

Licensed to Thrive: Factors Fueling Success in the Criminology Exam

Lelia C. Taya¹

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ABSTRACT

This study was determined the relationship between motivational factors and performance of graduates of the Central Bicol State University of Agriculture – Sipocot Campus (CBSUA – Sipocot) in criminology licensure examinations. This study was employed the descriptive and correlational research design. The study covered graduates from 2017 to 2019. The total number of students traced in 2017 was 34; in 2018, 35y; and in 2019, 54. The study employed a researcher-developed questionnaire. Data analysis primarily utilized descriptive statistics, including frequency, percentage, weighted mean, and ranking. Inferential statistics were also applied to examine the correlation between variables.

The results revealed that The adequacy of laboratories and physical facilities has motivated the students highly; however, school internet facility is one of their demotivators.

Interest in the course has helped them improve their licensure performance but they are constrained by their access to transportation. Students are motivated highly by the school support but not by the school leadership. Financial support from their parents have helped the students the most in passing their board examination; however, they feel the lack of parental engagement in extracurricular activities. Students found correctional administration subjects as the most difficult, as compared to criminal jurisprudence and procedures subjects. Students' performance in crime detection and investigation subjects is independent of internal factors. Students' licensure examination performance in Criminal Jurisprudence and Procedures, Law enforcement Administration, Correctional Administration, and Criminalistics are dependent on external factors. Valuable insights and information obtained from the study can be the bases in improving the Licensure Examination performance of the Graduates of CBSUA – Sipocot.

Keywords: *Motivational, Factors, Criminology Licensure Examination Performance.*

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CHAPTER ONE

INTRODUCTION: THE PROBLEM

In the Fourth Industrial Revolution, technology and digital development have changed significantly. These changes affect the nature of work, making a strong understanding of technology essential for global competition. As a result, employers need a flexible workforce with advanced technical skills and important generic skills like creative thinking, problem-solving, and analytical abilities.

Educational institutions now face pressure to prepare students with more than just academic knowledge. One goal of Sustainable Development Goal 4 is to achieve universal literacy and numeracy. An important part of gaining knowledge and skills is having a good learning environment. Therefore, we need to build more educational facilities and upgrade existing ones to ensure they are safe, inclusive, and effective for all (Ritchie and Ortiz-Ospina, 2018). Stakeholders and policymakers often judge how effective a curriculum is by looking at how many graduates find jobs and how well they do on licensure exams. Private higher education institutions (HEIs) highlight strong exam results to attract new students. For state universities and colleges (SUCs), exam performance also affects their funding, as it is one of the criteria used to decide budget allocations. Because of this, higher education institutions pay close attention to improving how well their graduates perform on licensure exams. A standard that measures the performance excellence of a state university and college (SUC) or any academic institution is manifested through outcomes of its graduates who are work-ready, who are fully equipped with knowledge and skills needed for the active teaching-learning process, and who exercise values. Other standard measures of the success of an institution could also be seen in its graduates' passing rate in licensure examinations (Castano and Cabanda 2011; Malik, 2017). Criminology programs in various institutions, CBSUA – Sipocot for instance, have been ensuring quality education for its clients through improving continuously their respective criminology programs, engaging learners in real learning situations, and enabling learners to be competent in each specialization to face the monumental task of a police officer.

Presently, higher education institutions are giving much attention to the licensure examination performance of their graduates. A thorough review of examination content is given to reviewers; review materials are prepared carefully and the best reviewers are selected. They gauge the reviewers' readiness to take the licensure exam by giving a mock board exam after a series of reviews. However, the majority of the institutions conducting the review focus less on the results of the mock board exam. There was no feedback or support given to the reviewers after taking the said exam.

Improving educational processes and outcomes should be done by focusing on teaching and organization of professional knowledge centered on student learning. To enrich the country's quality of programs and systems of HEIs, the Commission on Higher Education (CHED) initiated the formation of Centers of Excellence (COEs) and Centers of Development (CODs) to serve as exemplars of superior performance in terms of teaching, research and publication, and production of globally competent graduates and as resource centers for the other HEIs (Deluca and Dayton, 2009).

One of the most important factors that drives individuals to achieve their goals is motivation. Motivation serves as a guiding principle that enables people to remain focused on the path to success, despite the challenges they may face. This applies to both personal and professional goals. Some scholars believe that without motivation, individuals would become stuck in a monotonous routine, and few significant discoveries or advancements would occur. According to Cory (2006), early theories posited that work was inherently undesirable, leading workers to naturally want to do as little as possible. This perspective resulted in a "carrot-and-stick" approach to management. Ultimately, motivation directs people's actions and behaviors toward the accomplishment of their goals (Analoui, 2000).

Republic Act No. 11131, also referred to as the Philippine Criminology Profession Act of 2018, states through programs and activities that would foster professional growth and development, as well as sacred, honest, effective, and credible licensure examinations, it will cultivate and nurture competent, moral, productive, and well-rounded criminologists whose standards of professional practice and service shall be excellent, qualitative, world-class, and globally competitive. Candidates must pass the licensing exam outlined in this Act in order to be registered to practice criminology. In order to pass the criminologist licensing exam, a candidate must receive a weighted average rating of 75% in every subject, with no grade falling below 60%. The examinee's results will be postponed and they will have to retake the topic or subjects if they are given a weighted average rating of 75% but receive a grade of less than 60% in any of the subjects.

Thus, the test's ultimate goal is to gauge students' performance levels; without this, it is impossible to determine what the pupils have learned during their educational journey. As a result, the exam serves as the last evaluation of student performance. Exams are used to assess a student's aptitude and determine whether or not they have attained a particular level of academic knowledge and learning. They closely assess the student's aptitude for responding to a question while adhering to the examiner's requirements. The test's objective is to assess the candidates' aptitude. It provides concrete evidence of a student's suitability for a high school or specific professional course.

According to the Dictionary of Education (1998), examination is defined as a “test of a person’s knowledge or proficiency in which he or she is required to answer questions or perform tasks.” However, before conducting an examination, it is needed that students have a motivation as this affects the level of their performance.

Given the importance of the relationship between motivational factors and graduates' performance in the licensure examination, the present study will undertake to investigate whether there exists such a relationship. A strong relationship exists between motivational factors and learning strategies. Motivational factors include intrinsic and extrinsic factors. The present study will provide information about the performance of graduates in the licensure examination, as affected by their motivational factors. Such information will help relevant authorities to design the curriculum for students. The present study's findings will be helpful to schools, teachers, and guardians for taking psychological interventions among students for better advancement. Finally, this study will help increase the quality of education. Hence, the main objective of the study is to see the relationship between academic motivational factors and performance in the licensure examination.

According to Gbollie and Keamu (2017), motivation is essential for academic success. Keeping a person engaged and committed to their work, role, or subject involves intrinsic and extrinsic factors that stimulate desire and energy. Motivation explains why people choose to pursue certain activities, how hard they are willing to work toward them, and how long they can sustain that effort. In other words, motivation drives a person to start an activity, helps them persist, and determines their ultimate objectives. Students with optimal motivation have a significant advantage, as they tend to adopt adaptive attitudes and strategies, such as maintaining intrinsic interest, setting goals, and self-monitoring. Furthermore, motivational factors interact with cognitive, behavioral, and contextual factors to influence self-regulation.

This present study wants to know the motivational factors affecting the licensure examination of graduates through their performance. By conducting this, it will serve as a guide and will provide background information to those people who are interested in studying other matters about the motivation of students and their performance in licensure examinations. According to Abad (2016), the education of the youth is the foundation of every state. The failure of education represents the failure of society – its inability to prepare its young for their inevitable ascendancy into leadership roles in the future and to perpetuate itself properly through the succeeding generations.

A. *Statement of the Problem*

This study determined the factors fueling success in the criminology exam of the central Bicol State University Of Agriculture – Sipocot Campus in criminology licensure examinations. Specifically, it answered the following questions:

- *What are the extrinsic and intrinsic factors affecting licensure examination performance?*
- *What is the level of licensure examination performance of graduates?*
 - Criminal jurisprudence and procedure;
 - Law enforcement administration;
 - Crime detection and investigation;
 - Criminalistics;
 - Correctional administration; and
 - Criminal sociology?
- *Do motivational factors affect significantly graduates' licensure examination performance?*
- *What curricular innovations may be proposed to improve the performance of graduates in the licensure examination for criminologists?*

B. *Assumptions*

- *The study was anchored on the following assumptions:*
 - There are personal, home and family, and school motivational factors that affect the graduates' licensure examination results.
 - The criminology licensure examination performance can be improved.
 - The results of this study can provide higher education institutions with curricular innovations to improve the graduates' licensure examination performance.

C. *Hypothesis*

This study was based on the hypothesis that the motivational factors of graduates affect significantly their performance in the licensure examination.

D. Scope and Delimitation

This study examined the licensure examination performance of criminology graduates from Central Bicol State University of Agriculture - Sipocot Campus. The coverage of this research was only the graduates for the past three years – 2017, 2018, and 2019; the licensure examination performance along with criminal jurisprudence and procedure, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology; and the motivational factors in terms of intrinsic and extrinsic factors.

The relationship between motivational factors and licensure examination performance was also examined in order to improve the institution's licensure examination performance. The study did not include graduates beyond three-year coverage and graduates of other courses.

E. Significance of the Study

To understand the factors contributing to success in criminology examinations, this study was conducted. The findings of this study will be beneficial to the following:

- *Students.* They are the primary beneficiaries of this study since passing the licensure examination will be their key to their chosen profession. Thus, knowing what drives their efforts and confidence will be a great help to students for them to pass the exam. The results of this study will also be helpful for them to see the effects, benefits, and advantages of being motivated to pass surely and get good performance in the licensure examination.
- *Parents.* The study can provide parents a realization that their support and encouragement are the best source of determination and persistence among their children. This could enable them to hurdle the licensure examination. Results of this study could also be used by them as a guide on how to motivate their children.
- *Faculty.* The results of the study will help the faculty develop effective strategies and approaches that enhance learning, making it more comprehensive and memorable. Faculty members play a crucial role in providing the knowledge, skills, and attitudes necessary for students to pass the licensure examination. Additionally, the findings may prompt faculty to recognize their important responsibility in preparing students to become confident, assertive, and ready to take the licensure exam.
- *College of Criminology.* One of the best measures of quality education among schools is the passing percentage in licensure examinations for this is one of the major final outputs required among higher education institutions. A high passing percentage could also increase the enrollment rate and could improve the image of the institution. The outcome of this study could provide insights among schools on how they can strategize to also improve their licensure examination performance. This can give them the idea on the most suited approach and the best motivation for them to strive and endure.
- *School Administration.* They make a plan for the action that is suitable to the needs and interests of the students and teachers. They are the ones immediately responsible for the improvement of the condition that surrounds the teaching-learning situations. Findings of this study may help them make a more tactical supervisory plans or strategies that will help improve the performance of the graduates in the licensure examination for criminologists.
- *Commission on Higher Education (CHED).* Results and findings of this study could be the basis for curricular innovations and recommendations which other institutions of higher education can use to improve their service delivery and quality of instruction. Curricular committees in universities and colleges can utilize the findings of this study in designing and redesigning their programs to make them congruent to the needs of the industry.
- *Higher Education Institutions (HEIs).* Higher education institutions will benefit primarily from an improved curriculum or one that is relevant to the industry's demands. One of the measures of quality in any educational institution is the employability of its graduates which can only be enhanced through constant reviews and revisions of curricula to be attuned to the demands of the time. Moreover, the situations portrayed in this study will assist academic administrators and college curriculum and criminology program developers in assessing and evaluating the current status of the Central Bicol State University of Agriculture – Sipocot Campus concerning the performance of its criminology graduates in the licensure examination. Accordingly, this study could help in making meaningful reviews of and amendments to the current criminology curriculum and in including instructional strategies and activities so that the performance of criminology graduates in their licensure examinations can be enhanced.
- *Curriculum Makers.* The results of this study will provide the higher education institutions with essential information on the effective and relevant competencies as well as work-related skills and values that students will need for employment. As such, findings of this investigation could guide curricular innovators on areas that must be given priority and focus in the development and review of the curriculum. The innovation in the curriculum will be a significant factor to improving and enhancing employability performance.
- *The Researcher.* This is most especially relevant to the researcher, being one of the faculty handling criminology students, as results of this study could be her or her college's bases in planning the best possible approaches and strategies to improve the performance in the licensure examination for criminologists.
- *Researchers.* Findings of this study will also be valuable and are expected to contribute to the available knowledge on motivational factors in relation to licensure examination performance, that may be of use to future researchers who would undertake the same topic.

F. Definition of Terms

To facilitate a clearer and better understanding of this study, the following terms were defined conceptually and operationally:

- **Extrinsic Motivation (EM).** This pertains to behaviors completed to attain an external contingent outcome. It refers to being in an activity for itself and the pleasure and satisfaction derived from participation. There are four types of extrinsic motivation i.e. external regulation, integrated regulation, introjections, and identification. External regulation behavior is regulated through external means, such as rewards and constraints. Integrated regulation occurs when one has fully taken in the reason for action. In introjected regulation, an individual begins to internalize the reasons for his/her actions. Furthermore, the extent to which the behavior becomes valued and judged is important for the individual, especially since it is perceived as chosen by oneself. The internalization of extrinsic motives becomes regulated through identification.

In the context of this study, extrinsic motivation includes the home/family factors and school factors. The home/family factors are indicated by financial support extended by parents on all school expenses, parental encouragement, and motivation, acknowledgment received in every family gathering or activity, family providing healthy food, and family support of extracurricular activities. Additionally, the school factors consist of school supportive learning environment, availability of good criminology faculty and staff, availability of good criminology programs, frequent monitoring of teaching and learning, and effective school leadership.

- **Intrinsic Motivation (IM).** This refers to behaviors performed out of inherent interest and genuine enjoyment. It pertains to a wide variety of behaviors that are engaged in as a means to an end and not for their own sake. It reveals the presence of three types of intrinsic motivation: to know, to experience stimulation, and to accomplish things. Intrinsic motivation to know relates to several constructs, such as exploration, curiosity, learning goals, intrinsic intellectual, and finally, intrinsic motivation to learn (Oudeyer and Kaplan, 2017).

In this study, intrinsic motivation consists of the learning environment and facilities and student attitude and aptitude. Learning environment and facilities are measured using: the adequacy of laboratories and physical facilities, adequacy of technology hardware and software, adequacy of audio-visual resources, adequacy of sports and recreational facilities, and availability of internet facilities in the library for research activities. Additionally, the student's attitudes and aptitudes covered the students' connection and interest in the course, free-choice behavior in reading and thinking actively to pass the course, self-interest in the review activities and tasks, focus on activities and goals they wish to accomplish, time spent in studying lessons in preparing assignments, self-perceived competence, voluntary participation in review sessions conducted by a review school, voluntary participation in review sessions conducted by the school.

