
RESEARCH ARTICLE

Retakers Pledge: An Experiential Learning

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ABSTRACT

The study explores the lived experiences of Criminology Licensure Examination re-takers. The text details the participants' experiences leading up to, during, and following the licensure examination. It explores how the Criminology Licensure Examination impacted the participants and discusses the adjustments they made to enhance their performance in the exam. It utilized the qualitative research method employing the phenomenological approach. Twelve participants of this study were re-takers of the criminology licensure examination. Three re-takers of the criminology licensure examination from the review center of Cebu City and nine re-takers of the criminology licensure examination from the review center in Mandaue City, Philippines. Nine individuals were selected for comprehensive interviews from a criminology review center in Mandaue City. In contrast, three were interviewed through Focused Group Discussion (FGD) from the criminology review center in Cebu City, Philippines. The participants were selected through purposive sampling, focusing on individuals registered for review classes at centers in Cebu City and Mandaue City. Seventeen themes were created to answer the sub-problems of this study. These were: Enlightenment is the Key to Success, Self-assurance Reaching Lifetime Goals, Strong Intimate Support, Time Constraints the Clue of Anxiety, Eagerness in Achieving Objectives, Assertive Attitude Produces Positive results, Infirmities Defeating the Purpose, Discomfort Runs into Trouble, Misconception Affects the Reality, Passion Reflects the Result, Unacceptable Moments in Life, Failures Ruins the Ambition, Dynamic Opening's in the Right Place and the Right Place, Linking's in Public and Private Service, Primary of Interest in Meeting the Purpose, Responsive Commitment in Achieving Goals, and Hard work is the Key to Success.

KEYWORDS

Education, re-takers pledge: an experiential learning, and educational research, Cebu, Philippines.

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1. Introduction

In the Philippines, one gauge of educational quality is the performance of graduates in the licensure examinations of the Professional Regulations Commission (PRC). Passing the board examination in criminology, known as the Licensure Examination for Criminologists, is the only means to get the license to practice as a Criminologist in the country.

A licensed Criminologist opens the door for the holder to enter several employment options in the government's law enforcement, public safety offices, and the international arena. A licensed Criminologist is said to be a generalist as he can perform services offered in law enforcement, public safety administration, forensics sciences, security industries, training and education sectors, and other related services, but unfortunately, many are called. Still, few are chosen to practice such a noble profession.

According to the available data, the national passing percentage is low in the Criminology Board Examination. The Philippine Regulation Commission (PRC) records show that the passing rate has deteriorated since 1995, at 60%. Despite the increasing

number of board takers, there is a decreasing passing percentage, and its implications for the present preparations could be too much to ignore. Therefore, the examinees must have a good foundation for the examination coverage (Tamayo, 2016).

In December 2018 Criminologist Licensure Examination, the Professional Regulations Commission (PRC) announces that 14,324 out of 41,341 passed the Criminologist Licensure Examination given by the Board of Criminology in the cities of Manila, Antique, Baguio, Cagayan de Oro, Cebu, Cotabato, Davao, General Santos, Iloilo, Legaspi, Lucena, Occidental Mindoro, Pagadian, Palawan, Pangasinan, Tacloban, Tuguegarao and Zamboanga, but in the June 2019 criminologist licensure examination with the same venues or area of the examination, the Professional Regulation Commission (PRC) announces that 7,998 out of 20,797 passed the Criminologist Licensure Examination given by the Board of Criminology in the Cities of Manila, Baguio, Cagayan de Oro, Cebu, Davao, Iloilo City.

Such difficulties encountered by the graduates in dealing with board examinations may reflect the kind of educational system the examinee has experienced and the kind of Board examination given by the Philippine Regulations Commission. Looking at it at deeper, the scenario can prompt us to review the following concerns such as the kind of faculty that taught the students before their graduation, the methods of instruction and strategies adopted in the classes, the textbooks and library resources available for utilization, and the kind of criminology students taking the examinations.

The institutional ranking shows that most top-performing schools come outside Metro Manila. This means that the students in the provinces are doing better regarding board passing. This can also indicate that institutional competition is at large and cannot be avoided. Schools compete for academic excellence, while individual examinees compete for achievement and recognition (Miñoza, 2016).

The researcher is a faculty member of the College of Criminal Justice at the University and is interested in conducting this study on the lived experiences of criminology licensure examination retakers to know their positive and negative experiences in the licensure examination for Criminologist before, during, and after the examination, as well the effects of the retakers of the criminology licensure examination particularly the remedies on modifications made by the retakers to improve their performance in the next Criminology Licensure Examination.

The study explored the lived experiences of Criminology Licensure Examination retakers. Specifically, the study will look into (1) The positive and negative experiences of the informants before, during, and after the examination; (2) The effects on the informants of the Criminology Licensure Examination; and (3) The informants make the modification remedies to improve their performance in the Criminology Licensure Examination.

