

Performance of CBSUA Sipocot Criminologists Licensure Examination Takers: Basis for Criminology Licensure Enrichment Program (CLEP)

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Abstract - Quality remains a fundamental pillar in education, with Philippine institutions often measuring effectiveness by graduates' licensure examination performance. In Criminology, the licensure examination serves as a professional benchmark, as mandated by RA No. 11131. Although CBSUA College of Criminology has consistently surpassed the national passing rate, it remains committed to producing national topnotchers. This study aimed to analyze the performance and influencing factors of CBSUA CLE takers from August 2023 to February 2025 and to propose an intervention enhancement program. A quantitative-correlational research design using Structural Equation Modeling (SEM) examined five factors—student, home and family, school, review center, and personal. Official PRC results and expert-validated surveys (reliability > .70) were used. Results show an improving trend, with February 2025 having the highest passing rate. First-time takers had a 72.19% passing rate, repeaters 33.33%, and overall 69.61%, exceeding the national average of 60.50%. Criminal Law and Jurisprudence improved from 68.94% to 78.97%. The Personal Factor was most influential (mean = 3.63), followed by Review Center (3.61); School (3.33) and Student (3.32) were lower but still “Highly Influence.” Home and Family was least influential. SEM showed only School ($\beta = .337$, $p = .009$) and Personal ($\beta = .273$, $p = .007$) factors were significant predictors of performance. The study recommends prioritizing instructional quality and personal development to improve licensure success through the implementation of the proposed Criminology Licensure Enrichment Program (CLEP)—a data-driven intervention tailored to the most influential factors to ensure a strategic and targeted approach to enhancing examination performance

Keywords: Licensure Examination, Criminology, Enrichment Program

1. INTRODUCTION

Quality remains a fundamental pillar and paramount objective within the field of education. It serves both as an aspiration and a driving force for educational institutions, motivating them to deliver optimal outcomes and attain premier status. One significant metric of educational quality is the professionalization of graduates, which plays a critical role in cultivating a competent and industry-ready workforce. According to Gerundio and Balagtas (2014), educational institutions in the Philippines often define and reinforce their brand of quality through the licensure examination performance of their graduates. Consequently, graduates' performance in their respective licensure examinations serves as a key indicator, among several others, in evaluating whether an academic institution fulfills its commitment to delivering quality education.

In the field of Criminology, the licensure examination serves as a critical benchmark for the professionalization of aspiring practitioners. As mandated by Republic Act No. 11131, also known as The Philippine Criminology Profession Act of 2018, individuals aspiring to pursue a professional career in criminology must pass the Criminologists Licensure Examination (CLE), which is administered by the Professional Regulation Commission (PRC) through the Professional Regulatory Board of Criminology. Moreover, Section 15 of RA 11131 stipulates the structure of the CLE, identifying six core subject areas with their corresponding weight distribution: Criminal Jurisprudence and Procedure (20%), Law Enforcement Administration (20%), Crime Detection and Investigation (15%), Criminalistics (20%), Correctional Administration (10%), and Criminal Sociology (15%).

In the most recent Criminologists Licensure Examinations (CLE), the national passing rate has shown a steady upward trend: from 32.68% in August 2023, to 48.27% in February 2024, followed by 49.35% in July 2024, and reaching 60.52% in the most recent examination held in February 2025. Correspondingly, the Central Bicol State University of Agriculture (CBSUA) College of Criminology has also demonstrated a consistent increase in performance, achieving a 69.61% passing rate in the most recent CLE. Despite surpassing the national average, CBSUA remains proactive in sustaining and improving its licensure examination performance, particularly following the notable achievement of producing two (2) regional topnotchers in the February 2025 CLE. Beyond maintaining a commendable overall performance, the university is resolute in its commitment to further elevating its standards with the aspiration of producing a national topnotcher in the near future.

Building on recent progress, it is important to acknowledge that the landscape of licensure examinations continues to evolve, posing challenges particularly for repeat takers. This trend is evident not only at the national level but also within CBSUA, where passing rates for retakers remain a concern, which reflects a need for intervention and coping strategy. According to Bajeta et al. (2015) as cited by Villarmia (2018), the necessity of implementing action plans and programs specifically designed to enhance and enrich the performance of licensure examination candidates should be emphasized.

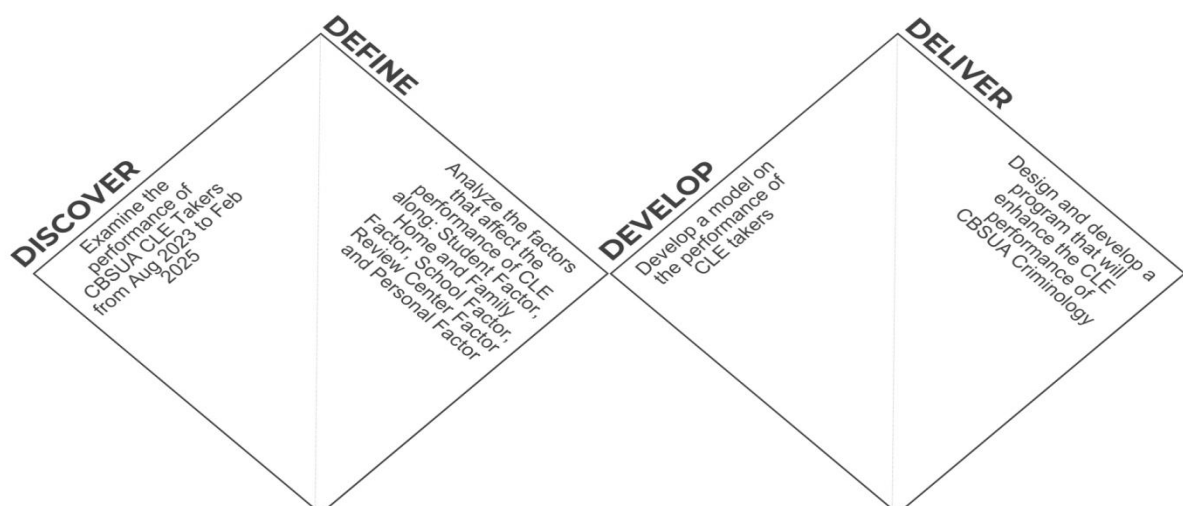
Such efforts are not only in line with the university's commitment to Sustainable Development Goal (SDG) 4: Quality Education, but also ensure that students are equipped with the knowledge and competencies required to enter their chosen professions. Licensure examinations, in this regard, serve as a key component of professional practice, acting as a benchmark for both competency and educational quality. As noted by Asuncion (2020), these examinations are critical tools for evaluating candidate readiness, while Hertz and Chinn (2000) identify them as essential components of the overall licensing process.