- **Criminology Licensure Performance.** The performance of graduates in the licensure examination for criminologists refers to the evaluation of one's pass or fail rating in the board examination. Getting the performance of the graduates will be the basis for preparing for the next board examinations. In this study, this is determined along the following subjects: criminal jurisprudence and procedure, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology.
- **Licensure Examination for Criminologists (LEC).** This examination is for criminology graduates who want to become registered criminologists. To pass, candidates must have a weighted average of at least seventy-five percent (75%) and no grade lower than sixty percent (60%) in any subject. If a candidate has a weighted average of seventy-five percent (75%) but scores below sixty percent (60%) in any subject, their results will be deferred. They will need to retake the subject(s) where they did not pass.
- **Criminal Jurisprudence and Procedure.** This text outlines the adjudication process within criminal law. While criminal procedures vary widely by jurisdiction, the process generally begins with a formal criminal charge against the defendant, who may be released on bail or in custody. It concludes with either the conviction or acquittal of the defendant. Criminal procedure can be divided into two main categories: inquisitorial and adversarial (Birgden, 2015). This overview addresses the topics covered in Criminal Law Books 1 and 2, as well as related special penal laws, Criminal Procedure, Evidence, and Court Testimony.
- **Correctional Administration.** This program prepares individuals to effectively plan and manage facilities and programs for housing and rehabilitating prisoners in both the public and private sectors. It includes instruction in the principles and practices of corrections, facility planning and management, safety and security, social and health services, management of staff and inmates, budgeting, communication skills, correctional psychology, and specific approaches to different types of correctional facilities (Treviño and Quinney, 2019). The curriculum covers two main areas: institutional administration and non-institutional administration.
- **Crime Detection and Investigation.** It is an applied science that involves the study of facts that are then used to inform criminal trials. A complete criminal investigation can include searching, interviews, interrogations, evidence collection and preservation, and various methods of investigation. Modern-day criminal investigations employ commonly many modern scientific techniques known collectively as forensic science (Sharif et al., 2016). This encompasses the fundamentals of criminal investigation, special crime investigation, organized crime investigation, fire technology and arson investigation, traffic management and accident investigation, drug education and investigation, as well as vice control.

- *Criminal Sociology*. The sociology of crime, also known as criminology, involves the study of the creation, violation, and enforcement of criminal laws. Its goal is to empirically understand and develop theories that explain criminal behavior, the formation and enforcement of laws, and the functioning of the criminal justice system (Kirk and Sampson, 2013). The field covers various topics, including an introduction to criminology, the psychology of crime, the Philippine criminal justice system, ethics and values, juvenile delinquency and crime prevention, human behavior during crises, as well as criminological research and statistics.
- *Criminalistics*. It can be defined as the application of scientific methods to recognize, collect, identify, and compare physical evidence generated by criminal or illegal civil activities. It also includes the reconstruction of events by evaluating physical evidence and the crime itself (Doty et al., 2016). This field encompasses various disciplines, such as forensic photography, personal investigation, forensic medicine, polygraphy (lie detection), forensic ballistics, and the examination of questioned documents.
- *Law Enforcement Administration*. It is designed to equip individuals with the knowledge and skills needed to apply theories and practices of organizational management and criminal justice in the administration of public law enforcement agencies and operations. It covers a range of topics, including the history and theory of law enforcement, operational command leadership, and the administration of public police organizations. Additionally, the curriculum addresses labor relations, incident response strategies, legal and regulatory responsibilities, budgeting, public relations, and organizational leadership (Green et al., 2013).
- Furthermore, this includes instruction in police organization and administration, police planning, patrol operations, communication, intelligence, personnel management, record management, comparative police systems, and industrial security management.
- *Motivation*. It refers to a concept used by physiologists and educators to explain the variations in the effort that different learners invest in their education. It encompasses personal, home, family, and school-related factors.
- *Motivational Factors*. are the driving forces behind human behavior that relate to the nature of the work itself, rather than the external circumstances or environment. In the context of this study, motivational factors include personal, home, family, and school influences.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of the literature and studies from various sources that were found to have a bearing on the present study. These articles and publications provided valuable insights into the conceptualization and interpretation of the study.

A. *Motivational Factors*

Motivation is crucial for achieving academic success. It includes both intrinsic and extrinsic factors that inspire individuals to have the desire and energy needed to stay engaged and committed to their tasks, roles, subjects, or goals. Motivation helps explain why people choose to pursue specific activities, the effort they will invest in those activities, and how long they are willing to continue their efforts. In essence, motivation initiates action, sustains it, and influences the direction of one's efforts.

Alderman suggests that students with optimal motivation have an advantage because they develop adaptive attitudes and strategies, such as maintaining intrinsic interest, setting goals, and self-monitoring (Yilmaz, Şahin, and Turgut, 2017). Motivation can be defined as the process that initiates and sustains goal-directed activities. Researchers largely agree on a single definition of motivation: it is a mental state that stimulates behavior and arouses goal-oriented desire in the human mind.

Motivation, often referred to as academic engagement, is recognized as the most influential factor affecting student performance and academic motivation. Studies have found a positive relationship between motivation and academic achievement, academic performance, and the desire to learn. These findings highlight that academic motivation is one of the fundamental factors contributing to academic performance (Cook and Artino, 2016; Medalia and Brekke, 2010).

Motivation can affect how students approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when students are struggling, how they perform on tests, and many other aspects of education. If students are not motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum, or school is. Moreover, unmotivated students can disengage other students from academics, which can affect the environment of an entire classroom or school (Aarssen and Crimi, 2016; Ojaka et al., 2014).

Motivation is considered a prerequisite and an essential element for student engagement in learning. Student engagement is not only valuable in itself but also serves as a means to achieve strong academic outcomes. This is significant because genuine engagement can lead to higher academic achievement throughout a student's life.

If educators want to understand and address the challenges faced by young students and create engaging schools, they must actively listen to what students have to say about their classes and teachers.

Student engagement acknowledges the complexity of involvement that goes beyond cognitive, behavioral, emotional, or affective domains. It also takes into account the historically situated individual within their contextual variables, such as personal and familial circumstances, which continuously influence how engaged an individual or group is in the learning process (Stella and Corry, 2016).

Motivation influences how and why people learn as well as how they perform. In the study on predicting student success with the Learning and Study Strategies Inventory (LASSI), it was found that motivation and attitude were the best predictors of student grade point average. Motivated students engage in the task with intensity and feeling, whereas unmotivated students procrastinate and indicate in other ways that they would rather do something else. Students' motivation is made up of factors that can be grouped as intrinsic and extrinsic factors. A student who is intrinsically motivated undertakes an activity for his/her own sake, for the enjoyment it provides, for the learning it permits, or for the feelings of accomplishment it evokes (Bundick, 2012; Nestle, 2013).

Motivation is difficult to define and measure but scholars recognize generally two major types of motivation: intrinsic and extrinsic. *Intrinsic motivation* is the desire to do or to achieve something because one truly wants to and takes pleasure or sees value in doing so. *Extrinsic motivation* is the desire to do or achieve something not so much for the enjoyment of the activity itself but because it will produce a certain result. The difference between the two is more like a spectrum than a divide. Any action can be motivated by a combination of intrinsic and extrinsic factors and the same person may be motivated differently in different contexts (Student Motivation, 2012).

Saeed (2012) suggested analyzing which type of motivation—intrinsic or extrinsic—is more aligned with and related to authentic student engagement. This engagement is defined as the extent to which a task, activity, or assignment has clear meaning and immediate value to the student. Saeed noted that engaged students make a psychological investment in their learning. They put forth the effort to understand what the school offers, taking pride not only in achieving formal indicators of success, such as grades but also in comprehending the material and internalizing it in their lives.

There appear to be two distinct, yet not mutually exclusive, sets of reasons why students seek knowledge in school. One set of reasons is pragmatic or extrinsic, focusing on acquiring skills that are expected to enhance future career success. The other set consists of more intellectual or intrinsic motivations, which reflect a fundamental interest in and enjoyment of learning and mental effort (Reyes and Galang, 2019).

B. Intrinsic Factors

Intrinsic motivation refers to the drive that goes within an individual, independent of external rewards. It is the enjoyment derived from engaging in an activity for personal satisfaction and well-being. For instance, when students have an activity or problem to solve by their teacher without any promise of a reward, many will exert just as much effort—or even more—than they would if a reward were offered.

Intrinsic motivation transforms work into play, encouraging individuals to pursue activities simply because they find them enjoyable and interesting. This type of motivation is particularly effective in fostering creativity and enhancing problem-solving skills, as people are not focused on external rewards; instead, they engage in the task purely for his/her enjoyment.

Intrinsic motivators play a significant role in motivating and engaging students in the classroom. These intrinsic factors include student interest, self-efficacy, the need for achievement, achievement goals, expectancies, values, and the avoidance of failure (Samsun, 2017). Establishing intrinsic motivation in students should be a primary goal for educators. Without personalization, there exists a gap between the individual student, their learning experience, and the support they need to succeed in ways that resonate with their interests. Personalized learning enables students to take ownership of their education, making them feel valued, motivated, and in control. This approach also transforms the dynamic between teachers and students.

A research study conducted by Stipek (2018) found that intrinsically motivated students learn independently and actively choose to engage in challenging tasks. They show perseverance in completing these tasks and integrate the knowledge gained in school with their experiences outside of it. Such students frequently ask questions to deepen their understanding and continue to learn without needing external prompts or assistance from teachers. They take pride in their work and express positive emotions throughout the learning process. Highly intrinsically motivated students excel at learning new concepts and demonstrate a deeper understanding of the subject matter. In contrast, extrinsic motivation leads students to participate in academic tasks for external reasons.

Ghazi et al. (2012) examined parental involvement in their children's academic motivation in rural areas at the primary level. The study involved a sample of 250 students from Bannu, Pakistan. Data were collected through structured interviews with both students and their parents. The results indicated that parental encouragement, discussions about the importance of education, and involvement in educational affairs positively influenced students' achievement motivation. However, the findings also revealed that many parents were unaware of the role they play in their children's education.

Figuroa (2012) investigated students' perceptions of their intrinsic motivation to learn. The purpose of this study was to better understand the nature of intrinsic motivation and the individual meanings associated with learning. Intrinsic motivation is defined as the experience of personal interest and joy in learning, which is complemented by the need to engage in optimally challenging activities and the desire to feel competent. The study highlighted how individuals attribute varying significance to their learning experiences.

The implications for teachers from this research suggest that educators should maintain students' interest by presenting topics in an engaging, challenging, and informative manner. They should emphasize stimulating intellectual tasks, demonstrate enthusiasm for the subject matter, and focus on higher-level learning tasks, as these provide challenging opportunities for students to generate new ideas and strategies to tackle them. Ali et al. (2013) posited that students' academic gain and learning performance is affected by numerous factors, including gender, age, teaching faculty, students schooling, father or guardian, social economic status, residential area, medium of instruction in schools, tuition trend, daily study hour, and accommodation. Many researchers conducted detailed studies about the factors contributing to student performance at different study levels. Graetz (2013) suggested that “a student's educational success is contingent heavily on the social status of the student's parents or guardians in the society.” Ali (2013) noticed the same that parent's income or social status affects positively the student's test score in examination.

Relative to the foregoing statements, Ong et al. (2012) determined the predictors of licensure examination performance of nursing graduates. The results indicated that all variables were significantly correlated with licensure examination performance; however, only two factors, college grade point average, and pre-board examination scores, were significant predictors of licensure performance. The study concluded that student's academic performance in their undergraduate program and their results on the pre-board examination are important indicators of their success or failure in the licensure examination.

Moreover, Solis-Foronda (2017) determined the predictors of success in the Licensure Examinations for Teachers (LET). The retrospective-predictive design.

Employing simple mediation analysis served as the structure of the study to predict the effect of prior achievements on LET performance. Furthermore, it aimed also to determine if the first- and second-year academic achievements of the students in college mediate the effect of prior achievement on the LET performance of graduates. The results revealed that the influence of college entrance scores on the LET performance of the graduates was mediated by the first- and second-year academic achievement of the graduates. Hence, the effect of college entrance score on the LET performance is significant or felt because of the mediator.

In the study conducted by Garcia (2013), he explored the significance of the relationships between examinees' academic performance and their ratings on the Licensure Examination for Teachers (LET) in both Professional Education and Field of Specialization subjects. The study found a very high correlation coefficient between the academic performance of examinees and their licensure examination ratings in the Field of Specialization. In contrast, there was a weak positive correlation observed in the Professional Education subjects. Overall, the correlation between examinees' academic performance and their general LET rating was moderately significant. However, the results indicated that an examinee's academic performance or grade average does not guarantee passing the LET and cannot be considered a determining factor.

Additionally, Bueno (2017) provided a theoretical perspective on various factors that may influence students' performance in the civil engineering licensure examination. This analysis employed documentary research and critical reviews of existing empirical studies in the engineering field. Several intellectual factors were identified as potentially influencing students' performance in the licensure examination. These factors included high school grades in Mathematics, Science, and English, as well as college entrance examination results. Moreover, college grades in Mathematics, Science, and English, along with the average grades in major subjects, were also considered to correlate with performance in the licensure examination. Another related study was that of Yasa and Gonzales (2016) who determined the predictors of performance of the nursing graduates of Baliuag University in the licensure examination from 2013 to 2015. The results of the study showed that majority of the nursing graduates performed at a high average level in their academics, as seen in their general weighted average. Most performed at an average-passed level in the Nursing Aptitude Test (NAT), and majority, at a fair level, in the Nursing Licensure Examination (NLE). The study showed that students who perform better in the NAT and in their academics were likely to perform better in the NLE, making both variables significant predictors of performance in the NLE. Academic performance, being the best predictor, stresses the important function of nurse educators in providing and ensuring the right and quality education to future nurses.

Tan (2014) examined the factors affecting students' academic performance, aspirations, attitudes toward accounting, and study habits. The study also evaluated graduates' performance on the Certified Public Accountant (CPA) licensure examination and explored the relationships among academic performance, aspirations, attitudes toward accounting, study habits, and exam performance. The findings revealed that respondents exhibited good academic performance, a high level of aspirations, a favorable attitude toward accounting, and effective study habits. While the graduates' performance exceeded the national passing percentage, most did not pass the licensure examination on their first attempt. Graduates excelled in the Theory of Accounts but struggled the most in Practical Accounting I. Significant relationships were found between academic performance, attitudes toward accounting, study habits, and performance on the licensure examination; however, the level of aspirations did not show a significant correlation. The study recommends that emphasis be placed on student persistence in pursuing their goals, fostering study habits, and nurturing a passion for accounting when admitting prospective students. Additionally, regular assessments through qualifying examinations are suggested to enhance overall performance.

Delos Angeles (2019) examined the profiles of graduates, focusing on their high school and college academic performance, practice teaching experiences, and the comprehensive review process used to prepare for the licensure examination. The study found that the graduates were predominantly female, single, and slightly older than the typical college graduate. Regarding academic performance, the findings indicated that the graduates excelled in their high school and undergraduate studies, suggesting a solid academic foundation. Their preparation for the Licensure Examination for Teachers (LET) included both in-house reviews and self-guided study. Graduates from the Bachelor of Secondary Education (BSEd) and Bachelor of Elementary Education (BEEd) programs performed best in the Professional Education component of the LET; however, they struggled with the General Education component. Overall, the average mean ratings for both BSEd and BEEd graduates were below the passing rate. The study identified several variables that significantly correlated with LET performance, including age, high school and college academic achievements, and results from the comprehensive review. Thus, excelling in basic, professional, and major subjects—as well as performing well in the comprehensive review—enhances graduates' chances of passing the board examination.

Estimo and Vasquez (2020) determined the factors for success and best practices of board passers in the Deck and Engine Licensure Examinations. The success of graduates in their endeavors has been considered as an indicator of the quality of instruction provided by educational institutions. Findings revealed that graduates of both courses placed personal factors on top of all the factors while scholastic records, at the bottom. On top of these personal factors are personal values (discipline, dedication, and determination) and their own desire to achieve their goal. Academic factors identified as very important are the quality of teachers, the extent of topics or content of the curriculum or course taken in school, and the academic training received through actual classroom instruction.