2. Literature Review

This study is anchored on the Self-Determination Theory (SDT) of (Van Lange et al., 2011), with two other supporting theories: The Self-Efficacy Theory of Bandura (2008) and the Acquired Needs Theory of (Bhatt & Bahadur, 2018).

2.1 Self-Determination Theory

An approach to human motivation and personality that uses traditional empirical methods while employing an organismic meta-theory that highlights the importance of humans' revolved resources for development and behavioral self-regulation. Thus, its arena is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as the conditions that foster those positive processes. Inductively, using the empirical process, three such needs are identified- the needs for competence, relatedness, and autonomy that appear essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal wellbeing.

Self-determination theory (Deci & Ryan, 2012) concerns the specific nature of positive developmental tendencies and social environments that are antagonistic toward this tendency. The nature of motivation concerns energy, direction, persistence, and equal finality, which are all aspects of activation and intention. Motivation has been a central and perennial issue in psychology, for it is at the core of biological, cognitive, and social regulation. Therefore, it is of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parent that involve mobilizing others to act.

The self-Determination Theory of Deci and Ryan (2000) suggests that people are moved to act by various factors with varied experiences and consequences. People can be motivated because they value an activity or because there is strong external coercion. They can be urged into action by an abiding interest or bribe. They can behave from a sense of personal commitment to excel or fear of being surveyed.

Furthermore, the Self-Determination theory explains that comparisons between people whose motivation is authentic and those who are merely externally controlled for an action typically reveal that the former, relative to the latter, have more interest, excitement, and confidence, which in turn is manifest both as enhanced performance, persistence and creativity, and general wellbeing. This is so even when the people have the same level of perceived competence or self-efficacy for the activity.

In Self-Determination Theory (2000), the different motivations reflect differing degrees to which the value and regulations of the requested behavior have been internalized and integrated. Internalization refers to peoples' taking in a value or regulation, and integration refers to the further transformation of the regulations into their own so that, subsequently, it will emanate from their sense of self. Internalization and integration are central issues in childhood socialization but are also continually relevant for regulating behavior across the lifespan. Self-Determination Theory (2000) further addressed the processes through which such non-intrinsically motivated behaviors can become truly self-determined and how the social environment influences those processes.

2.2 Self-Efficacy

Meanwhile, the Self-Efficacy Theory of (Shamsul Siddiqui, 2015) explains that a strong sense of efficacy enhances human accomplishment and personal wellbeing in many ways. People with high assurance in their capabilities approach complex tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain a solid commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills, which are acquirable. They approached threatening situations with assurance that they could exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress, and lowers vulnerability to depression (Steca et al., 2014).

Bandura (2008) expresses his view of agentic positive psychology. He emphasizes human capacity rather than human failings and dysfunction. Bandura further explains how self-efficacy can be influenced and developed and positively affects all facets of human experience. Bandura critiques the predominantly negative pathology-focused views in psychology, contrasting it to positive psychology's pro-self-efficacy approach. Furthermore, it is said that self-efficacy is not a trait that some have, and others do not (or somewhere in between). Instead, he proposes that anyone, regardless of their past or current environment, can exercise and strengthen their self-efficacy.

Self-efficacy, or confidence as it is commonly known, is one of the most enabling psychology models to have been adopted into positive psychology models to have been adopted into positive psychology. It is optimistic self-belief in our competence or chances of accomplishing a task and producing a favorable outcome.

Self-efficacy plays a significant part in determining our chances for success. Some psychologists rate self-efficacy above talent in the recipe for success. We must pay special attention to self-efficacy when setting goals to ensure that our efficacy beliefs align with our aims rather than working against them. The first and foremost source of self-efficacy is through mastery experiences. However, nothing is more powerful than having a direct mastery experience to increase self-efficacy. Having success, for example, in mastering a task or controlling an environment, will build self-belief in that era, whereas failure will undermine that efficacy belief. A resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance.

2.3 Acquired-Needs Theory

Likewise, the Acquired-Needs Theory of (Abiola et al., 2023) proposed that specific needs are acquired over time and shaped by one's life experiences. Most of these needs are achievement, affiliation, or power. The theory explains that these three needs influence a person's motivation and effectiveness in certain job functions. They are sometimes referred to as the three-need or learned-need theories.

In the acquired needs Theory, people with a high need for achievement seek to excel and thus avoid low- and high-risk situations. Achievers avoid low-risk situations because easily attained success differs from genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's effort. High individuals prefer work that has a moderate probability of success. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with another high achiever.

The acquired needs Theory further explains that those with a high need for affiliation need harmonious relationships with other people and need to feel accepted by other people. They tend to conform to the norms of another work group. High individuals prefer to work that provides significant personal interaction. They perform well in customer service and client interaction situations.