Given these considerations, universities must consistently monitor graduate performance in licensure exams and adopt proactive, evidence-based strategies for improvement. Accordingly, this study aims to examine the performance of Central Bicol State University of Agriculture (CBSUA) Criminologists Licensure Examination (CLE) takers from August 2023 to February 2025, as well as the key factors influencing their outcomes. The results of this investigation will serve as the foundation for designing and implementing targeted interventions to further enhance the licensure performance of CBSUA CLE candidates.

2. FRAMEWORK

To guide the conduct of this study, the Double Diamond Design model was adopted to systematically outline the research flow and provide a visual representation of the entire process. This framework offers a comprehensive structure for organizing procedures and steps, enabling both immediate problem-solving and fostering long-term innovation (Carlgren et al., 2014). By applying this model, the study was able to further contextualize the gaps in CLE takers' performance and align them with the most appropriate intervention program tailored to their identified needs. The double diamond design framework consists of four phases: discover, define, develop, and deliver, facilitating alternating divergent and convergent thinking to enhance creativity and collaboration in research (Shen et al., 2024).

Figure 1. Double Diamond Design Framework



Discover. In the context of the Double Diamond Design model, the Discover stage serves as the foundational phase, emphasizing a thorough understanding of the problem and the collection of relevant insights. To fulfill this, a document analysis was conducted on the results of the CLE from August 2023 to February 2025 obtained from the Professional Regulatory Commission (PRC). This analysis involved a comprehensive examination of the performance data, including first-time takers, repeaters, and the overall passing rate of the institution, as well as the national passing rate. Furthermore, a detailed subject-by-subject analysis was performed, assessing the performance of examinees across each component area of the licensure examination.

Define. Following the intensive gathering of insights, the next phase focuses on synthesizing the collected information to clearly articulate the problem statement. This phase requires a targeted analysis to identify the specific challenges that need to be addressed. In this study, the Define phase was carried out by analyzing the factors affecting the performance of CLE takers. Data were collected through a structured questionnaire that covered the independent variables: student, home and family, school, review center, and personal factors. The instrument was validated by experts in criminology and education, in accordance with established guidelines for scale development. A pilot test was also conducted to ensure internal consistency.

Develop. The third phase of the Double Diamond Design model, Develop, centers on ideation and prototyping. This stage highlights the importance of adopting a responsive and adaptive approach to address the specific challenges identified. Drawing from the data gathered, a model was developed to visually represent the factors influencing CLE performance and to establish a contextual foundation for the intervention program. This model serves as a conceptual framework upon which the design and prototyping of the intervention will be based, ensuring that proposed solutions are directly aligned with the identified problems.

Deliver. The final phase, Deliver, focuses on refining and implementing the crafted solution. This stage involves gathering feedback, integrating expert recommendations, and aligning the intervention with the issues identified in earlier phases. It marks the transition from ideation to execution, where the developed program is finalized based on validated data and triangulated results. The Deliver phase serves as the culmination of the design process, narrowing down ideas into a concrete, actionable program ready for implementation to address the needs of CLE takers.

3. OBJECTIVES OF THE STUDY

This study aims to thoroughly examine the performance of CBSUA Criminologists Licensure Examination takers from August 2023 to February 2025 and propose an intervention program to enhance the licensure performance of CLE takers, specifically:

1. Examine the performance of the CLE takers.
2. Analyze the factors that affect the performance of CLE along:
 - a. Student Factor
 - b. Home and Family Factor
 - c. School Factor
 - d. Review Center Factor
 - e. Personal Factor

3. Develop a model on the performance of CLE takers.
4. To design and develop a program that will enhance the CLE performance of CBSUA Criminology

MATERIALS AND METHODS

Research Design

This study employed a quantitative, correlational research design utilizing Structural Equation Modeling (SEM) to examine the influence of student, home and family, school, review center, and personal factors on the performance of CLE takers. SEM was chosen because it allows simultaneous testing of measurement models and structural relationships among latent variables (Kline, 2016; Byrne, 2016). This method is particularly suitable for educational research that seeks to validate theoretical frameworks and assess multiple predictors of academic performance.

Research Participants

The respondents of this study were graduates who took the Criminology Licensure Examination (CLE) from August 2023 to February 2025. A total of 183 respondents were selected through simple random sampling. Sampling procedures were based on the recommendations of Creswell and Creswell (2018), who emphasized representativeness in quantitative studies and recommended by Kline (2016) and Hair et al. (2019).

Data Gathering

A structured questionnaire was utilized to gather data on the independent variables' student, home and family, school, review center, and personal related factors. Each construct was measured using multiple items on a Four-point Likert scale, consistent with established practices in educational research (Joshi et al., 2015).

The instrument was validated by experts in criminology and education following the recommendations of DeVellis (2017) for scale development. A pilot test was conducted, and internal consistency was established through Cronbach's alpha, with coefficients above the .70 threshold for reliability (Nunnally & Bernstein, 1994).

The dependent variable, CLE performance, was operationalized based on respondents' official board examination results from Professional Regulation Commission (PRC). Data in independent variable or the factors were collected through online surveys, consistent with Dillman et al.'s (2014) Tailored Design Method for maximizing response rates. Participants signed informed consent forms, ensuring voluntary participation and confidentiality.