Certain review factors, such as time spent for review and availability of review materials in review centers, were also identified. The respondents also highlighted grades obtained and leadership shown while in college, the standards set by their shipping companies and the pressure to meet the requirements for promotion in rank, support (moral, financial, emotional, etc) of family, and encouragement of friends and loved ones as having a very great contribution to their success in the board examination. Moreover, they also attributed their success to the experiences they gained during their On-the-Job Training (OJT) and to their faith through prayers. Preparing for the said examination, according to them, entails adopting good study habits, focusing on the goal, setting a time to relax, and believing in oneself. Topics they found most difficult were controlling the operation of the ship and care for persons onboard (for deck), and marine engineering and electrical, electronics, and control engineering (for engine). They further tipped that offering the examination to God, preparing for the possible questions during the examination, learning to balance between studying and relaxing, and using the time wisely during the progress of the examination could increase one's chances of passing.

Steinmayr et al. (2019) conducted an insightful investigation into the replicability of prior research findings by rigorously assessing ability self-concepts, task values, goals, and achievement motives with the same level of specificity as the achievement criteria, such as aspirations for success in mathematics and actual math grades. In this study, students provided detailed self-reports on their ability self-concepts, task values, goal orientations, and achievement motives in mathematics, German, and their overall academic experience. Moreover, participants disclosed information about their intelligence, current and past grade point averages, and grades in both math and German.

The relative weight analyses yielded compelling results, demonstrating that domain-specific ability self-concept, motives, task values, and learning goals—which notably excluded performance goals—accounted for a significant proportion of the variance in academic grades. Among these influential predictors, ability self-concept emerged as the most powerful. These findings underline the critical importance of investigating motivational constructs grounded in diverse theoretical frameworks.

Similarly, Kalaw (2017) undertook a comprehensive quantitative trend analysis to explore performance trends among graduates of the De La Salle Lipa (DLSL) education programs. The results unequivocally indicate that DLSL education graduates significantly outperform the national passing rate. Furthermore, performance on the general education component of the Licensure Examination for Teachers (LET) is profoundly impacted by English proficiency. The study also uncovered significant disparities in LET performance based on various factors, including graduates' grade point averages, outcomes from English proficiency tests, Culture Fair Intelligence Tests, and the year in which they undertook the LET. However, no significant differences were observed related to the specific fields of specialization among the LET candidates. These findings highlight the importance of both student self-concept and English proficiency in shaping educational outcomes, emphasizing the need for targeted interventions to foster these areas for future success.

In their 2015 analysis, Ferrer et al. identified various predictors of the LET performance of BSEd Science graduates from four state universities in Region I, Philippines, for the year 2013. The majority of examinees typically passed the LET. Notably, the identified predictors of LET performance included gender, high school average grade, college entrance test scores, attendance in review classes, and overall academic performance. Additionally, the authors recommended prioritizing male and female applicants when they are tied in admission criteria. They also suggested that the administration provide review classes and that faculty prepare examinations in alignment with the LET's framework.

Antonio et al. (2016) evaluated the academic success and results of the teacher licensing test for students pursuing bachelor's degrees in Mathematics and English at the Philippine Polytechnic University, San Pedro Campus. The findings revealed that BSEd English majors had the lowest academic performance and LET scores in general education subjects, including General Statistics and College Algebra. Conversely, BSEd Mathematics majors exhibited their weakest academic results and LET scores in general education subjects, such as English and Philippine Literature, as well as in thinking skills.

The study found a very weak linear relationship between students' academic performance and their LET results in general education subjects. Additionally, there were weak linear correlations between academic performance and LET scores in Professional Education and Subject Area Specialization. Overall, a moderate linear relationship was observed between students' academic performance and LET results.

Rabanal (2016) assessed the success of the 2013 Bachelor of Elementary Education (BEEd) graduates from the University of Northern Philippines (UNP). The evaluation examined their academic achievement in three areas of the Licensure Examination for Teachers (LET): general knowledge, professional knowledge, and specialization. The findings indicated that the graduates performed well academically, with most examinees passing the LET in all categories. The number of passers surpassed that of non-passers, underscoring a significant relationship between academic performance and success in the LET.

It is crucial for educational institutions to continually seek professional development opportunities to enhance teaching competencies and prepare graduates for their careers. By doing so, they can support their students in succeeding in board examinations and easing their transition into employment. Barreda (2020) determined the performance in the licensure examination for Criminologists of the graduates of Solis Institute of Technology in Bulan, Sorsogon for the examination period 2011 to 2016.

He analyzed the grade point average in professional and major courses and, the performance of the examinees in Criminal Law and Jurisprudence, Law Enforcement Administration, Criminalistics, Crime Detection and Investigation, Criminal Sociology, Ethics and Human Relations, and Correctional Administration. He determined the significant relationship between the performance and the grade point average of the examinees in the licensure examination for criminologists. Findings revealed that age, gender, civil status, and general point average are related significantly to the performance of the examinees in the licensure examination for criminologists, and the profile was also correlated significantly to their general point average. The age of the examinees contributed to the process of preparing for the licensure examination for criminologists. The results of the study could be used as a basis by the school administration to develop an action plan to increase the passing percentage of the College of Criminology.

Meanwhile, Ramli and Zain (2018) described three factors that can impact student's academic achievement, which are System Management (E-Learning and Management Information System), Learning Environment (Classrooms, Teaching Aid, and Library), and Infrastructure (Hostels, Sports Facilities, and Parking and Transportation). The results of the study show that E-learning of System Management, Teaching Aids and Library of Learning Environment, Hostels, Sports Facilities, Parking, and Transportation of Infrastructure were all significant in impacting the student's academic achievement. All the factors contributed about 51.5% towards the students' achievement. As this is the first attempt to look at the issue at the University Malaysia Kelantan (UMK), it provides valuable findings of the factors that should be given attention by U

Burkett and Bowers (2017) found that students from newer and adequately maintained school facilities perform better compared to those in older and inadequate facilities, which negatively impacts their academic performance. Previous studies have identified significant relationships between school environments and students' attitudes toward schooling. Adeboyeje (2018) also reported that schools with better coordination and maintenance exhibit improved student performance. A conducive school environment encourages greater student involvement in academic activities.

Wilcoxon (2014) discovered that poor maintenance and inefficient management of school facilities adversely affect learning outcomes. This underscores the importance of facility management, which involves overseeing building and technical systems to ensure that the operation and management of facilities are smooth and effective. Asiya (2018) highlighted the need for appropriate allocation of budget and maintenance costs to facilitate smooth operations and effective management of school facilities. In summary, giving proper attention to system management in school facilities is crucial for helping educational organizations achieve their goals and objectives.

C. Extrinsic Factors

Extrinsic motivation, according to Daniel Pink (2021), is the use of external rewards (outside ourselves) to encourage a certain behavior. It can be punishments or rewards. For example, if a teacher gives out extra credit for children bringing in things to the classroom, this is extrinsic motivation. There is a specific type of person that does best only when extrinsic motivation is used. Extrinsic motivation in the classroom can take various forms, such as small prizes, tokens, extra credit, stickers, grades, and more. However, as discussed in "Drive," extrinsic motivation can sometimes backfire. This occurs because individuals may start to feel entitled to rewards, which can lead them to perceive tasks as jobs that they are being paid to do. Consequently, the activity may feel more like work than play. People quickly realize they are engaging in tasks for external rather than internal reasons. This shift can stifle creativity, hinder problem-solving abilities, and diminish the value they place on their work. While institutions strive to provide high-quality education, the factors contributing to professional development include innovative instructional practices and the enhancement of graduates' performance. Extrinsic factors affecting students' motivation can include their home environment, school environment, teachers' influences, and peer relationships. The Teach Thought Motivation Theory explains that both intrinsic and extrinsic motivation are key factors in the success of students at all stages of their education (Samsun, 2017).

Quiambao et al. (2015) determined the predictors of board exam performance of education graduates at Don Honorio Ventura Technological State University. Findings of the study revealed that teachers' educational attainment, teachers' length of service, quality of library facilities, quality of laboratory facilities, students' intelligence quotient, and students' grade point average formed a very significant set of predictors for passing the licensure examination for teachers. Hence, these factors are to be considered vital in developing policies to further improve the Education graduates' performance in the licensure examination.

Ginsburg and Bronstein (2013) examined three familial factors – parental surveillance of homework, parental reactions to grades, and general family style – about children's motivational orientation and academic performance. Family, parent, and child measures were obtained in the home from 93 fifth graders and their parents. Teachers provided a measure of classroom motivational orientation and grades and achievement scores were obtained from school records. Higher parental surveillance of homework, parental reactions to grades that included negative control, involvement, or extrinsic reward, and over- and under-controlling family styles were found to be related to an extrinsic motivational orientation and lower academic performance. On the other hand, parental encouragement in response to the grades children received was associated with an intrinsic motivational orientation. Moreover, autonomy-supporting family styles were associated with intrinsic motivation and higher academic performance. In addition, socioeconomic level was a significant predictor of motivational orientation and academic performance.

Deci et al. (2019) meta-analyzed 128 studies that documented the effects of extrinsic rewards on intrinsic motivation represented by free-choice behavior and self-reported interest in the activity or task. The authors found that the use of extrinsic rewards affected significantly free-choice behavior, with an effect size of -0.24. There was no significant effect on students' self-reported interest. Thus, when students received extrinsic rewards in exchange for task participation, they were less likely to persist in the task once the reward conditions were removed, although their levels of self-reported interest did not decline. Overall, the authors concluded that the negative effects of tangible rewards were more dramatic for children than they were for college students. The effect of such rewards varied depending on the type of reward (i.e., whether it was tangible or intangible) and the context in which the reward was given. Such moderators have implications for the types of rewards that should (or should not) be used in schools, as well as the instructional contexts in which they should (or should not) be provided. Ginsburg and Bronstein (2013) studied family factors related to children's intrinsic and extrinsic motivational orientation and academic performance. Data were collected from 93 fifth grade students and their parents from Florida. Achievement scores were obtained from school records. Extrinsic rewards and over- and under-controlling family styles were found to be related with extrinsic motivation and lower academic achievement of the students. On the other hand, parental encouragement was associated with intrinsic motivation of the students.

Olayinka (2016) highlighted the contribution of instructional materials to the academic achievement of secondary school students in Social Studies in Ekiti State. The study found that there was a significant difference in the pre-test and post-test of students in the experimental group. The study also found that gender effect was not statistically significant in social studies. The study concluded that students, who were taught with instructional materials, performed better than those taught without. The study, therefore, recommended that teachers of Social Studies should employ the use of essential instructional materials for their teaching and should also improvise where and when the materials are not available. It therefore becomes imperative to have concerted efforts among parents, school, and the government to make important and necessary instructional materials available to Social Studies teachers for enhanced teaching and consequently, for improved achievement of students in the subject.

Herrero (2015) looked into the factors that affected the performance of Rizal Technological University CPA board examinees in the 2012 licensure examinations to determine the intervention necessary to improve the university's review programs. Results revealed that student factors (interest in the accounting program, time spent studying lessons, and availing of library/internet resources in research activities) and home or family factors (family financial support, parental involvement in studies, and motivation and encouragement) highly influence their performance. Meanwhile, school factors (adequacy of relevant library books and materials, adequacy of technology hardware and software, good accounting program, and good accounting faculty) were perceived to have an average influence. On the other hand, scholarships, grade-weighted averages, and attendance in review courses handled by prestigious review schools were positive factors in passing the board examinations. Based on the findings, the researcher recommended that the regular assessment through qualifying examinations be conducted and that the pre-board or mock examinations in the review classes be strengthened.

Villarmia (2018) examined students' perceptions regarding their expectations, the quality of teaching, their roles and responsibilities, and their confidence to take the Licensure Examination for Criminologists. The researcher employed a qualitative method, specifically focused group discussions, to gather insights from students about these aspects. The study concentrated on the expectations of twelve graduating students from the pioneering batch of the criminology program at Saint Michael College of Caraga in 2016. The results indicated that the pioneering class was generally satisfied with their four-year course, as most of their expectations were met throughout their studies. The respondents felt prepared for job opportunities related to their field, as they had acquired many of the basic duties and responsibilities necessary for such positions. However, they noted that the enhancement review they received was insufficient for passing the board exam. Therefore, implementing a regular review program would better equip them to become licensed criminologists.

Delos Angeles (2019) examined the significance of the curriculum and the quality of instruction received by students during their university years, as well as their observations of how these factors influenced their performance on the teachers' licensure examination. The study involved graduates from five cohorts of both the Bachelor of Secondary Education and Bachelor of Elementary Education programs. The findings indicated that the general education components of the curriculum had the most significant impact on the graduates' performance in the licensure examination. Furthermore, effective instructional practices and sound assessment methods used in both general education and professional education courses contributed to a higher likelihood of success in the Licensure Examination for Teachers.

Benabou and Tirole (2013) noted that extrinsic motivation enhances effort and performance, as rewards act as positive reinforcement for desired behaviors. While extrinsic motivation typically yields immediate results and requires less effort compared to intrinsic motivation, it has some downsides. For instance, extrinsic motivators can distract students from engaging in genuine independent learning. Additionally, these motivators often fail to sustain long-term engagement; when rewards are removed, students tend to lose their motivation. Consequently, students who are primarily extrinsically motivated may focus on earning higher grades and obtaining rewards rather than on the learning process itself.

D. Licensure Examination Performance

The licensure examination is crucial for assessing the quality of education provided by schools. The performance of students in the Bachelor of Science in Criminology program is best evaluated through their actual results in the Philippine Criminologist Licensure Examination. By analyzing past performance, we can identify ways to enhance the program's passing rate and reflect on the effectiveness of the teaching and learning process. This study aims to evaluate the performance of BS Criminology graduates from Ilagan Capitol College in the licensure examination based on available data.

The licensure examination aims to determine an individual's readiness to practice a specific profession. As such, the professional board exam assesses a newly graduated professional's preparedness to provide safe and competent services to clients. Policymakers in the country are closely examining prospective teachers and the colleges that train them. Anyone seeking permanent certification to teach in elementary or secondary schools must achieve a qualifying score on a series of tests administered by the Professional Regulation Commission. Institutions of higher education are required to publicize their passing rates and disclose these rates in comparison to other colleges and universities across the country.

Board examinations assess what students have learned over their four years in college. It is important to note that some graduates may need to pause their education for a semester or even several years. Consequently, reviewing the material is essential to better prepare them for the licensure exam. There is no guarantee that knowledge acquired in the first year of college will remain fresh in their minds by the time they take the board exam. Therefore, participating in a review course is crucial as it refreshes students' knowledge of their subject matter (Bautista and Dicang, 2017).

Preparation for the licensure examination is typically a collaborative effort involving review instructors and those who have successfully passed their respective board exams. As one online commenter stated, "In the Board Licensure Examination, there is no shortcut to passing; you must learn to face it and overcome it" (hubpages.com). A review program can take the form of activities conducted by an individual preparing for the board exam, or it may refer to structured activities organized by an academic institution or a review service provider. Passing the licensure examinations given by the Professional Regulation Commission (PRC) can be one of the greatest achievements in a college graduate's life. The examination is intended to prove the graduates' knowledge, progress, skills, and qualifications in a particular profession. Moreover, the performance of the graduates in an institution who take the licensure examination determines the quality of education the school provides, which guarantees eventually the efficiency and effectiveness of its graduates' application of the things learned in the chosen profession or career (Baang, 2020).

In an academic setting, it is the responsibility and accountability of all the faculty to ensure the success of its graduates. Therefore, the results of this study are intended to improve and enhance the teaching and learning processes in professional education degree programs. These results will serve as a basis for educators in formulating policies aimed at improving performance on licensure examinations. Additionally, the findings of the study are crucial as they can assist decision-makers in institutions of higher learning in establishing optimal admission requirements for entry into teacher education programs, striking a balance between access and success (Rudio, 2016).

