens, update learning resources, enhance faculty competence, improve facilities, and provide psychosocial support to students.

It is grounded on the idea that CLE performance is influenced by multiple dimensions: institutional

support, academic preparation, financial capacity, personal readiness, and external partnerships. Thus, the interventions are comprehensive, involving curriculum improvements, enhanced review programs, student support services, and stronger linkages with professional and industry partners.

The ultimate goal of the BRACE Program is to build resilience among examinees, ensure equal access to opportunities, develop competence in both theoretical and practical criminology knowledge, and foster excellence in licensure performance. This enhancement program, prepared by the researcher, shall be presented to the College of Criminal Justice Education Department and Administration for approval.

CONCLUSION

The majority of examinees were young adults, many of whom were repeaters, highlighting recurring difficulties in passing the exam. Their circumstances varied, with single and married respondents balancing different levels of personal responsibilities, while employment conditions, mostly part-time work or job seeking, created financial and time-management challenges that limited their exam readiness. However, Institutional leadership and commitment were consistently rated highly, gaps were evident in compliance support, laboratory facilities, and faculty consistency. Faculty expertise was recognized, but disparities in teaching quality underscored the need for stronger accountability and professional development. Curriculum alignment with licensure standards and practical training also emerged as areas requiring improvement. Furthermore, personal factors such as motivation, discipline, study habits, and time management were rated only average, with many retakers citing anxiety, stress, and work-study imbalance as major obstacles.

Correlation analyses revealed that civil status, review enrollment, and employment status significantly influenced preparation, while age was closely linked with the importance placed on mentorship, pointing to diverse support needs across demographics.

The challenges encountered ranging from financial constraints and condensed review schedules to outdated materials, sudden policy changes, and psychological pressures further emphasized the vulnerability of retakers in managing both external expectations and internal self-doubt.

RECOMMENDATION

Bicol College should adopt and institutionalize a BRACE Enhancement Program that holistically addresses the academic, personal, and socio-economic challenges of examinees in the Licensure Examination for Criminologists (LEC).

The College of Criminal Justice Education Department may strengthen its institutional support systems by enhancing compliance mechanisms, improving laboratory facilities, and ensuring faculty accountability and continuous professional development. Faculty may undergo regular training to standardize teaching quality, align curriculum with Professional Regulation Commission licensure standards, and provide updated review materials to equip students with both theoretical knowledge and practical application.

The implementation of structured mentorship programs is strongly recommended. Given the significant role of mentorship for older retakers and students with multiple attempts, faculty and alumni mentors should provide individualized guidance, career counseling, and academic coaching. This will not only enhance knowledge transfer but also build confidence and resilience among examinees.

The college should expand review opportunities and flexible learning options, ensuring that all students, regardless of employment status or personal circumstances, have access to adequate preparation. This

includes weekend or evening review sessions, modular programs for working students, and targeted interventions for repeaters. The program should also integrate simulation exams and continuous monitoring to track students' readiness.

Recognizing the financial and time-management challenges faced by many examinees, the Bicol College may establish financial assistance schemes such as scholarships, subsidies for review fees, and partnerships with external stakeholders for sponsorships. This may be complemented by mental health and wellness support programs, including stress management workshops, peer support groups, and counseling services to help students cope with exam anxiety, family expectations, and burnout.

The adoption of the BRACE program will provide a comprehensive and sustainable framework that combines academic enhancement, mentorship, financial support, and psychosocial assistance. By addressing both institutional gaps and personal challenges, this program will significantly improve examinees' readiness and performance in the Criminology Licensure Examination, while also sustaining Bicol College's long-term academic excellence and professional credibility.

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