Data Analysis

Data analysis was performed using SPSS for preliminary screening and AMOS for SEM analysis. Preliminary analyses (normality, outliers, and missing data) were conducted following Tabachnick and Fidell's (2019) guidelines.

A Confirmatory Factor Analysis (CFA) was conducted to validate the measurement model and ensure convergent and discriminant validity (Hair et al., 2019). The structural model was then assessed to test the hypothesized relationships among constructs. Model fit was evaluated using multiple indices— χ^2 , CFI, TLI, RMSEA, and SRMR—following the recommendations of Hu and Bentler (1999).

Results and Discussion

This section presents the results of a comprehensive document analysis and data-gathering process, highlighting the performance of CLE takers from August 2023 to February 2025. It also identifies the key factors that influenced their performance in the licensure examination. Based on these findings, a proposed intervention program is outlined below, designed to address the identified factors and enhance the future performance of CLE takers.

Passing percentage of Criminology graduates from August 2023 to February 2025 Licensure Examination

Obtained from the Professional Regulatory Commission (PRC) a comprehensive presentation of data highlighting the performance of criminology graduates in the licensure examination from August 2023 to February 2025 is displayed in Figure 2. Figure 2 presents the performance of criminology graduates in the licensure examination from August 2023 to February 2025, compared with the national passing rate. Overall, the results indicate an improving trend in the graduates' performance across examination periods. In August 2023, the first-time takers achieved a passing rate of 71.43%, which was considerably higher than both the repeaters (20.69%) and the overall institutional performance (43.55%). This result was slightly above the national passing rate of 32.68%. By February 2024, the overall performance improved to 53.06%, with repeaters increasing modestly to 22.73% and first-time takers showing a decrease to 58.40%. The institutional performance in this period was stronger than the national passing rate of 48.27%.