The institution is committed to providing high-quality education, implementing innovative instructional practices, and enhancing the performance of its graduates, all of which contribute to professional development. Quiambao et al. (2015) identified several predictors of board exam performance among education graduates at Don Honorio Ventura Technological State University. They employed a survey method along with extensive documentary analysis to gather and interpret data.

The findings of the study revealed that several factors significantly predict success on the licensure examination for teachers. These factors include the educational attainment and length of service of teachers, the quality of library and laboratory facilities, students' intelligence quotient, and their grade point average. Therefore, these elements should be considered essential when developing policies aimed at improving the performance of education graduates in the licensure examination.

A graduate with a Bachelor's degree in Criminology must pass the Licensure Examination administered by the Professional Regulation Commission of the Philippines to become a licensed criminologist. This requirement is under Republic Act No. 6506, which states, "Once licensed as a criminologist, the holder gains access to various employment opportunities in both the private and public sectors, as well as internationally." Licensed criminologists are considered generalists, capable of providing services in law enforcement, public safety administration, forensic sciences, security industries, training and education, and other related fields. Additionally, certified criminologists are eligible for appointment as Police Officer 1 in chartered cities and municipalities, provided they meet all necessary qualifications.

A criminologist's role can encompass various positions within the field of law enforcement, including work as an agent, adviser, or administrator. They may also serve as technicians specializing in dactyloscopy, ballistics, and other scientific methods of crime detection. Additionally, criminologists can work as officers in correctional and penal institutions, provide counseling in organizations focused on criminal research or public welfare, or teach criminology courses at universities.

Typically, the Bachelor of Science in Criminology program takes four years to complete. The board examination is held twice a year, usually in April and October. The main subjects covered in the board exam include Criminal Jurisprudence, Procedure, and Evidence; Law Enforcement Administration; Criminalistics; Crime Detection and Investigation; Sociology of Crimes and Ethics; and Correctional Administration.

Bajeta et al. (2015) analyzed the performance in the Criminology Licensure Examination of one private school in the Philippines. Specifically, they aimed to describe the university performance in the six professional board subjects; to present the performance in the licensure examination of the Criminology graduates from 2008 to 2013; to compare the results of licensure examination per subject; and to propose a plan of action to improve the board examination performance of the university. The study used documentary and archival method in order to obtain the results of the licensure examination for the criminology graduates. It was found that majority of the examiners passed the Criminal Jurisprudence and Procedure for the year 2008 while from 2009 to 2013, majority passed the Crime Detection and Investigation (CDI). Majority of the examiners passed the overall licensure examination from 2008 to 2013. There is no significant difference in the performances of each examiner in each subject. A plan of action was proposed to enhance the performance of the criminology graduates in their licensure examination.

Lafadchan (2018) examined the performance of Mountain Province State Polytechnic College (MPSPC) in the Licensure Examination for Criminologists conducted between October 2014 and June 2018. It outlined the achievements of first-time takers and repeaters during the past board examinations. The study utilized data provided by the Professional Regulation Commission, which was analyzed using percentile methods. A comparative research approach was used to assess the differences in school performance relative to national performance. The findings revealed that more than half of the first-time takers successfully passed the licensure exam, whereas less than half of the repeaters did. Additionally, it was discovered that the performance of MPSPC consistently surpassed the national passing rates in all administered examinations. Consequently, it was recommended that all graduates should be encouraged to participate in review classes to enhance their knowledge and improve their expertise; the Criminology Department should offer coaching and review sessions to repeaters before their exam; and the Criminology Department, in collaboration with the institution, should develop an intervention program to tackle the issue of untracked examinees. They could establish a partnership with the Professional Regulation Commission to obtain a list of individuals who have applied for the licensure examination.

Tamayo (2015) revealed that board examinations for criminologists showed marginal improvement, although the year-end examinations lagged compared to the mid-year exams. An analysis of the causal relationship between academic performance and board examination results indicated that the latter did not influence the former. However, further investigation found that students performed impressively on the licensure examination. The discrepancy between academic performance and board exam outcomes may be attributed to the stringent assessments administered by the program to its candidates.

Additionally, of the six subjects tested in the board exam, one subject did not show statistical significance, while the strongest predictors of success in the board exam were Criminal Jurisprudence and Procedure, Law Enforcement Administration, and Criminal Sociology. To determine readiness for the board exam, the college may consider a threshold score of 75, or 70 with a 5% margin of error.

Pariñas and Obrero (2011) examined the relevance of topics discussed in the review program at the University of Northern Philippines (UNP) based on the profile of the respondents, which included age, year of graduation, gender, UNP College Admission Test (CAT) scores, number of attempts at the examination, and civil status. They assessed the relevance of the subjects covered and the difficulties encountered in various areas during the Criminology Licensure Examination reviews. The respondents for the study were students from the UNP College of Criminology who attended the Criminology Review Classes from June to October for the October 2011 examination. Those who attended less than half of the review sessions were excluded from the study. A descriptive survey design was employed, and the statistical tools used included mean calculations, percentage rankings, and simple correlational analysis to determine the relationship between the independent and dependent variables. The results showed that the majority of the reviewers were male and 20 years old. The relevance of the topics covered during the lectures was rated very high, while the perceived difficulty was rated high. A significant relationship was found between the Law Enforcement Administration and the board examination. However, no significant relationship existed between the respondents' profiles and the difficulties experienced in the areas of concentration.

Therefore, it is recommended that more emphasis be placed on the area of Law Enforcement Administration during lectures and that the preparedness of reviewers be given serious consideration.

The Cagayan State University (CSU) Piat Campus houses the College of Criminal Justice Education, which offers a Criminology Program dedicated to fulfilling established standards. The outcomes of the licensure examinations are indicative of the student's preparedness, the quality of instruction provided by the faculty, and the practical learning experiences supported by the resources and equipment made available by the administration.

This research aimed to perform a comparative analysis of the academic performance and board examination results of CSU Piat's BS Criminology graduates from the years 2016 and 2017. A descriptive normative survey method was employed for the study, utilizing documentary analysis as a means for collecting data. This integrated approach includes two research methods: the descriptive method, which collects information to depict the subject as it exists or has existed, and the normative method, which evaluates the subject to identify areas for potential improvement.

The participants in the study were graduates from the College of Criminal Justice Education at CSU Piat Campus for the academic years 2015-2016 and 2016-2017. A total enumeration method was implemented to choose 49 respondents who took the Criminologist Licensure Examination (CLE) conducted by the Professional Regulation Commission. The findings indicate that the general weighted average of the graduates across six subject areas correlates with their board examination results, highlighting various factors that contribute to passing or failing the examination. The researcher strongly recommends that faculty members regularly update their knowledge and skills related to the subjects they teach to help increase the passing rate. Additionally, the implementation of stringent screening and retention policies for criminology students concerning their grade point averages, along with curriculum enrichment and periodic review of course content in consultation with subject experts, is highly advisable.

Academic exercises and hands-on training are essential components of the esteemed education provided at the institution. This research aimed to explore students' perspectives on their expectations, the quality of instruction, their roles and responsibilities, and their confidence in passing the licensure examination for criminologists. A qualitative approach was employed, utilizing focused group discussions to gather insights from students on these topics. The study specifically examined the expectations of twelve graduating students from the first batch of 2016 in the criminology program at Saint Michael College of Caraga.

The findings indicate that the inaugural class was satisfied with their four-year curriculum, as most of their expectations were met during their studies. The participants felt well-prepared for various job opportunities in their field, having learned the fundamental duties and responsibilities required. However, they expressed concerns that the review sessions provided were insufficient for them to confidently pass the board exam. Therefore, establishing a regular review program would better equip them to become licensed criminologists.

E. Synthesis of the State-of-the-Art

Review of the related studies on intrinsic and extrinsic factors revealed the following matters. The intrinsic factors mentioned among the related studies reviewed include: entrance examination performance on IQ test, aptitude test, grade point average, pre-board examination performance (Ong et al., 2012); academic performance (grade average); academic achievements (Garcia, 2013; Solis-Foronda, 2017; Yasa and Gonzales, 2016); grade in Mathematics, Science, and English; college entrance examination results, grade in Mathematics, Science, and English, as well as the average grade in the major subjects (Bueno, 2017); admission test performance (Dagdag, Sarmiento, and Ibale, 2017); academic performance, attitudes towards accounting, and study habits (Tan, 2014); academic performance, practice teaching, and comprehensive review and the review scheme (Delos Angeles, 2019); personal values (discipline, dedication, and determination) and desire to achieve their goal (Estimo and Vasquez, 2020); gender, high school average grade, college entrance score, review class attendance, and academic performance (Ferrer et al., 2015); academic performance (Antonio et al., 2016); grade point average, English proficiency, Culture Fair Intelligence Tests, and year when they take the LET (Kalaw, 2017); and self-concept, task values, learning goals (Steinmayr et al. 2019).

On the other hand, along external factors, the following were some of the identified motivators: teachers' educational attainment, teachers' length of service, quality of library facilities, and quality of laboratory facilities (Quiambao et al., 2015); familial factors – parental surveillance of homework, parental reactions to grades, and general family style; instructional materials (Olayinka, 2016; Yasa and Gonzales, 2016); instructional tasks, sound assessment procedures, and curriculum (Delos Angeles, 2019); and enhancement review and regular review program (Villarmia, 2018).

Gap Bridge by the Study. The related studies reviewed on the predictors, determinants, motivators, and factors of licensure examination have concentrated only on narrower aspects as they have taken personal, home and family, as well as school factors separately in their investigations. This made this study unique and one-of-its-kind as this had tried to converge all these three motivational factors into one. None among the reviewed studies had attempted to correlate these factors to licensure examination performance and none of them had studied them among criminology graduates. This was the gap this study had bridged.

F. Theoretical Framework

This research was grounded in the following theories: (1) Vroom's Expectancy Theory; (2) Locke and Latham's Goal Setting Theory; (3) McClelland's Needs Theory; and (4) John Maynard Keynes' Neoclassical Theory.

Victor Vroom's Expectancy Theory posits that people have various goals and can be motivated when they have specific expectations. This theory revolves around decision-making and explains the thought processes individuals go through when making choices. According to Vroom, motivation can be narrowed down to the decision regarding how much effort to exert in a given task situation. This decision is based on a two-step series of expectations (effort → performance; and performance → outcome).

Initially, motivation is swayed by a person's expectation that a particular level of effort will yield the desired performance goal. For instance, if someone does not believe that devoting more time to studying will significantly enhance their exam grade, they are likely to maintain their usual study habits. Motivation is also affected by the individual's assessment of the likelihood of achieving different outcomes as a result of reaching their performance goal. Ultimately, individuals are motivated to the degree that they value the outcomes they receive. Vroom employed a mathematical formula to merge these concepts into a predictive model of motivational strength or force.

For our discussion, it is enough to define and elaborate on the three essential elements within Vroom's model – expectancy, instrumentality, and valence.

In explaining Vroom's Expectancy Theory, Kreitner and Kinicki (2010) remark, "People are motivated to behave in ways that produce desired combinations of expected outcomes." Vroom's investigations into motivation using Expectancy Theory explore the capability to forecast motivation and behavior when confronted with a "choice between two or more alternatives must be made." The theory illustrates the amount of effort a student or individual should invest in a task to achieve success. Seen as a social cognitive construct, motivation within the framework of Expectancy Theory is influenced by a person's perceived needs and expectations, suggesting that greater effort channeled into the process correlates with improved chances of achieving superior results and, eventually, success.

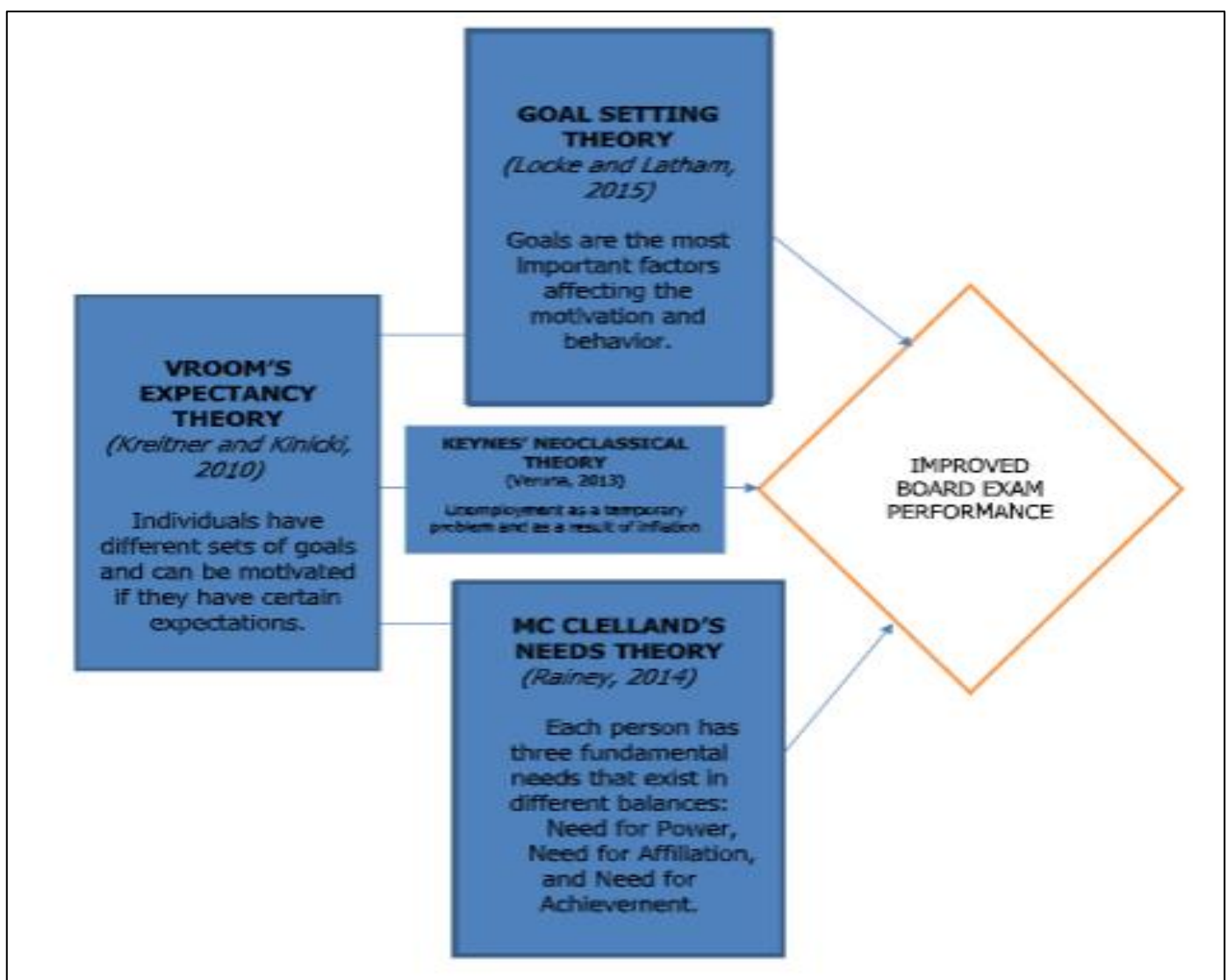


Fig 1: Theoretical Paradigm

The authors noted that the term "motivation" comes from the Latin word "mover," which means "to move." They defined motivation as "the psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal-directed." Needs were described as "physiological or psychological deficiencies that stimulate behavior." They argued that the strength of these needs can vary and that they are influenced by environmental factors.

In the context of this study, the theory suggests that motivational factors, such as intrinsic and extrinsic motivators, are crucial for helping students achieve their goals. Even at the beginning of their education, students have their own set of expectations and objectives, one of which is to pass the licensure examination. Success in this exam is vital for their aspiration to become police officers in the future. Therefore, their desires are intertwined with expectations or motivations, that they derive from themselves, their families, and their schools. If these expectations are not met, there is a higher likelihood that students will struggle to achieve their goals, as their motivation to work toward these goals depends heavily on these external influences.

According to Locke and Latham's (2015) Goal-Setting Theory, goals are among the most important factors influencing motivation and behavior. The theory highlights that setting specific and challenging goals, often with quantitative targets for improvement, significantly impacts the desired behavior. Research has shown that specific performance goals are much more effective than vague ones that simply encourage individuals to "do their best." Challenging goals should be difficult yet attainable. Empirical research supports the proposition that goals that are both specific and challenging are more motivational than vague goals or goals that are relatively easy to achieve. Several factors moderate the relationship between specific and challenging goals and high motivation.

McClelland's Needs Theory was introduced by psychologist David McClelland, who argued that an individual's specific needs develop over time and are shaped by their life experiences (Rainey, 2014). He suggested that each person has three essential needs that vary in their proportions. McClelland's Needs Theory is also known as the Three Need Theory or Learned Needs Theory.

McClelland identified three primary motivating needs: the Need for Power, the Need for Affiliation, and the Need for Achievement.

- *Need for Power (n-pow)*: This refers to the capacity to influence or affect the behaviors of others. Individuals with a strong need for power aspire to hold high-ranking positions within an organization to exert control and influence over others. They are typically assertive, forceful, and demanding, often practical or realistic in their approach rather than sentimental, and they enjoy participating in discussions.
- *Need for Affiliation (n-affil)*: Those who have a high need for affiliation take joy in being loved by others and often shy away from the discomfort of rejection. As social creatures, people with this need prefer to engage with others, seeking acceptance and nurturing pleasant social relationships, intimacy, and support for others during difficult times.
- *Need for Achievement (n-ach)*: Some individuals possess a powerful drive to succeed. High achievers exhibit certain traits; they prefer to take calculated risks when engaging in management activities, which contrasts with the assumption that they always take significant risks. They seek immediate feedback on their performance to assess their progress toward their goals. When a goal is established, high achievers commit fully to their tasks until they are completed successfully. They are not content until they give their utmost effort to assigned tasks. A person with a strong need for achievement finds fulfillment in the task itself rather than solely in material rewards. While they may desire financial gain, they derive more satisfaction from accomplishing the work itself than from receiving a monetary reward.

Thus, according to McClelland's Needs Theory, an individual's motivation and effectiveness are significantly shaped by these three core needs.

This theory was employed in this research alongside intrinsic and extrinsic motivational factors. Motivations related to passing the licensure examination are heavily influenced by either the need for power, the need for affiliation, or the need for achievement. Individuals must have sufficient motivation for their aspirations, as merely fulfilling the requirements of their profession could impact their behavior and performance. They must possess deeper drives to maintain focus and consistently pursue their dreams.

Furthermore, McClelland's theory can shed light on students' motivations for achievement. Within every person are distinct needs that have been cultivated over time, which are expressed through their behaviors and actions. These motivations stem from their unique and diverse needs. For instance, some study diligently because they seek recognition, while others do so to gain approval from their families and friends, and many strive onward because they find personal satisfaction in their pursuits. All these motivations can be linked to intrinsic and extrinsic factors.

The study is supported by the **Neoclassical Theory** proposed by John Maynard Keynes. This theory views unemployment as a temporary issue linked to inflation, suggesting that reducing inflation would stabilize the economy. This stability would promote economic growth and, in turn, lead to a decrease in unemployment. The theory emphasizes that addressing inflation through direct state intervention is more critical than merely focusing on reducing unemployment, which is expected to occur automatically as a result.

Additionally, Neoclassical Theory applies the principles of supply and demand to labor market analysis, considering unemployment to be a phenomenon of disequilibrium. This disequilibrium occurs when wages are consistently set higher than the level required to balance the labor market. Several factors contribute to this failure of the labor market to fully adjust, including minimum wage laws, union bargaining practices, and efficiency wages, among others (Verona, 2013).

G. Conceptual Framework

To explain the direction of this study, a diagrammatic representation of the major variables of the study was illustrated in Figure 2. The diagram followed the sequential framework approach. It consisted of the independent and dependent variables and the output which was derived from the findings of the study. The inputs contained the two motivational factors which were operationalized in this study to include the intrinsic and extrinsic factors.

The intrinsic factors are those that push the respondents from within. These are those which inspire them personally to strive harder to achieve their desired goals. These are the needs that are influencing them to make every effort to succeed.

The external factors, in the context of this study, are used to cover those motivational forces like family financial support, availability of good criminology faculty and staff, supportive learning environment, availability of good criminology programs, monitoring of teaching and learning, adequacy of laboratories and facilities, technology hardware and software, audio-visual resources, family support to extracurricular activities, and access to transportation, among others.

Furthermore, performance in the licensure examination was measured along the following subjects: criminal jurisprudence and procedure, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology.

Finally, the output that was expected to result from this study was a proposed program on how to improve the licensure examination performance in criminology.

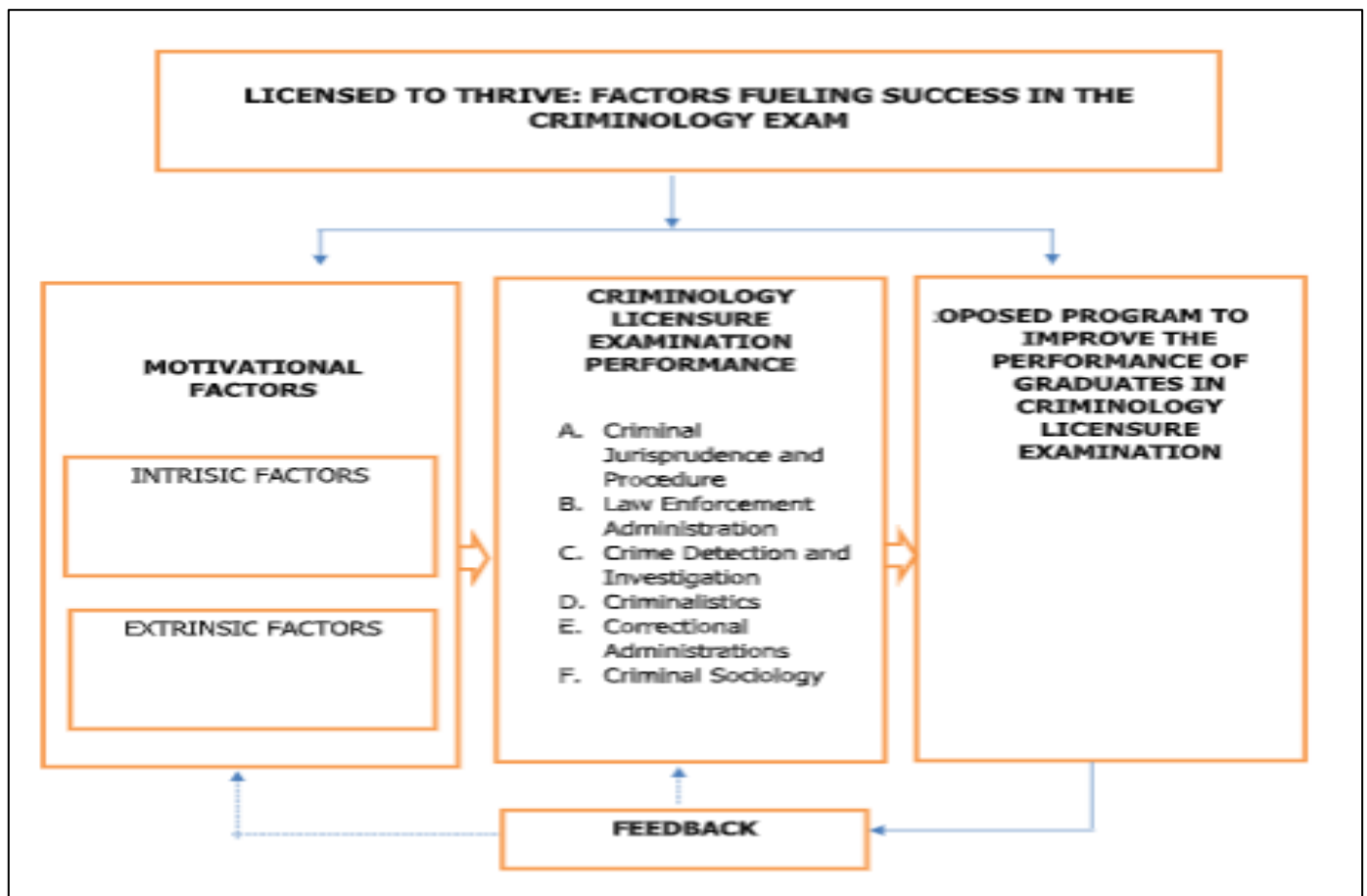


Fig 2: Conceptual Paradigm

CHAPTER THREE

METHODS AND PROCEDURES

This chapter discusses the research methodology of the study, including the respondents, data-gathering tools, the procedure of investigation, and the statistical tools used for accurate data analysis and interpretation.

A. Methods Used

This study employed a descriptive-correlational research design. The descriptive method was utilized to outline the following aspects: (1) the profile of the graduates in terms of age, gender, civil status, and current employment; (2) the performance of graduates in the licensure examination across various subjects, including criminal jurisprudence procedures, law enforcement administration, crime detection, and investigation, criminalistics, correctional administration, and criminal sociology; and (3) the motivational factors categorized as intrinsic and extrinsic.

The correlational method was applied to examine the relationship between motivational factors and the performance of graduates in the licensure examination for criminologists.

B. Respondents of the Study

The study was conducted at the Sipocot campus of Central Bicol State University of Agriculture (CBSUA) in Bicol. CBSUA consists of four campuses: Calabanga, Sipocot, Pasacao, and Pili (the main campus). The survey specifically targeted graduates from the College of Criminology. The initial aim was to include the entire population of graduates from the specified period; however, the final sample consisted of 123 graduates, which represents 41.84% of the total 294 graduates.

Table 1: Distribution of Respondents

Year Graduated	Total Population	Sample	Percentage
2017	110	34	30.91
2018	97	35	36.08
2019	87	54	62.07
Total	294	123	41.84

These samples were collected through the use of google form. The researcher has sent a copy of the questionnaire to all the graduates of Batches 2017 to 2019 and only this percentage has responded in more than a month of data collection from August 10, 2020 to September 18, 2020. This, however, falls within the expected response rate of 30 to 60 percentage recommended by (Schomburg, 2003) on the conduct of graduate tracer studies. The study covered only the graduates from 2017 to 2019. The total number of students traced in 2017 was 34, in 2018, 35; and in 2019, 54.

C. Data Gathering Tools

The study utilized a researcher-made questionnaire which were derived from various sources which was slightly modified for the purpose of this study. The tool underwent the usual process and procedures in data gathering instrument development. To define the content validity of the questionnaires, the researcher consulted the experts in instrument development in the university consisting of the research director, professors, and researchers of track record. Their suggestions and recommendations were noted and integrated in the final form. The questionnaire was also pretested with sampled population or graduates of other course in the University who were not the actual respondents of the study.

Names, addresses, and contact numbers of the graduates were obtained from the placement and alumni office for facility of trailing. The researcher administered some of the questionnaires using electronic mail or e-mail or face book messages to the graduate-messages for most of the graduate respondents use computers in their houses, offices or companies. Thus, it is easier to communicate with them and solicit their participation in the study. The researcher also asked for the help and assistance of friends, relatives and currently enrolled students from the time of data gathering to share the google form to the identified respondents.

The questionnaire is divided into three sections: *Section 1* is on personal profile which includes age, sex, civil status, the year graduated, educational attainment, and present work (if any). *Section 2* is on the licensure examination performance along criminal jurisprudence procedures, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology. Interpretations of means were based on a 4-point Likert scale, where 95-100 means Excellent, 89-94 means Outstanding, 82-88, Fair, 75-81 Poor, and 74 and below, failed. *Section 3* on the motivational factors in terms of intrinsic and extrinsic factors. The level of motivational factors was determined using a four-point Likert scale where 4, means Very Much Affected; 3, means Much Affected; 2, means Less Affected; and 1 means, Not Affected.

To ensure the reliability of the instrument, the researcher subjected it to reliability test known as Chronbach Alpha and the result of the analysis showed that the result was excellent with Chronbach Alpha value of .911. Then, the questionnaire was multiplied and administered to target respondents. Retrieval of the questionnaire was personally done by the researcher.

D. Procedure of Investigation

The present research started from the preparation of research proposal and the defense of proposal. After the proposal defense, the researcher sought permission and authorization to conduct the study from the Campus Administrator of CBSUA-Sipocot. Upon approval of the research study, recruitment of the respondents was being done. Each respondent was sent a copy of the google form and was asked to refer other criminology graduates of CBSUA Sipocot to facilitate the tracing. Then, the researcher tallied, tabulated, and analyzed the data gathered. Data were treated using a Statistical Package for Social Sciences version 19 was used to treat the data.

Afterwhich, the researcher prepared the manuscript for Pre-Oral and final defense. Reflecting the suggestions during the pre-oral defense and final defence as well as the suggestions for the final output. Then, the researcher submitted the final draft for final editing so as to secure Special Order (SO) and disseminate and published research results.

E. Statistical Tools

Data analysis in this study primarily employed descriptive statistics such as frequency and percentage as well as weighted mean and ranking. Inferential statistics was also utilized to test the correlation of variables.

- **Frequency and Percentage** were used to determine the profile of the graduates in terms of age, gender, civil status, and, present work and the licensure examination performance along criminal jurisprudence procedures, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology.
- **Weighted Mean** was carried out to examine the motivational factors in terms of intrinsic and extrinsic factors.
- **Chi-Square** was used to find out the relationship between motivational factors and performance of graduates in licensure examination for criminologist.

F. Ethical Considerations

Informed consent was obtained from all participants. The participants were reminded that they could feel free to respond in complete honesty, as individuals could not be identified from their answers. They were assured of the anonymity and confidentiality of the data. It was also made clear to the participants that they were free to withdraw their participation for any reason and at any point, including after the questionnaires had been handed in.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION

This chapter presents and discusses the results of the study according to specific problems. It also analyzes and interprets the meanings of the statistics and data.

A. Factors Affecting Licensure Examination Performance

The factors affecting licensure examination performance were discussed using intrinsic and extrinsic factors. The intrinsic factors were subdivided into learning and environment and facilities as well as student attitude and aptitude; whereas, the extrinsic factors were segmented into home and family factors and home factors. The results were indicated in Tables 3A to 3C.

Intrinsic Factors. The intrinsic factors were understood and characterized in this student in these two areas: learning environment and facilities as well as student attitude and aptitude. Learning environment and facilities was measured using the following indicators: adequacy laboratories and physical facilities, adequacy of technology hardware and software, adequacy of audio-visual resources, adequacy of sports and recreational facilities, and availability of internet facility in the library for research activities. Additionally, the students' attitude and aptitude covered the students' a personal connection and having interest in the course, free-choice behavior in reading and thinking actively in order to pass the course, self-Interest in the review activities and tasks, focus on activities and goals they wish to accomplish, time spent in studying lessons in preparing assignments, Self-perceived competence, voluntary participation in review sessions conducted by a review school, voluntary participation in review sessions conducted by the school, and voluntary participation in review sessions conducted by the school.