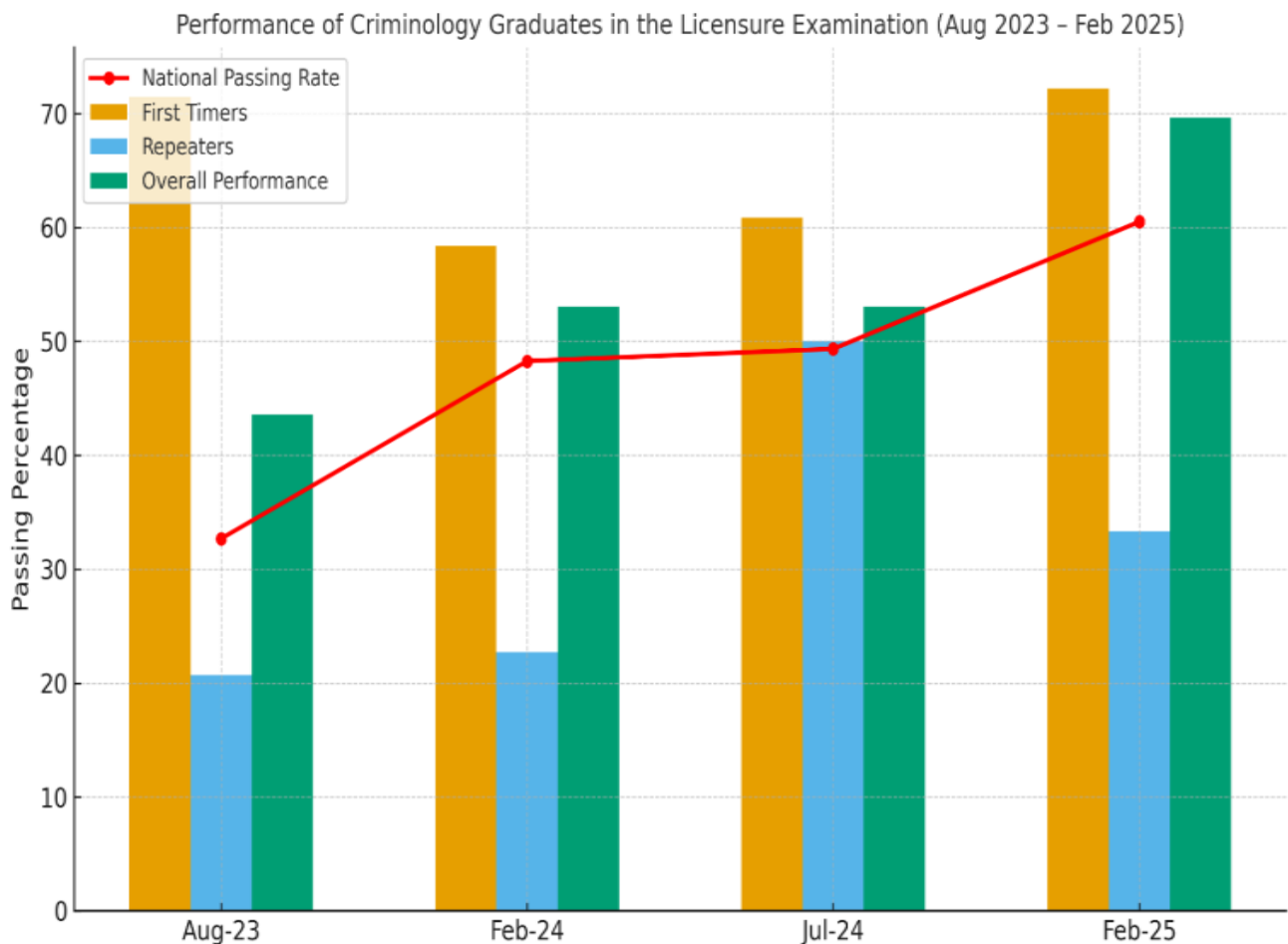


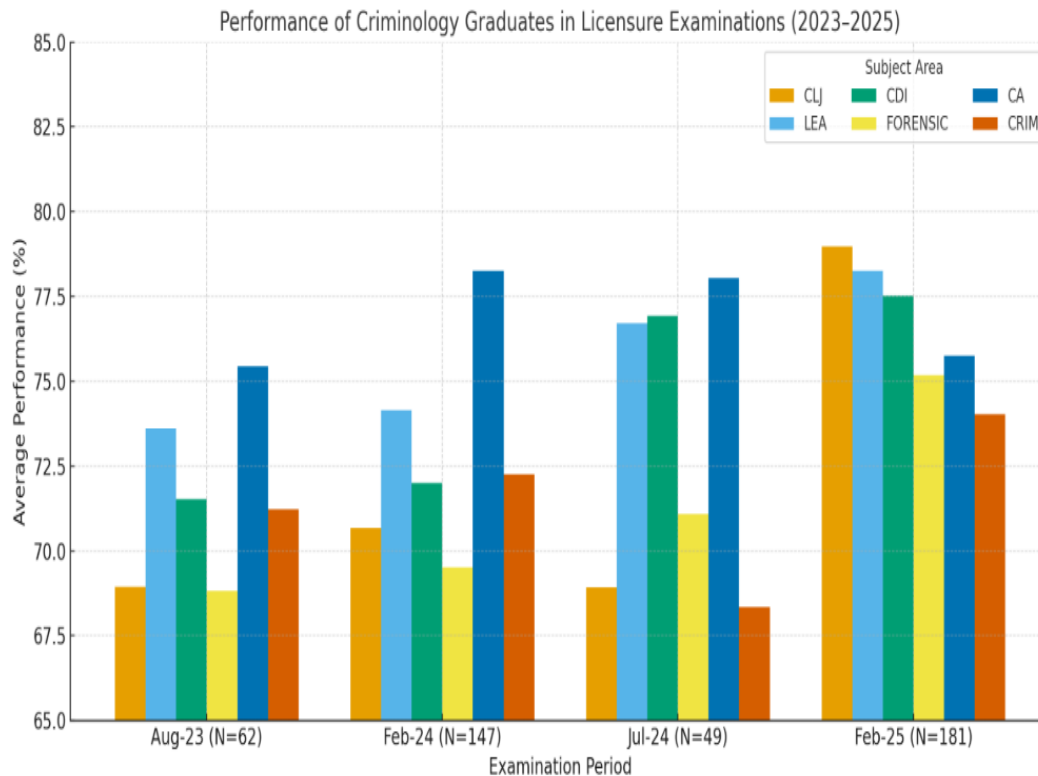
Figure 2. Examinees’ performance across licensure examination periods. Clustered columns represent the passing rates of first-time takers, repeaters, and the overall performance, while the line indicates

In July 2024, the results revealed a stable overall performance at 53.06%. Notably, repeaters achieved a significant increase, reaching 50%, while first-time takers recorded 60.87%. These results were slightly higher than the national passing rate of 49.34%.

The February 2025 examination period reflected the highest performance throughout the observation, with first-time takers reaching 72.19%, repeaters at 33.33%, and an overall performance of 69.61%. This institutional performance surpassed the national passing rate of 60.50%, highlighting a substantial improvement compared with earlier periods.

All these findings point to the fact that, although repeaters generally fared worse than first-time takers, total institutional performance showed an improving trend and outperformed national standards in four of the four exam periods. This improvement shows that criminology graduates have strong academic preparation and support networks before the licensing exams.

Moreover, Figure 3 displays the performance of criminology graduates across six subject areas in four consecutive licensure examinations held from August 2023 to February 2025. Overall, the results indicate both consistent improvements and fluctuating trends among the subject areas.



Criminal Law and Jurisprudence (CLJ) demonstrated the most substantial increase, rising from 68.94% in August 2023 to 78.97% in February 2025. Similarly, Law Enforcement Administration (LEA) and Criminal Detection and Investigation (CDI) steadily improved, reaching 78.25% and 77.52%, respectively, by the February 2025 examination. Forensic Science followed a gradual upward trajectory, improving from 68.82% to 75.17% across the same period. Figure 3. Performance of Criminology Graduates in the Licensure Examination by Subject Area and Examination Period. The grouped bar graph displays the mean percentage scores of graduates across four examination periods (Aug 2023, Feb 2024, Jul 2024, and Feb 2025) in Criminal Law and Jurisprudence (CLJ), Law Enforcement Administration (LEA), Crime Detection and Investigation (CDI), Forensic Science (FORENSIC), Correctional Administration (CA), and Criminology (CRIM).

In contrast, Correctional Administration (CA) initially recorded one of the highest performances, peaking at 78.25% in February 2024, but declined slightly in subsequent examinations, ending at 75.76% in February 2025. Meanwhile, Criminalistics (CRIM) showed variability, dropping to 68.35% in July 2024 before recovering to 74.02% in February 2025.

Taken together, these findings suggest that while the majority of subject areas demonstrated steady improvement over time, others reflected fluctuating performance levels. The February 2025 examination yielded the highest overall outcomes, indicating possible improvements in preparation strategies, instructional methods, or institutional support mechanisms. Enhancing criminologist licensure examination performance can be achieved by addressing persistent challenges such as the use of outdated review materials, unstructured review processes, and limited access to academic resources (Dulipas, 2024). In response to these concerns, the university implemented the Criminology Comprehensive Enhancement Program (CCEP), which undergoes regular annual review and continuous refinement of its administrative and instructional components. As a result, a

consistent upward trend in overall licensure performance has been observed across examination cycles. This improvement is also evident in the subject-specific performance data, where most component areas demonstrated measurable gains year after year.

II. Factors That Affect the Performance of CLE

To provide a comprehensive synthesis, Table 1 presents the summary of the various factors influencing CLE performance. Notably, all five domains—Personal, Review Center, Home, School, and Student Factors—were rated as Highly Influence, highlighting the multifaceted nature of licensure exam preparation.

Among these, the Personal Factor ranked highest, with an area mean of 3.63, emphasizing that internal attributes such as motivation, emotional resilience, and critical thinking skills are key determinants of licensure success. This was closely followed by the Review Center Factor, with a mean of 3.61, underscoring the value of structured review programs, adequate learning materials, and mock examinations in supporting exam readiness.