Learning Environment and Facilities. There were five identified intrinsic factors listed along learning environment and facilities which were evaluated by criminology graduates of 2017, 2018, and 2019. The survey results suggest that respondents from 2017 expressed that they were intrinsically motivated foremost by the adequacy of technology hardware and software for review in the university. The graduates of 2018 (Mean, 3.09) and 2019 (Mean, 3.04) communicated also that they were helped by the adequacy of laboratories and physical facilities.

Table 2(A): Intrinsic Factors Affecting Criminology Licensure Examination along Learning Environment and Facilities

Indicators	2017	2018	2019	WM	I	R
Adequacy laboratories and physical facilities	2.97	3.09	3.04	3.03	MA	1
Adequacy of technology hardware and software	3.06	3.03	2.96	3.02	MA	2
Adequacy of audio-visual resources	3.03	3.00	2.91	2.98	MA	3
Adequacy of sports and recreational facilities	3.03	2.97	2.80	2.93	MA	4
Availability of internet facility in the library for research activities	2.82	2.97	2.85	2.88	MA	5
Weighted Mean (WM)	2.98	3.01	2.91	2.97	MA	6
Interpretation (I)	MA	MA	MA	MA		
Rank (R)	2	1	3			

➤ Legend:

Value Scale	Mean Range	Interpretation
4	3.41 - 4.20	Very Much Affected (VMA)
3	2.61 - 3.40	Much Affected (MA)
2	1.81 - 2.60	Less Affected (LA)
1	1.00 - 1.80	Not Affected (NA)

Furthermore, respondents from 2017 and 2018 batches have indicated the availability of internet facility in the library for their research activities was least intrinsically motivating. This item had the lowest scores with only 2.82 and 2.97 respectively for batch 2017 and 2018. The 2018 (Mean, 2.97) and 2019 (Mean, 2.80) graduates have as well concurred that sport and recreational facilities were last among the intrinsic motivators along learning environment and facilities.

On the average, their assessments have ranged between 2.88 and 3.03 and of the indicators, the adequacy of laboratories and physical facilities received the highest score, while, on the contrary, the availability of internet facility in the library for research activities had the lowest. The most intrinsically motivated by these learning environment and facilities were the graduates of 2018 (Mean, 3.01) and the least affected was the graduates of 2019 (Mean, 2.91). On the whole, this got an overall mean rating of 2.97, interpreted as much affected.

Data indicate the relevance of having an advance and state-of-the-art laboratory and technological facilities and equipment to encourage and enhance the interests of the students to strive further and perform better in their tasks. These facilities can provide venues and experiences for simulation.

In their 2018 research, Ramli and Zain discovered three elements that may affect students' academic success: System Management (which includes E-Learning and Management Information Systems), Learning Environment (covering classrooms, teaching aids, and libraries), and Infrastructure (such as hostels, sports facilities, and parking and transportation). The study took place at the Universiti Malaysia Kelantan (UMK) City Campus, where shop lots serve as campus facilities. Information was gathered from 500 students during the 2016/2017 academic year, with 364 valid questionnaires returned, resulting in a response rate of roughly 73%. The research utilized correlation and regression analysis to assess the data. The results indicate that E-Learning in the System Management category, along with teaching aids and libraries in the Learning Environment, as well as hostels, sports facilities, and parking and transportation in the Infrastructure category, all have a significant effect on students' academic performance. Altogether, these elements accounted for approximately 51.5% of the students' achievements.

This is being inaugural study to investigate these matters at UMK, its results offer crucial insights into the elements that UMK and other educational institutions should focus on to improve students' academic success. Additionally, Burkett & Bowers (2017) concurred that students attending newer and adequately equipped school facilities tend to achieve better results compared to those in older and insufficient facilities, who struggle more academically. Previous research has identified significant correlations between the school environment and students' attitudes toward education. Adeboyeje (2018) also indicated that student performance improves when schools are well-organized and maintained. A supportive environment in schools further promotes students' engagement in academic pursuits.

Similarly, Wilcokson, D. (2014) discovered that inadequate maintenance and poor management of school facilities hinder learning. It highlights the importance of facility management, such as overseeing building and technical systems, to ensure that operations and facility management are conducted smoothly and efficiently. Asiyai, R. I. (2018) emphasized that budget allocation and maintenance expenses must be appropriately managed to enable effective maintenance and smooth operation of the facilities. In conclusion, giving proper attention to system management of school facilities is essential to help organizations achieve their educational goals and objectives.

Student Attitude and Aptitude. On the aspect of students' attitude and aptitude, there were two items which were perceived to have very much intrinsically motivated the graduates of 2017 and 2018, they were: their personal connection and having interest in the course (Mean, 3.35) and free-choice behavior in reading and thinking actively in order to pass the course (Mean, 3.26) respectively. These were their highest rated items for these two groups of respondents. Those who graduated in the year 2019 had similar patterns of responses. They also experienced free-choice behavior in reading and thinking actively in order to pass the course (Mean, 3.15) as the most motivating to them.

Moreover, the mean range of the respondents from 2017 was between 2.86 and 3.35. Their three most intrinsically motivating factors were personal connection and having interest in the course (Mean, 3.35), focus on activities and goals they wish to accomplish (Mean 3.21), and self-interest in the review activities and tasks (Mean, 3.18). On the other hand, the least motivating for them were: voluntary participation in review sessions conducted by the school (Mean, 2.79), their participation in review sessions conducted by a review school (Mean, 2.85), and participation in review sessions conducted by a review school (Mean, 2.91).

The pattern of responses by the graduates of 2018 was also the same, except that they have the free-choice behavior in reading and thinking actively in order to pass the course as their topmost item. They too have assigned their lowest scores to voluntary participation in review sessions conducted by the school (Mean, 2.89) and participation in review sessions conducted by a review school (Mean, 3.00).

Table 2(B): Intrinsic Factors Affecting Criminology Licensure Examination along Student Attitude and Aptitude

Indicators	2017	2018	2019	WM	I	R
Making a personal connection and having interest in the course	3.35	3.11	3.07	3.18	MA	1
Free-choice behavior in reading and thinking actively in order to pass the course	3.03	3.26	3.15	3.14	MA	2.5
Self-Interest in the review activities and tasks	3.18	3.03	3.20	3.14	MA	2.5
Focus on activities and goals they wish to accomplish	3.21	3.14	2.98	3.11	MA	4
Time spent in studying lessons in preparing assignments	3.06	3.20	2.98	3.08	MA	5
Self-perceived competence	3.12	3.03	2.93	3.02	MA	6
Voluntary participation in review sessions conducted by a review school	2.91	3.00	3.11	3.01	MA	7
Voluntary participation in review sessions conducted by the school	2.85	2.89	2.96	2.90	MA	8
Weighted Mean (WM)	3.06	3.05	3.03	3.04	MA	
Interpretation (I)	MA	MA	MA	MA		

Rank (R)	1	2	3			
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The respondents from 2019 supported what have been declared by the two batches. They also experienced the personal connection and having interest in the course (Mean, 3.07), free-choice behavior in reading and thinking actively in order to pass the course (Mean 3.15), and self-interest in the review activities and tasks (Mean, 3.20) as among those which motivated them to improve their licensure examination performance. But unlike the two groups, they considered their self-perceived competence as least motivating (Mean, 2.93). Generally, it was their personal connection and having interest in the course (OM, 3.18) that had the highest mean rating, whereas, voluntary participation in review sessions conducted by the school (OM, 3.04) the lowest. Of the three groups, 2017 batch (Mean, 3.06) had the most motivating experience in this area, while, 2019 batch (Mean, 3.03) had the least. In general, their level of motivation in this aspect had an overall score of 3.04, interpreted as much affected.

It can be deduced from the results of this study that students' interest in the course and their free-choice behavior in reading and thinking actively in order to pass the course were among their primary personal motivations in taking their course and in passing their board examinations.

When individuals are motivated from within, they feel interested in and enjoy what they do. They also feel capable and self-directed, perceive their motivations as stemming from within themselves, and sometimes experience a state of flow. Intrinsic motivation is defined as the drive that comes from within a person rather than from external rewards like money or grades. This type of motivation arises from the enjoyment of the task itself or from the fulfillment gained through completing or engaging in a task. However, intrinsic motivation does not mean that a person will not pursue external rewards; it simply indicates that external rewards alone are not enough to sustain a person's motivation.

This is supported by Ramirez & Dizon (2014) who asserted that identifying the level of interest of the students as a motivational factor to pursue a certain program of study may help explain the succeeding behavior on developing the positive or negative attitude of the students as related with their academic life. There are nine strategies for promoting police motivation: to set optimally challenging goals, strategic planning, goal identification, intention, analysis of threats, self and work-cultured change, support from coworkers, participative management, and self-critical reflection. Mendezabal (2013) investigated the relationship between students' study habits and attitudes and their performance in licensure examinations. Results of the study showed that the participants did not have favorable study habits and attitudes. Among the noted unfavorable study habits were inefficient time management, lack of planning and concentration in their studies, poor skills in reading, ineffective test-taking techniques, and failure to inform their teachers of their difficulties with school work and ask for their help. The participants also demonstrated unfavorable attitudes toward teachers' classroom behavior and methods.

Table 3C reflects the summary of the intrinsic factors affecting criminology licensure examination across period. As shown, graduates of Batch 2017, 2018 and 2019 were more intrinsically motivated by the student aptitude and altitude factor than the learning environment and facilities in the school. This was consistent across three batches. For student attitude and aptitude, the ratings were 3.06, 3.05, and 3.03 respectively from 2017, 2018 and 2019. However, the mean scores for learning environment and facilities were 2.98, 3.01, and 2.91 respectively for 2017, 2018, and 2019. On the average, the result for student attitude and altitude was 3.04, whereas, on learning environment and facilities, the overall mean was 2.97. Comparatively, it was batch 2018 who were greatly affected by these intrinsic factors with 3.03 assessment rating, followed by Batch 2017, with 3.02, and 2.97 for Batch 2019.

Table 2(C): Summary Table of the Intrinsic Factors Affecting Criminology Licensure Examination

Aspects	2017	2018	2019	WM	I	R
Student Attitude and Aptitude	3.06	3.05	3.03	3.04	MA	2
Learning Environment and Facilities	2.98	3.01	2.91	2.97	MA	1
Weighted Mean (WM)	3.02	3.03	2.97	3.01	MA	

Extrinsic Factors. The extrinsic factors were subdivided in this study in terms of home/family factors and the school factors. The home/family factors were indicated by financial support extended by parents on all school expenses, parental encouragement and motivation, acknowledgement received in every family gathering or activity, family provides healthy food, and family supports extracurricular activities. Additionally, the school factors consisted of School Supportive learning environment, Availability of good criminology faculty and staff, Availability of good criminology programs, Frequent monitoring of teaching and learning, and Effective school leadership.

Home/Family Factors. It could be noted from the survey results on the home/family factors (Table 4A) that financial support extended by parents on all school expenses was over and above the most motivating among graduates. This was supported by the highest scores accorded to this item by respondents from 2017 (Mean, 3.38), 2018 (Mean, 3.29), and 2019 (Mean, 3.28). Aside from this, they also recognized parental encouragement and motivation as equally motivating. On the other hand, their family support to extracurricular activities was the factor with the least effect on their performance. The respondents from batch 2017 had added that they are so affected or motivated much by the acknowledgement they are receiving in every family gathering or activity (Mean, 3.00). Nevertheless, those graduates of 2018 (Mean, 2.89) and 2019 (Mean, 2.87) agreed to have identified the provision of healthy

food by the family as also least motivating. On the average, only financial support extended by parents on all school expenses had very much affected their performance in the licensure examination. The rest had only much affected, and of these, the family supports extracurricular activities ranked last. Comparatively, it was batch 2017 who were most motivated, whereas, batch 2019 was the least. All in all, the level of motivation in this area was rated with 3.07.

Table 3(A): Extrinsic Factors Affecting Criminology Licensure Examination along Home/Family Factors

Indicators	2017	2018	2019	WM	I	R
Financial support extended by parents on all school expenses	3.38	3.29	3.28	3.32	VMA	1
Parental encouragement and motivation	3.38	3.14	3.19	3.24	MA	2
Acknowledgement received in every family gathering or activity	3.00	3.11	2.94	3.02	MA	3
Family provides healthy food	3.12	2.89	2.87	2.96	MA	4
Family supports extracurricular activities	2.94	2.77	2.76	2.82	MA	5
Weighted Mean (OM)	3.16	3.04	3.01	3.07	MA	
Interpretation (I)	MA	MA	MA	MA	MA	
Rank (R)	1	2	3			

Findings revealed that more than their long for advices as well as encouragements which are non-material, students are also highly motivated by the support of their parents in other aspects particularly financial aspect. This could also say something about the possible school intervention on this aspect. Financial aid for poor and deserving students as well as other forms of scholarships could be given to also help families defray their expenses.

The research aligns with the study conducted by Herrero (2015), which examined the factors influencing the performance of Rizal Technological University CPA board examinees during the 2012 licensure examinations. This investigation aimed to identify interventions necessary to enhance the university's review programs. The results indicated that family-related factors—such as financial support, parental involvement in studies, motivation, and encouragement—significantly impact performance. Based on these findings, the researcher recommended regular assessments through qualifying examinations and the enhancement of pre-board/mock examinations in the review classes.

This perspective is further supported by William, Derek, and Glenn (2018), who stated that “what people have achieved often depends on the families they have grown up in, the neighborhoods in which they have lived, and the schools they have attended.” They also noted that “racial differences that have been long in the making continue to thwart aspirations for an open and just society.” Consequently, many colleges and universities, including Illinois Wesleyan University, strive to promote racial and ethnic diversity by increasing grant amounts designated as “diversity adjustments.” These adjustments are not contingent on future minimum grade requirements, unlike merit scholarships, and are available for the entire four years of study.

School Factors. Table 4B indicate the results of the extrinsic factors affecting criminology licensure examination along school factors. As shown, the availability of good criminology programs (Mean, 3.18) has served as the primary motivation among the school factors of Batch 2017. This was in contrast with those that have been declared by graduates of 2018 and 2019. For them, they were highly motivated by the school supportive environment and the availability of good criminology faculty and staff.

Table 3(B): Extrinsic Factors Affecting Criminology Licensure Examination along School Factors

Indicators	2017	2018	2019	WM	I	R
School Supportive learning environment	3.12	3.17	3.13	3.14	MA	1
Availability of good criminology faculty and staff	3.15	3.17	3.15	3.16	MA	2
Availability of good criminology programs	3.18	3.03	3.11	3.11	MA	3
Frequent monitoring of teaching and learning	3.06	3.09	3.09	3.08	MA	4
Effective school leadership	2.88	3.00	2.98	2.95	MA	5
Weighted Mean (WM)	3.08	3.09	3.09	3.09	MA	
Interpretation (I)	MA	MA	MA	MA		
Rank (R)	2	1.5	1.5			

On the other hand, the school factors that they have unanimously identified to have least motivated them was the school leadership. In addition, they to have found the frequent monitoring of teaching and learning as among those that have least affected their performance. Generally, the one that they recognized as the most extrinsically motivating among the school factors was school supportive learning environment, whereas, the least was effective school leadership. Of the groups, 2018 (Mean, 3.08) and 2019 (Mean, 3.08) batches had the same level of motivation compared to those in 2017 (Mean, 3.08). The overall mean was 3.09, interpreted as very much affected.

From the findings of this study, it can be concluded that teachers play a crucial role in any educational system, as they bear the responsibility of translating the curriculum into tangible learning experiences. Through the instructional process, students actively engage with scheduled learning opportunities that enable them to acquire knowledge and comprehension, develop habits and skills, and cultivate attitudes, appreciation, and values. These findings further underscore and affirm the important role of teachers and a supportive environment in every student's life.

The effectiveness of their roles and responsibilities within the school reflects the achievements of their students. These results align with other research, such as that conducted by Navarro (2018), who argued that teachers should not only employ various methods but also diverse techniques to enhance their job performance. Additionally, they must create a positive learning atmosphere. Puruganan (2016) emphasized that to perform at a high level and excel as college educators, it is essential for teachers to discover and nurture their authentic teaching selves. Esguerra (2014) noted that the profession of college teaching should be entrusted to capable educators, as the quality of outcomes and products largely relies on teachers' performance.

This aligns with the conclusions of Canlas (2014), who highlighted that student success has historically been viewed as a consequence of the effort put forth by a teacher during the "teaching and learning process," and is now seen through the lens of a "facilitator of the learning process." Consequently, the importance of a teacher's role is recognized as crucial in determining teacher effectiveness, which is related to students' academic performance and other factors. Therefore, the caliber and quality of teaching, which is synonymous with teacher proficiency, can only be measured by evaluating student performance on division tests, national achievement assessments, board examinations both domestically and internationally, and the job prospects of graduates from any particular program.

Table 4C presents the results of the summary of the extrinsic factors affecting Criminology Licensure Examination. As indicated, graduates of 2017 were affected much by home factors (3.16) than school factors (3.08). The results for batch 2018 and 2019 were the opposite.

Table 3(C): Summary Table of the Extrinsic Factors Affecting Criminology Licensure Examination

Aspects	2017	2018	2019	WM	I	R
School Factors	3.08	3.09	3.09	3.09	MA	1
Home/Family Factors	3.16	3.04	3.01	3.07	MA	2
Weighted Mean (WM)	3.12	3.07	3.05	3.08	MA	

In these periods, graduates were much affected by school factors and the ratings of the graduates were equally the same 3.09. Generally, the overall mean score for school factors was 3.09 and for home factors 3.07. Across periods, data revealed that the 2017 (3.12) graduates were most affected by these given extrinsic factors, while, it was 2019 graduates who were least affected. On the average, this got 3.08, which is interpreted as much affected.

B. Criminology Licensure Examination Performance

The performance in the criminology licensure examination of the CBSUA Sipocot graduates is examined along the following subjects: criminal jurisprudence procedures, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology. Data of the performance of the three batches, batch 2017, batch 2018, and batch 2019 are presented in Tables 5.

In criminal jurisprudence, the year with the best board performance was noted in 2018. There were 57.14 percent who had fair performance and 5.71 percent had outstanding. In contrast, 2017 had the worst, 20 of the 34 examinees got poor performance. That is equivalent to 58.82%. Only nine had fair and three outstanding performance. However, interestingly, it was only in this year that 2 got an excellent mark. In 2019, the result in 2018 was almost maintained. There were also 53.70 percent who obtained a fair rating and 11.11 percent, outstanding performance. The remainder (19 or 35.19%) had poor performance.

Overall, the largest percentage (58 or 74.15%) of graduates had fair performance. Nevertheless, many (52 or 42.28%) got poor, with only 8.94 percent had outstanding rating, and 1.63 excellent.

Table 4(A): Criminology Licensure Examination Performance

Descriptive Rating	Range	2017 (n=34)		2018 (n=35)		2019 (n=54)		TOTAL (N=123)	
		f	%	f	%	f	%	F	%
A. Criminal Jurisprudence Procedure									
Excellent	95-100	2	5.88	0	0.00	0	0.00	2	1.63
Outstanding	89-94	3	8.82	2	5.71	6	11.11	11	8.94
Fair	82-88	9	26.47	20	57.14	29	53.70	58	47.15
Poor	75-81	20	58.82	13	37.14	19	35.19	52	42.28
B. Law Enforcement Administration									
Excellent	95-100	1	2.94	2	5.71	1	1.85	4	3.25
Outstanding	89-94	3	8.82	1	2.86	5	9.26	9	7.32
Fair	82-88	16	47.06	22	62.86	29	53.70	67	54.47
Poor	75-81	14	41.18	9	25.71	19	35.19	42	34.15
Failed	<74	0	0.00	1	2.86	0	0.00	1	0.81
C. Crime Detection and Investigation									
Excellent	95-100	2	5.88	0	0.00	1	1.85	3	2.44
Outstanding	89-94	4	11.76	3	8.57	3	5.56	10	8.13
Fair	82-88	9	26.47	21	60.00	27	50.00	57	46.34
Poor	75-81	19	55.88	10	28.57	19	35.19	48	39.02
Failed	<74	0	0.00	1	2.86	4	7.41	5	4.07
D. Criminalistics									
Excellent	95-100	1	2.94	0	0.00	1	1.85	2	1.63
Outstanding	89-94	4	11.76	8	22.86	9	16.67	21	17.07
Fair	82-88	8	23.53	17	48.57	33	61.11	58	47.15
Poor	75-81	21	61.76	9	25.71	11	20.37	41	33.33
Failed	<74	0	0.00	1	2.86	0	0.00	1	0.81
E. Correctional Administrations									
Excellent	95-100	1	2.94	2	5.71	0	0.00	3	2.44
Outstanding	89-94	2	5.88	18	51.43	3	5.56	23	18.70
Fair	82-88	11	32.35	14	40.00	27	50.00	52	42.28
Poor	75-81	16	47.06	1	2.86	22	40.74	39	31.71
Failed	<74	4	11.76	0	0.00	2	3.70	6	4.88
F. Criminal Sociology									
Excellent	95-100	2	5.88	0	0.00	1	1.85	3	2.44
Outstanding	89-94	3	8.82	3	8.57	2	3.70	8	6.50
Fair	82-88	14	41.18	21	60.00	34	62.96	69	56.10
Poor	75-81	13	38.24	10	28.57	17	31.48	40	32.52
Failed	<74	2	5.88	1	2.86	0	0.00	3	2.44

As to law enforcement administration results, almost 55% achieved fair performance, large portion of the population, however got poor. Only nine of the 123 obtained an outstanding rating, while, four had excellent. The year per year results revealed that two had failed, one from 2018 batch and another one from 2019. None failed in 2018. Nevertheless, in terms of percentage distribution, 2017 batch had the biggest percentage (41.18%) of passers with poor performance than 2018 (25.71%) and 2019 (35.19%). There were 62.86 percent with fair rating in 2018 as against 47.06 only in 2017.

The 2019 batch had the most numbered of passers with outstanding performance. There were nine in all, followed by 2017 with 3, and 2018 with 1. Four of 123 examiners gained excellent rating two, from 2018, one from 2018, and another one from 2019.

In Crime Detection and Investigation subject, overall, there were five who have failed, 48 have poor performance, 57 fair, 10 outstanding, and three excellent. Most of those who failed in Crime Detection and Investigation were from 2019 batch. It comprised the 7.41 percent. Only one was from 2018 and again none has failed from among the examinees in 2017. In terms of percentage, on the other hand, 55.88% of batch of examinees from 2017 had poor performance, compared to 2018 with 28.57 percent only, and Batch 2019 with 35.19 percent. Majority (60%) of the board passers in 2018 received a fair rating and half from 2018 also gained the same. But in Batch 2017, only more than one fourth had fair marks. Remarkably, it was in this year that number of those with outstanding and excellent performance were higher in 2017 than the two periods.

In *Criminalistics*, only one failed. Nearly half (58 or 47.15%) had fair marks, 33.33 percent had poor performance, 17.07% had outstanding, and 2 had excellent. The year per year results showed that majority (21 or 61.76%) of the takers in 2017 got poor rating in the board exam. In 2018, only one fourth (25.71%) of the total population received poor rating, and in 2019, there were only 20.37% with poor performance. The highest number of takers, on the contrary, with fair rating was in 2019 (33 or 61.11%). Those from 2018 only had 48.57%, and the batch 2017 had recorded only 23.53% with fair ratings. Notably, There were more students in this subject which got outstanding performance compared to the results in other subjects. Of the 21, nine were from 2019 batch, 8 from 2018, and 4 from 2017. All in all, there were only 2 with excellent rating.

The *Correctional Administrations* subject, so far, was noted to be the most difficult subject as this was the subject with the highest number of students who failed. Six in all have failed, four of whom were from 2017, and 2 were from 2019. The biggest number (52 or 42.28%) of takers obtained fair ratings, nearly 32% got poor performance, 18.70 percent had outstanding performance, and the remaining three gained excellent ratings. Of the three periods, 2018 had the most impressive for it had 100% performance rating if only these sample respondents will be taken into account. This performance was followed by graduates from 2019, with almost 97% passing percentage, and lastly, in 2017, with almost about 88%. Specific data disclosed that the highest number of takers with poor rating was recorded in 2017 with 47.06 percent. In 2018, only 2.86 percent obtained the same ratings. Among periods, 2019 takers had the largest frequency of passers with fair performance. This comprised half of the population of those who participated in this study. Notably, there were 18, so far the biggest number, to achieve outstanding performance. This consisted of the 51.43% of the total numbers of takers in 2018. In contrast, there were only 2 of the 34 with the same rating and 3 in 2019. Lastly, only three got excellent performance, one in 2017 and 2 in 2018.

Lastly, in *Criminal Sociology* subject, the overall results were: three had failed, 40 had poor ratings, 69 had fair, 8 obtained outstanding, and three got excellent rating. Comparative analysis revealed that none failed among the takers who participated in this research in 2019. Nevertheless, there were two who flunked in 2017 and one in 2018. Most of the respondents across periods obtained the fair performance, 41.18 percent in 2017, 60 percent in 2018, and 62.96 percent in 2019. Only eight had outstanding rating, three from 2017 and 2018, and 2 from 2019. There were also three who got excellent marks, two from 2017 and one from 2019.

The findings indicate that the board exam in 2017 was the most challenging compared to the other periods examined. This was evidenced by the higher number of candidates who did not pass that year in contrast to the other two periods. Furthermore, it can be inferred that correctional administration was the most challenging subject, while criminal jurisprudence procedure was somewhat the least difficult. This implies that subjects such as principles and practice of correction, facilities planning and management, safety and security, social and health services, staff and inmate management, budgeting, communication skills, correctional psychology, and applications to specific types of correctional facilities do not engage students as much as those covering fundamentals of criminal investigation, special crime investigation, organized crime investigation, fire technology and arson investigation, traffic management and accident investigation, drug education and investigation, as well as vice control.

This aligns with the findings from the study conducted by Bajeta et al. (2015), which evaluates the performance of a private educational institution in the Philippines regarding the Criminology Licensure Examination. The research intends to illustrate the university's performance in six professional board subjects, present the licensure examination outcomes for criminology graduates from 2008 to 2013, compare the examination results by subject, and suggest a plan to enhance the board performance of the university.

The study employed documentary and archival techniques to gather the licensure examination outcomes for criminology graduates. It was discovered that a majority of candidates passed the Criminal Jurisprudence and Procedure exam in 2008. Between 2009 and 2013, most candidates succeeded in the Crime Detection and Investigation (CDI), and overall, a significant number passed the licensure examination from 2008 to 2013. Additionally, there were no notable differences in the performance of examinees across the various subjects. A proposed plan of action was made to improve the performance of criminology graduates in their licensure examinations.

C. Summary Table of the Criminology Licensure Examination Performance

Considering the overall results of the licensure performance, it could be observed that the largest percentage of respondents only achieved fair ratings in all the subject areas totaling about 47.48 percent. Next largest was those with poor performance at 36.10, followed by those with outstanding which consisted of 12.03%. There were only 14 of 123 with excellent performance and the remainder (13 or 2.11%) failed. Specifically, it was in criminal sociology (6 or 4.88%) that the number of students who failed was the highest. But, it is noteworthy that not one has failed in criminal jurisprudence procedure.

Table 4(B): Summary Table of the Criminology Licensure Examination Performance

Descriptive Ratings	Range	A		B		C		D		E		F		TOTAL	
		f	%	f	%	f	%	f	%	f	%	f	%	F	%
Excellent	95-100	2	1.63	4	3.25	3	2.44	2	1.63	3	2.44	3	2.44	17	2.30
Outstanding	89-94	11	8.94	9	7.32	10	8.13	21	17.1	23	18.7	8	18.7	82	11.11
Fair	82-88	58	47.2	67	54.5	57	46.3	58	47.2	52	42.3	69	42.3	361	48.92
Poor	75-81	52	42.3	42	34.2	48	39	41	33.3	39	31.7	40	31.7	262	35.50
Failed	<74	0	0.00	1	0.81	5	4.07	1	0.81	6	4.88	3	4.88	16	2.17

Legend: A-Criminal Jurisprudence Procedure; B-Law Enforcement Administration; C-Crime Detection and Investigation D-Criminalistics; E-Correctional Administration; F-Criminal Sociology

For those who obtained outstanding performance, again it was in criminal jurisprudence procedure (11 or 8.94%) that they had, among other subjects, the largest percentage. However, many got excellent in law enforcement administration (3.25%), fair in law enforcement administration (54.5%), poor in criminal jurisprudence procedure, and failed in criminal sociology.

The data indicates that the Criminal and Justice Procedure had the most successful candidates. This is because the subject addresses the primary goal of the program, which is “Criminology” related to the examination of criminal activities. Students enrolled in this course understand the reasons behind the occurrence of crimes in various locations and circumstances, as well as the influence of individual behavior on the likelihood of such incidents. Hence, these findings may indicate that their interests were captured by the content itself of the subject. On the other hand, findings also reflect that criminal sociology subject has been found to be the most difficult subject based from the given findings considering the number of takers who failed. Furthermore, it could also be deduced that subjects with practical applications are more attractive to students like the law enforcement administration which prepares them to apply theories and practices of organization management and criminal justice to the administration of public law enforcement agencies and operations. This could be evidenced by the percentage of students who obtained excellent ratings in the board examination. The passing percentage based from the given results is also an indication of the preparedness of students and the quality of review program in the university.

According to the research conducted by Guadamor (2020), the results of the licensure examination reflect the students' readiness to take the test, the quality of teaching provided by the faculty, and the students' exposure to practical learning opportunities through the resources and equipment supplied by the administration. This research was undertaken to conduct a comparative analysis of the board examination results and academic performances of BS Criminology graduates from 2016 and 2017 at CSU Piat, Cagayan. The graduates were from the College of Criminal Justice Education at Cagayan State University Piat Campus during the academic years 2015-2016 and 2016-2017. Based on the findings, it can be inferred that the general weighted average of graduates across six subject areas is linked to their board examination results, alongside the factors influencing their success or failure on the exam. The researcher strongly suggests that faculty members consistently enhance their knowledge and skills related to the subjects they teach to help improve the passing rate, implement strict screening and retention policies for criminology students concerning their grade point average and that a periodic review and enrichment of the curriculum, in consultation with subject experts, should be carried out.

D. Relationship Between Motivational Factors and Licensure Examination Performance

The motivational factors and the licensure examination performance of criminology graduates at CBSUA-Sipocot was correlated using the Pearson's Chi-Square. Results of this Test of independence or association is shown in Table 6. Motivational factors were subdivided into intrinsic as well as extrinsic factors, while, licensure performance was determined along the following subjects: criminal jurisprudence procedure, law enforcement administration, crime detection and investigation, criminalistics, correctional administrations, and criminal sociology. Statistics revealed that not one, except, the crime detection and investigation performance, was found to be significantly associated with intrinsic factors. This was supported by its Chi-square value of 98.912 and a probability value that is.