Table 1. Summary table for the factors that affect the performance of CLE

Factor	Area Mean	Interpretation	Rank
Student	3.32	Highly Influence	5
Home and Family	3.41	Highly Influence	3
School	3.33	Highly Influence	4
Review Center	3.61	Highly Influence	2
Personal	3.63	Highly Influence	1
Overall Mean	3.46	Highly Influence	---

Although the Student Factor (3.32) and School Factor (3.33) were placed at the lower end of the rankings, they still fall under the Highly Influence category. This reinforces the idea that while personal drive and external review support play leading roles, day-to-day academic experiences and learning environments also contribute significantly to CLE outcomes.

Importantly, these findings suggest that exam readiness extends beyond academic knowledge. It is worth emphasizing that personal preparedness, including motivation and emotional regulation, is equally critical. As Noskova (2024) notes effective emotional management can enhance motivation and reduce anxiety, leading to improved board exam performance. This highlights the need for interventions aimed not only at intellectual development but also at fostering emotional resilience among students.

Moreover, exam preparation should not be seen as an post-graduation activity. Rather, the entire four-year academic journey should be considered a continuous preparatory phase, one that

equips students both academically and psychologically for the rigors of the licensure examination. Accordingly, educational institutions must align with this vision by ensuring high-quality instruction, adequate facilities, and an environment conducive to long-term learning. Collaborative frameworks between students, educators, and support systems are essential to driving achievement through shared responsibility and resources (Ndahayo & Gaikwad, 2014)

Gathering these findings, this affirms that CLE performance is shaped by several of interrelated factors, ranging from personal motivation to institutional support. This aligns with Attribution Theory (Weiner, 2010), which posits that individuals attribute success or failure to both internal factors (e.g., effort, ability) and external factors (e.g., support systems, environment). Therefore, maximizing CLE success requires a holistic and collaborative approach that fosters not only cognitive competence but also emotional strength, strategic preparation, and supportive educational ecosystems.

III. Model of the Performance of CLE Takers

This section presents the structural model developed to explain the performance of Criminology Licensure Examination (CLE) takers, grounded in a solid theoretical framework and supported by empirical data. The model demonstrates a strong fit with the data, confirming that it accurately reflects the real factors influencing exam outcomes. It includes latent variables such as personal attributes, school environment, student characteristics, family background, and review center support, all validated for their relevance and accuracy in measuring key influences on licensure performance.

The analysis reveals that certain factors—particularly school and personal—have a significant impact on exam performances, while others like family and review center support show less direct influence. This evidence-based model provides valuable insights for educators and policymakers by identifying priority areas for intervention. By focusing on these critical factors, targeted programs can be designed to effectively enhance licensure outcomes and better support examinees in their preparation.

Model Fit

Table 2. Model Fit Indices for the Structural Equation Model

Fit Index	Value	Criterion	Interpretation
χ^2 (df = 285)	269, p = .748	nonsig. desirable	Excellent
CFI	1.000	$\geq .95$	Excellent
TLI	1.001	$\geq .95$	Excellent
RMSEA	.000–.043	$\leq .06$	Excellent
SRMR	.061	$\leq .08$	Good

As shown in Table 2, the model demonstrated excellent fit to the data. The chi-square test was nonsignificant, $\chi^2 (285) = 269$, $p = .748$, indicating that the hypothesized model did not significantly differ from the observed data. Additional fit indices supported this conclusion: CFI = 1.000 and TLI = 1.001, both exceeding the .95 criterion for excellent fit. Similarly, the RMSEA ranged from .000 to .043, well below the .06 threshold, while the SRMR was .061, indicating good fit. Overall, the model fit was deemed excellent.

The standardized factor loadings for each latent construct are presented in Table 8. All factor indicators significantly loaded onto their respective constructs ($p < .001$). The factor loadings ranged from .64 to .90 for student factors, .73 to .97 for home and family, .69 to .87 for school, .84 to .95 for review center, and .86 to .90 for personal factors. These results suggest strong construct validity for the latent variables included in the model.

Measurement Model

Table 3. Standardized Factor Loadings of Latent Constructs

Latent Variable	Indicators	Loading (β)	p
Student	stud1–stu5	.64–.90	< .001
Home & Family	Home&fam1–home&fam5	.73–.97	< .001
School	sch1–sch5	.69–.87	< .001
Review Center	rev1–rev5	.84–.95	< .001
Personal	per1–per5	.86–.90	< .001

The standardized factor loadings for each latent construct are presented in Table 8. All factor indicators significantly loaded onto their respective constructs ($p < .001$). The factor loadings ranged from .64 to .90 for student factors, .73 to .97 for home and family, .69 to .87 for school, .84 to .95 for review center, and .86 to .90 for personal factors. These results suggest strong construct validity for the latent variables included in the model.

These loading values confirm strong construct validity across all latent variables, reinforcing confidence in the model's ability to accurately capture the multifaceted influences on licensure exam performance. This validity is essential because it ensures that the conclusions drawn from the model are based on well-measured, conceptually sound factors. Furthermore, understanding the strength of these factor loadings helps identify which areas are most robustly measured and can guide future research or program development to further improve licensure exam outcomes.

Structural Model (Path Analysis)

The effects of the latent variables on CLE performance are shown in Table 4 and Path Diagram above. Among the predictors, school factors ($\beta = .337$, $p = .009$) and personal factors ($\beta =$

.273, $p = .007$) emerged as significant predictors of CLE performance. This indicates that the quality of school-related experiences and individual personal attributes play substantial roles in shaping exam outcomes. In contrast, student factors ($\beta = .012$, $p = .945$), home and family factors ($\beta = .047$, $p = .618$), and review center factors ($\beta = .189$, $p = .171$) did not significantly predict CLE performance.