Table 5: Motivational Factors and Licensure Examination Performance

(I) Motivational Factors	(J) Licensure Examination Performance	(I-J) Chi Square Value	Sig	Stat Sig
Intrinsic Factors	Criminal Jurisprudence Procedure	99.315	.361	NS
	Law Enforcement Administration	73.009	.576	NS
	Crime Detection and Investigation	98.912	.040	S
	Criminalistics	110.966	.563	NS
	Correctional Administrations	81.601	.309	NS
	Criminal Sociology	102.829	.274	NS
Extrinsic Factors	Criminal Jurisprudence Procedure	243.663	.019	S
	Law Enforcement Administration	223.525	.001	VHS
	Crime Detection and Investigation	189.671	.054	NS
	Criminalistics	304.263	.003	HS
	Correctional Administrations	242.589	.000	VHS
	Criminal Sociology	215.207	.219	NS

➤ *Note:*

Sig.	Statistical Significance
>.05	Not Significant (NS)
<.05	Significant (S)
<.01	Highly Significant (HS)
<.001	Very Highly Significant (VHS)

less than .05. The non-significant associations which were found along criminal jurisprudence, law enforcement administration, criminalistics, correctional administrations, and criminal sociology indicate that students performance in these areas are not at all affected by intrinsic factors that were investigated in this study. This further means that regardless of whether they are intrinsically motivated or not does not at all make any difference in their performance in these aspects. Thus, further inquiry could be initiated to look for other underlying factors of their performance.

The extrinsic factors, on the contrary, displayed significant relationship with licensure examination performance in almost all of its subject areas, except for the two which were Crime Detection and Investigation and Criminal Sociology. The highest significant association was found between extrinsic factors and Law Enforcement Administration ($X^2=223.525$; Sig.= .001) and extrinsic factors and Correctional Administrations ($X^2=242.589$; Sig.= .000). Moreover, the association between extrinsic factors and Criminal Jurisprudence Procedure ($X^2=243.663$; Sig.= .019) as well as extrinsic factors and Criminalistics ($X^2=304.263$; Sig.= .003) were also noted to be statistically significant.

These findings reflect that performance in the licensure examination of students are better improved by the extrinsic motivations than those intrinsic motivations which means that they are more motivated by the financial support, good school programs, supportive learning environment, adequacy of facilities and laboratories among others, than by motivation and encouragements, interest in the course, familial support to mention a few. Also, the data revealed that among the subject areas, only students' performance in crime detection and investigation was found to be dependent on intrinsic factors, the rest were not dependent. Moreover, all these subject areas, except for crime detection and investigation as well as criminal sociology were noted to be dependent on extrinsic factors. Also, it can be deduced from the findings that extrinsic factors are contributory to the performance of graduates in the areas of criminal jurisprudence procedure, law enforcement administration, criminalistics, correctional administrations, and criminal sociology. However, performance in the areas of crime detection and investigation and criminal sociology cannot be associated or independent to it.

This is in consonance with Benabou and Tirole (2013) who mentioned that extrinsic motivation promotes effort and performance with rewards serving as positive reinforces for the desired behavior. Extrinsic motivation typically produces immediate results and requires less effort in comparison to intrinsic motivation. The down side of it is that extrinsic motivators can often distract students from true independent learning. Another problem with extrinsic motivators is that they typically do not work over the long term. Once, the rewards are removed, students lose their motivation. As extrinsically motivated, students tend to focus on earning higher grades and obtaining rewards.

These results were further corroborated by Okanga et al. (2017), who examined the elements that affect the performance of Bachelor of Science in Nursing (BScN) graduates during the licensure examination in Kenya. The findings show that the overall national pass rate was 73%, while the failure rate stood at 23%. A combination of factors related to the school, the candidates, and the examination itself significantly influenced the success of candidates in the exam. Group study appeared to enhance the candidates' chances of passing. It was suggested that candidates preparing for the examination should study near their training

institution to benefit from the support provided by nursing faculty and access to library resources. As the institution continually delivers quality education, innovative instructional practices and the enhancement of graduate performance contribute to professional development. Quiambao et al. (2015) aimed to identify the predictors of board exam performance among education graduates at Don Honorio Ventura Technological State University. The study employed a survey method along with comprehensive documentary analyses to collect and interpret data. The outcomes revealed that factors such as teachers' educational qualifications, years of service, quality of library resources, quality of laboratory facilities, students' intelligence quotients, and students' grade point averages comprised a significant set of predictors for passing the licensure exam for teachers. Therefore, these factors should be regarded as crucial in formulating policies to improve the performance of education graduates in the licensure examination.

CHAPTER FIVE

PROPOSED CURRICULAR INNOVATIONS

The College of Criminology needs to improve its procedures to adhere to set standards and enhance the performance of graduates on the criminology examination. It is crucial to define expectations for significant and prompt enhancements when the program does not meet these standards. There should be an increased emphasis on ongoing program evaluation and quality enhancement. Early intervention and monitoring should be integral elements of this strategy.

Moreover, the College should create comprehensive quality improvement plans backed by data and justification, which should encompass accountability measures, timelines, required resources, and anticipated outcomes. Both short-term and long-term measures should take into account institutional factors that aid in elevating licensure examination performance.

A culture of high expectations should be paired with a supportive atmosphere characterized by transparent accountability practices. Administrators and stakeholders need to be well informed and actively participate in the enhancement of program quality. Program leadership must adopt initiatives that raise quality standards, effectively cater to all stakeholders, ensure graduates are adequately prepared, and foster a competent and secure criminology workforce.

Furthermore, the College of Criminology should engage in literature reviews, perform thorough and critical self-evaluations, and seek expert consultations to enhance curriculum quality, teaching methods, student assessments, and program effectiveness. The College should also aim for national and international accreditations, including but not limited to International Standardization Operations and AACUP, to bolster the quality of its services and frameworks. Program leaders, including deans, area chairpersons, and faculty, should aspire to achieve the highest quality possible and gather the necessary information and resources that facilitate program success. This involves integrating modern curriculum designs and current standards, encouraging active learning for students to improve decision-making, and developing faculty who possess the educational and professional standards needed to enhance board examination performance.

It is recognized that achieving substantial alterations in program outcomes is a gradual endeavor that may require years. Nonetheless, in light of the critical consequences of not passing the licensure exam, short-term strategies can be introduced to better equip current students for post-graduation success. Possible strategies include targeted remediation based on standardized test feedback and offering a comprehensive criminology review course at no additional cost to students. Additionally, the University may investigate unconventional methods to engage disengaged students. Many students who have difficulty concentrating on academics frequently find interest in extracurricular activities, such as video games, art, car repair, or other pursuits outside of school. The College should consider various innovative approaches—ranging from combining community service with academics to incorporating social media into lessons—to stimulate interest in learning among students who may not respond well to traditional teaching methods.

A. Methodology

The conceptualization of this proposed curricular innovations will undergo the following interrelated processes and steps. It will start with the creation of a composite team and series of inception meetings (virtual meetings) to decide on relevant potential concerns and issues appertaining to the proposed policies. Thereafter, the curriculum committee will initiate consultations and dialogues and set up regular meetings to generate comprehensive and relevant information so as to ensure congruency policies with existing situation. Moreover, situational analysis will be also be done to determine their priority needs and interests. Approval of the academic council will also be sought for the institutionalization of the curricular innovation. Monitoring and evaluation systems will as well be installed to ensure that the sustainability of the application of the proposed innovation.

B. Proposed Innovations

Thus, this study proposed the following nontraditional approaches for motivating students include the following as alternatives:

- **Inquiry-based learning.** This is to provide students the opportunities to acquire knowledge and develop analytical skills by choosing activities that interest them. Instead of presenting material for students to learn, the teacher acts as a supporter and guide, encouraging students to engage in self-directed thinking. Curriculum should be aligned with the knowledge students are expected to learn and presented in the context of real-world situations; problem-solving should be emphasized; and students should have frequent opportunities for collaboration.
- **Service learning.** This is the integration of community service with academic study. This should also be aligned with curriculum and academic standards, incorporate students' opinions, engage students in reflection, and connect curriculum content to problems in the community. In a national survey of service learning participants, students viewed service learning classes as more interesting and worthwhile than traditional classes and felt the program motivated them to work hard.
- **Alternative education programs.** This is meant to provide different learning environments for students who are struggling with academics or have behavioral problems. For example, students might be temporarily removed from their regular schools and placed in a setting that provides additional counseling, behavior and stress management classes, and instruction in study skills

and time management, in addition to academic instruction.

- **Extracurricular programs.** These can motivate students by providing them with opportunities to demonstrate skills and build confidence outside the classroom. For example, students may be given a chance to augment their learning through after-school programs, a summer camp, and tournaments across the campuses. Research has shown a connection between participation in extracurricular activities and higher academic achievement, academic aspirations, and attendance, although it is difficult to establish a causal relationship. Participation in extracurricular activities has also been linked to stronger social relationships, greater feelings of confidence, and in some cases lower dropout rates for at-risk students.
- **Creative educational uses of technology.** This hold promise for increasing motivation for a generation of students who have grown up teaching themselves to communicate online, surf the Web, write blogs, or edit photos. Several characteristics of technology make it especially motivating, some scholars contend. Video games can build a Student Motivation by gradually increasing the level of challenge, helping students visualize complex concepts, and giving students frequent positive feedback. Interactive and social media technology can stimulate the interest of bored students and the participation of shy students. Web-based instruction can motivate students by creating more opportunities for active choice and collaboration. Educators around the country are incorporating technology into their teaching and a myriad of ways. Examples include using video games to reinforce concepts in math and science or incorporating Twitter into a real-time discussion board during class. Research on the effects of newer technologies for learning is thin, however, and experts caution that how the technology is used is the most critical factor.

➤ *The Following are also Some of the ideas the University can Consider for Curricular Innovations:*

- Target behaviors or tasks that students feel are achievable, clearly articulated, and within their control.
- Reward tasks that are challenging enough to maintain students' interests but not so challenging as to undermine students' feelings of competence.
- Consider offering rewards linked to academics, such as books, rather than cash or non-academic rewards.
- Allow students to choose whether to pursue a reward.
Provide rewards promptly enough so that students see a clear
- link between their actions and the reward.
- Have teachers or other individuals of social importance give out the rewards.
- Take care not to condition students to depend on a reward.
- Make students aware of what they need to learn to do well on the assessment.
- Keep in mind that assessments which reward creativity, effort, growth, and strategizing can have a stronger effect on motivation than assessments that emphasize competition or performance levels

CHAPTER SIX

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, findings, conclusions, and recommendations of the current study.

A. Summary

This investigation explored the connection between motivational factors and the performance of graduates in licensure exams for criminologists at Central Bicol State University of Agriculture – Sipocot Campus. Specifically, it addressed the following inquiries: (1) What extrinsic and intrinsic factors influence licensure examination performance?; (2) What is the licensure examination performance level of graduates in criminal jurisprudence and procedure, law enforcement administration, crime detection and investigation, criminalistics, correctional administration, and criminal sociology?; (3) Do motivational factors significantly impact graduates' licensure examination performance?; and (4) What curricular innovations can be suggested to enhance graduates' performance in the criminologist licensure examination?

This research utilized a descriptive-correlational research design. The study focused solely on graduates from 2017 to 2019. The total number of students traced in 2017 was 34, in 2018, 35; and in 2019, 54. A researcher-developed questionnaire was used, derived from various sources and slightly modified for the study's purposes. Data analysis mainly applied descriptive statistics, such as frequency and percentage, along with weighted mean and ranking. Inferential statistics were also used to test the correlation of variables.

➤ **Problem 1:** *What are the extrinsic and intrinsic factors affecting licensure examination performance?*

B. Findings

- Among the intrinsic factors along *learning environment and facilities*, adequacy of laboratories and physical facilities obtained a 3.03 mean rating, whereas, availability of internet facility in the library for research activities had a 2.88 assessment rating. Generally, this aspect had an overall mean of 2.97.
- Among the intrinsic factors along *students' attitude and aptitude*, personal connection and interest in the course had a mean of 3.18, whereas, access to transportation had a registered mean of 2.82. Generally, this aspect had an overall mean of 3.04.
- Among the extrinsic factors along *school factors*, the school's supportive learning environment gained the highest mean value of 3.14; meanwhile, effective school leadership had the lowest rating of 2.95. Overall, these factors obtained a mean mark of 3.09.
- Among the extrinsic factors along *home or family factors*, financial support extended by parents on all school expenses received a rating of 3.32, whereas, family's support on extracurricular activities only got 2.82. On the average, this aspect had 3.07 mean score.

➤ **Problem 2:** *What is the level of licensure examination performance of graduates along Criminal Jurisprudence and Procedure, Law Enforcement Administration, Crime Detection and Investigation, Criminalistics, Correctional Administration, and Criminal Sociology?*

- *Finding.* None has failed in Criminal Jurisprudence and Procedure while the highest number of students with failing grade was in Correctional Administration.

➤ **Problem 3:** *Do motivational factors affect significantly the graduates' licensure examination performance?*

• Findings

- ✓ The relationship between intrinsic factors and Crime Detection and Investigation resulted in a chi-square value of 98.912 and a probability value of .040.
- ✓ The associations between extrinsic factors and Criminal Jurisprudence and Procedure, between extrinsic factors and Law Enforcement Administration, between extrinsic factors and Correctional Administrations, and between extrinsic factors and Criminalistics all had calculated probability values of less than .05.

➤ **Problem 4:** *What curricular innovations may be proposed to improve the performance of graduates in the licensure examination for criminologist?*

- *Finding.* There are still improvement potentials and corrective actions that can be derived from the results of the study.

C. Conclusions

- The adequacy of laboratories and physical facilities has highly motivated the students; however, school internet facility is one of their demotivators.
- Interest in the course has helped them improve their licensure performance but they are constrained by their access to transportation.
- Students are highly motivated by the school's support but not by the school leadership.
- Financial support from their parents helps students the most in passing their board examination; however, they feel the lack of parental engagement in extracurricular activities.
- Students found Correctional Administration subject as the most difficult, as compared to Criminal Jurisprudence and Procedure.
- Students' performance in Crime Detection and Investigation is dependent on intrinsic factors.
- Students' licensure examination performance in Criminal Jurisprudence and Procedure, Law Enforcement Administration, Correctional Administration, and Criminalistics are dependent on external factors.
- Valuable insights and information obtained from the study can be the bases in improving the licensure examination performance of the graduates of CBSUA – Sipocot.

D. Recommendations

- Subscription to internet providers with high speed may be given priority over other school improvements and advances to address the needs of students and teachers pertaining to online learning and board examination review.
- The school may consider the establishment of student dormitory to help them with their accessibility constraints so that they can better concentrate with their review.
- Integration of more adaptive and responsive leadership styles and strategies that are encouraging and empowering among students may be employed to inspire students to strive and to do their best to achieve their goals.
- Parental support and engagement in students' extracurricular activities may be encouraged by the college to strengthen the rapport not only of the college and parents but more importantly, of the students and their parents. Extracurricular activities could serve as their de-stressors, especially during the time of their review. Holistic development is also important in their profession, hence, must be given priority.
- Alternative review approaches and strategies may be employed and tried by the college and intensive review sessions on difficult subjects may be given attention to improve further the passing percentage in the licensure examination performance of the university.
- School facilities and equipment as well review program may be made available and may be improved to provide students a conducive learning environment, appropriate guidance on what to focus on in the review, and hints on how to pass the board examinations to develop in them the confidence in taking the examination.
- Further and continuous studies on licensure examination performance and other relevant topics could be undertaken by the faculty and students to improve performance as well as employability of graduates.

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