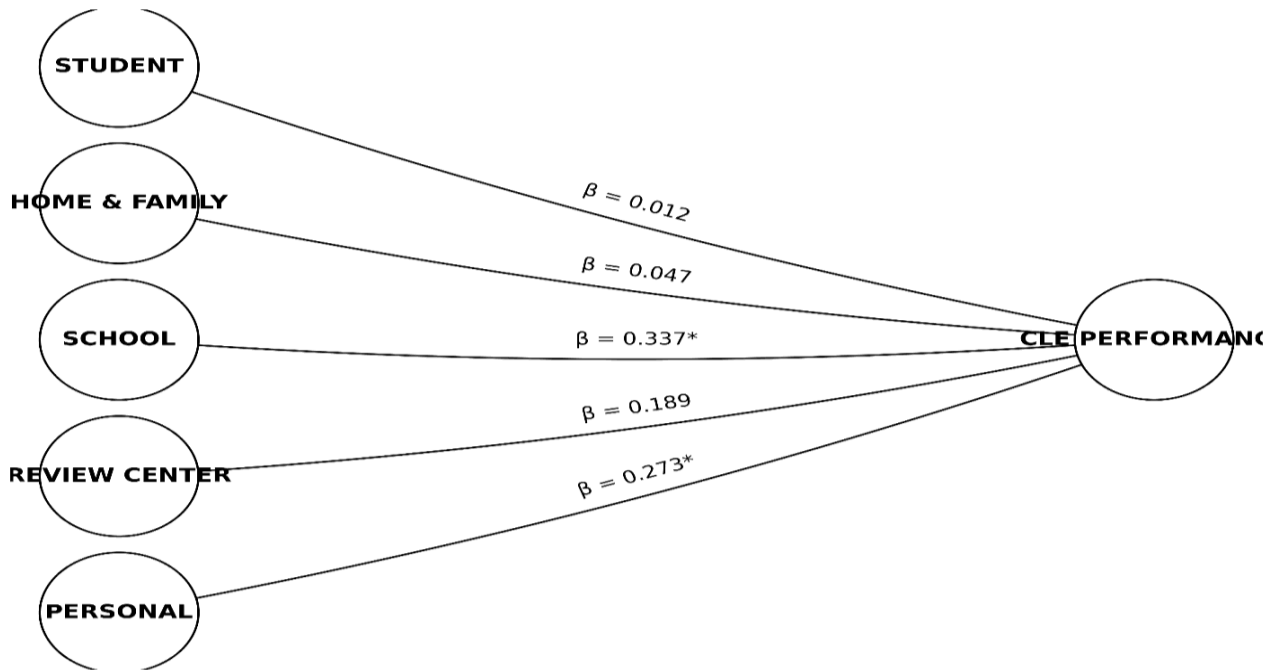
Table 4. Standardized Structural Path Coefficients to CLE Performance

Predictor → CLE	Estimate (B)	Std. Error	β	p
Student	0.118	1.694	.012	.945
Home & Family	0.436	0.874	.047	.618
School	3.021	1.158	.337	.009*
Review Center	1.406	1.028	.189	.171
Personal	2.199	0.821	.273	.007*

The path diagram presented in Figure 4 illustrates the various factors influencing the performance of CLE takers, with particular emphasis on the significant predictive factor of both school and personal factors. While all variables demonstrate some level of influence on CLE outcomes, the prominence of these two factors suggests that strategic preparation efforts should be concentrated in these areas. By prioritizing interventions that address school and personal factor, institutions can more effectively support students in achieving higher examination performance, contributing to sustained improvement in licensure performance.

The data initially reveal that first-time examinees tend to outperform repeaters, highlighting the need for targeted support mechanisms tailored specifically for repeat takers, who often encounter distinct challenges in passing the licensure exam (Salendab et al., 2024). Thus, educational institutions hold a critical role in enhancing instructional quality and implementing diverse, learner-centered activities. These initiatives are essential for fostering a robust learning environment and, ultimately, for improving licensure examination success rates (Bautista, 2016).

Figure 4. Path Diagram of Factors Influencing CLE Performance



CONCLUSION

This section presents conclusions based on the data and analyses conducted to address the research gap. It summarizes performance trends in the Criminologists Licensure Examination (CLE), key factors influencing outcomes, validated models for CLE takers, and an intervention program to improve exam performance. Grounded in empirical evidence, these findings aim to guide institutional efforts in enhancing support systems that significantly impact licensure success.

I. Examine the Performance of the CLE takers

The data obtained from the Professional Regulatory Commission (PRC) highlights the licensure performance of CBSUA Criminology Licensure Examination (CLE) takers across four examination cycles, spanning from August 2023 to February 2025. While repeaters consistently performed below first-time takers, the overall institutional performance displayed a positive trajectory, surpassing national benchmarks in four out of the four examination periods. This upward trend suggests that CBSUA criminology graduates benefit from strong academic preparation and supportive institutional structures leading up to the licensure exams. The consistent year-on-year improvement in performance underscores this shared dedication of both the university and the takers, highlighting the effectiveness of sustained academic support and student perseverance.

However, the relatively low performance of repeat takers remains a concern, as it negatively impacts the university's overall passing rate. Repeat takers are typically graduates from previous years who have already experienced the pressures of the examination room but were unsuccessful on their first attempt. The psychological and emotional challenges associated with failing and having to

retake the exam may contribute significantly to this trend, as the pressure and expectations can intensify during subsequent attempts.

Furthermore, a detailed analysis of performance across individual subject areas over time revealed that most subjects exhibited steady improvement, although some showed fluctuating results. Notably, the February 2025 examination yielded the highest overall performance, which may be attributed to enhancements in student preparation strategies, instructional approaches, and institutional support systems. Additionally, improvements in teaching methodologies and the integration of updated reference materials appear to have positively influenced subject-specific outcomes. These changes were especially evident in the significantly higher scores recorded in the most recent licensure exam compared to previous cycles.

On the other hand, despite the generally higher subject-area performance in the most recent examination, representing a significant improvement from previous years, the fluctuating ratings observed in earlier years warrant careful monitoring. The use of outdated reference materials and traditional teaching methods may have contributed to the inconsistent progress seen prior to February 2025, especially since the table of specifications tends to evolve annually to include more current exam coverage.

II. Analyze the Factors that Affect the Performance of CLE along: Student Factor, Home and Family Factor, School Factor, Review Center Factor, Personal Factor

Respondents yielded that among all the factors, Personal and School Factor was identified to be significantly influencing their CLE performance. Importantly, these findings suggest that exam readiness extends beyond academic knowledge. It is worth emphasizing that personal preparedness, including motivation and emotional regulation, is equally critical. As Noskova (2024) notes effective emotional management can enhance motivation and reduce anxiety, leading to improved board exam performance. This highlights the need for interventions aimed not only at intellectual development but also at fostering emotional resilience among students.

Moreover, exam preparation should not be seen as an post-graduation activity. Rather, the entire four-year academic journey should be considered a continuous preparatory phase, one that equips students both academically and psychologically for the rigors of the licensure examination. Accordingly, educational institutions must align with this vision by ensuring high-quality instruction, adequate facilities, and an environment conducive to long-term learning. Collaborative frameworks between students, educators, and support systems are essential to driving achievement through shared responsibility and resources (Ndahayo & Gaikwad, 2014)

Gathering these findings, this affirms that CLE performance is shaped by several of interrelated factors, ranging from personal motivation to institutional support. This aligns with Attribution Theory (Weiner, 2010), which posits that individuals attribute success or failure to both internal factors (e.g., effort, ability) and external factors (e.g., support systems, environment). Therefore, maximizing CLE success requires a holistic and collaborative approach that fosters not only cognitive competence but also emotional strength, strategic preparation, and supportive educational ecosystems.

III. Develop a Model on the Performance of CLE takers

The Path Diagram serves as a visual representation of the identified factors affecting the performance of CLE takers. It was a comprehensive framework linking which among the factors have significantly impact their performance. This diagram unveils the various factors influencing the performance of CLE takers, with particular emphasis on the significant predictive factor of both school and personal factors.

It is noteworthy that all variables exhibit a certain degree of influence on CLE outcomes. However, the prominence of two specific factors namely, school-related and personal factors, suggests that these exert a comparatively greater impact on examinee performance. This finding underscores the importance of prioritizing these domains in the development of data-driven intervention plans or programs, which are expected to positively influence the performance of CLE takers.

IV. To Design And Develop A Program That Will Enhance The CLE Performance Of CBSUA Criminology

Building on the findings, the implementation of targeted intervention programs is essential to enhance the CLE performance of examinees. However, it is crucial that these programs be grounded in an evidence-based understanding of which factors significantly influence performance outcomes. Based on the data, school-related and personal factors emerged as the most impactful. Therefore, these domains should be prioritized in the design and development of intervention plans aimed at improving CLE performance.

Figure 5 depicts the Criminology Licensure Enrichment Program (CLEP) or the intervention programs for performance enhancement of CLE takers. The focus of the developed program is anchored on the personal factors and school factors. These program features four key areas including the following: Capacity Training for Faculty, Curriculum Alignment and Review Material Enhancement, Orientation and Goal-Setting Workshops and Stress Management Programs. This is responsive to the identified needs of the CLE takers highlighting a data-driven approach of intervention.

Capacity Training for Faculty. Capacity training for faculty plays a crucial role in enhancing the effectiveness of instructional delivery. This involves equipping instructors with updated knowledge, contemporary pedagogical strategies, and practical teaching competencies through continuous professional development. Encouraging faculty members to attend relevant training programs, seminars, and workshops not only empowers them professionally but also ensures that the instruction provided to students remains current, relevant, and aligned with industry standards. Furthermore, such initiatives promote a balanced approach to teaching—integrating theoretical foundations with practical, hands-on applications—which is essential in preparing students for real-world licensure examinations such as the CLE.

Curriculum Alignment and Review Material Enhancement. This component of the licensure enhancement program focuses on recalibrating the instructional and review approaches to better support CLE takers. It emphasizes the alignment of curriculum content and review materials

with the most recent Table of Specifications issued by the Professional Regulation Commission (PRC), as well as current trends in the licensure examination. By ensuring that review assistance is both relevant and up-to-date, this initiative increases the likelihood of student success by targeting competencies and subject areas most critical to the examination. Furthermore, it fosters a more strategic and evidence-based preparation process that addresses the evolving demands of the CLE.

Orientation and Goal-Setting Workshops. To holistically prepare CLE takers, orientation and goal-setting workshops will be conducted with the aim of addressing not only the academic requirements of the licensure examination but also the development of a positive and resilient mindset. These workshops will include motivational sessions featuring successful board passers who will share their personal and professional journeys. By highlighting real-life experiences and strategies, the initiative seeks to inspire and empower examinees, fostering self-awareness, intrinsic motivation, and goal-directed behavior. Ultimately, this component is designed to strengthen students' intrapersonal readiness, which is a critical factor in achieving favorable licensure outcomes.

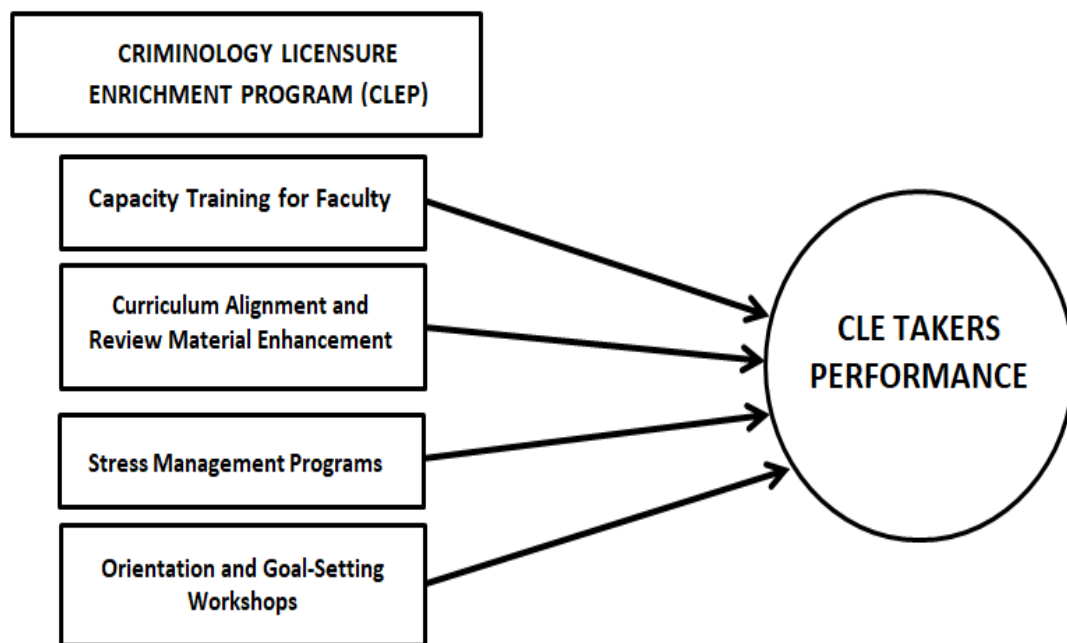


Figure 4. Criminology Licensure Enrichment Program

Stress Management Programs. Amidst the rigorous demands of licensure examination preparation, it is almost inevitable for examinees to experience stress and, in some cases, heightened anxiety. These psychological challenges can significantly hinder both the quality of preparation and actual performance during the examination. To mitigate these risks, collaboration with the institution's Guidance Services will be sought to provide targeted psychological support. This includes structured counseling sessions, stress management workshops, and mental wellness interventions aimed at addressing the current psychological state of CLE takers. By promoting emotional resilience and psychological well-being, this initiative seeks to create a supportive environment that enables examinees to perform at their full potential.

RECOMMENDATION

This section offers recommendations based on key findings, focusing on issues affecting licensure exam outcomes. The proposed strategies aim to address these concerns through targeted, sustainable interventions that support continuous improvement, academic excellence, and graduate readiness.

I. Examine the Performance of the CLE takers

While the data reflecting CBSUA's performance in the last four cycles of the licensure examination indicate a generally positive outcome—consistently surpassing the national passing rate—it is important to note that the overall passing percentage of the university has been significantly affected by the performance of repeat takers. This discrepancy warrants closer examination.

Repeat takers are typically graduates from previous years who have already experienced the rigors of the examination process but were unsuccessful in their initial attempt. The psychological and emotional challenges associated with failure, including heightened anxiety and reduced self-efficacy, may contribute to lower performance in subsequent attempts. Therefore, it is recommended that the university implement psychological interventions, such as motivational workshops and stress management programs, to support the holistic preparation of Criminology Licensure Examination (CLE) candidates.

Moreover, an in-depth analysis of the CLE takers' performance across individual subject areas revealed a notable improvement in the most recent cycle. However, the inconsistencies and fluctuating scores observed in prior years raise concerns that merit immediate action. These trends suggest a need to critically evaluate the continued use of outdated reference materials and traditional teaching methodologies. Addressing this issue requires a two-pronged approach: (1) capacity-building initiatives for faculty to ensure the adoption of updated and evidence-based teaching practices, and (2) comprehensive curriculum alignment and review, including the enhancement of review materials to reflect current trends and competencies required in the licensure examination.

II. Analyze the Factors that Affect the Performance of CLE along: Student Factor, Home and Family Factor, School Factor, Review Center Factor, Personal Factor

The data gathered revealed several factors that significantly influence the performance of CLE takers, all of which were identified as “highly influential.” These findings underscore the necessity for targeted and strategic interventions to address the multifaceted needs of examinees. Accordingly, a two-pronged approach is recommended: academic and psychological support.

From an academic standpoint, students should be provided with up-to-date learning materials and exposed to contemporary, evidence-based instructional methodologies to enhance the relevance, depth, and effectiveness of their preparation. Psychologically, initiatives such as emotional regulation training, stress management programs, and motivational support are essential to help students manage the emotional pressures commonly associated with licensure examination preparation. These two components namely: academic and psychological, may serve as the foundation for a comprehensive enrichment program specifically designed for licensure examination

readiness. Such a program would ensure a targeted, responsive approach that directly addresses the gaps and challenges identified in the study.

This integrated approach is intended to promote holistic student development by strengthening both cognitive preparedness and emotional resilience, thereby enabling examinees to engage with the licensure examination from a more grounded, confident, and well-rounded perspective.

III. Develop a Model on the Performance of CLE takers

In light of the developed path diagram and its identification of school-related and personal factors as the most significant predictors of CLE performance, it is recommended that the university institutionalize a data-driven performance intervention model grounded in these domains. This model should be utilized not only as a diagnostic tool but also as a foundation for designing, implementing, and evaluating targeted programs aimed at improving licensure outcomes.

Specifically, school-related interventions could include enhanced faculty development, curriculum alignment, and instructional innovation, while personal-level strategies might involve psychological support services, study skills workshops, and individualized mentoring. Furthermore, it is advised that this model be periodically reviewed and refined using updated performance data to ensure its continued relevance, responsiveness, and effectiveness in addressing the evolving needs of CLE takers.

IV. To Design and Develop A Program That Will Enhance the CLE Performance Of CBSUA Criminology

In response to the findings highlighting school-related and personal factors as the most significant determinants of Criminology Licensure Examination (CLE) performance, it is recommended that the institution formally adopt and implement the Criminology Licensure Enrichment Program (CLEP) as a structured, data-driven intervention. The program's four key components—Capacity Training for Faculty, Curriculum Alignment and Review Material Enhancement, Orientation and Goal-Setting Workshops, and Stress Management Programs—collectively address both the instructional and psychological needs of CLE takers.

By grounding the intervention in empirical evidence and aligning it with the specific needs identified through the performance model, the CLEP promotes a holistic and strategic approach to licensure preparation. It is further recommended that the implementation of this program be institutionalized through policy support, sustained funding, and interdepartmental collaboration to ensure continuity, scalability, and long-term impact. Regular monitoring and evaluation mechanisms should also be established to assess effectiveness, inform on going improvements, and ensure alignment with evolving licensure standards and student needs.

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