The Acquired-Needs Theory describes that a person's need for power could be one of two types, either personal or institutional. Those who need personal power want to direct others, and this need often is perceived as undesirable. Persons who need institutional power, also known as social power, want to organize the efforts of others to further the goals of the organization. Managers with high needs for institutional power tend to be more effective than those with high needs for personal power.

The Acquired-Needs Theory uses the Thematic Appreciation Test (TAT) to measure different people's individual needs. The TAT is a test of imagination that presents the subject with a series of ambiguous pictures, and the subject is asked to develop a spontaneous story for each picture. The assumption is that the subject will project his or her needs into the story.

On the other hand, this study has its legal anchor in Republic Act 7722, otherwise known as the "Higher Education Act of 1994 creating the Commission on Higher Education (CHED) responsible for the Formulation of policy standards and monitoring of Criminology Education in the country, which shall be assisted by the Criminology Technical Panel composed of the President of the Accredited Professional Organization (APO), Chairperson of the Board of Criminology, one from the academe, and two from the law enforcement agencies.

The study is also legally anchored on Republic Act No. 11131, otherwise known as "An Act Regulating the Practice of Criminology Profession in the Philippines, and Repealing for Republic Act No. 6506, otherwise known as "An Act Creating the Board of Examiners for Criminologists in the Philippines."

Section 6 of Article II of Republic Act No. 11131 provides that the Professional Regulatory Board for Criminologists is a collegial body under the administrative supervision and control of the Commission, composed of a Chairperson and four members appointed by the President of the Philippines. It is further provided in Section 10 of Article III of Republic Act No 11131 that one of the powers, functions, duties, and responsibilities of the Board is to administer, supervise, and monitor the conduct of licensure examinations for Criminologists.

Under Section 17 of Article V of R.A. No. 11131, to pass the licensure examination for Criminologist, the candidate must obtain a weighted average rating of seventy-five percent with no grade less than sixty percent in any given subject. Suppose the examinee obtains a weighted average rating of seventy-five percent but a grade below sixty percent in any subject. In that case, the result of the examinee shall be deferred and required to retake that subject/s. The deferred examinee shall only be allowed to retake once within two years from the examination date and shall be required to obtain a grade of at least eighty percent on the subject to be considered to have passed the licensure examination. If the examinee fails to retake after the lapse of two years or fails to get the passing mark of eighty percent, the examinee shall retake all of the board subjects. It is provided further that any examinee who failed three or more board subjects shall be deemed to have failed the board examination.

The Criminology Program was one of the parcels of the country's Criminal Justice Education (CJE) by CHED Memorandum Order No. 21 series of 2005. The latter inclusions of other degree programs, such as law enforcement Administration, Industrial Security Administration, and Forensic Science as interdisciplinary fields in criminal justice, were rationalized to meet the demands of globalization and dynamics in the field of study. Policies and standards are set, primarily focusing on criminology programs.

Tamayo (2014) revealed that the Board Examination for the Criminologist showed marginal improvement, though the year-end examination lagged behind the mid-year examination. Further study revealed that students were faring impressively in the licensure examination. On the other hand, the study of Parinas and Obrero (2012) revealed that law enforcement administration should be given attention during lectures, and the readiness of reviewers should be taken into utmost consideration. They stated that "board examinations" are an assessment of what the examinees learned from their four years in college. Attending review classes is imperative to better prepare them for the licensure examination.

On the other hand (Noderama, 2020) concluded that the review centers play a vital role in helping would-be examinees in their test-taking endeavors. Meanwhile, Lafadchan (2014) revealed that more than half of the first takers pass the licensure examination while less than half of the repeaters pass, and it is then recommended that all graduates enroll in review to gain more knowledge and enhance stock knowledge.

In Section 2, Article II of CHED Memorandum Order No. 05 s. 2018, private higher education institutions with an existing B.S. Criminology program are required to shift to an outcomes-based approach to provide equipped knowledge and skills in the field of criminology so that they can become responsive graduates to the community's needs.

The goals and objectives of the criminology education program in the Philippines are to encourage the students to conduct research and inquiry on the nature, causes, treatment, or punishment of criminal behavior and how criminal justice agencies

function and respond to crime, criminals, and victims. Students are also prepared for their careers in crime prevention, law enforcement, scientific crime detection, correctional administration, public safety, and allied fields, and foster the values of leadership, integrity, accountability, and responsibility while serving their fellowmen, community, and country (CMO No. 46, s 2012).

It is further stated on the said memorandum order that the students are required to conduct research related to deviant behavior, human rights, and victim welfare; competencies in law enforcement administration, public safety, and criminal justice; forensic sciences, investigation and detection of crime; as well as the re-integration programs of offenders to the community in compliance with the policy standards to enhance quality assurance in higher education through outcomes-based and typology-based quality assurance (CMO No. 46, s 2012).

The Commission on Higher Education (CHED) can determine the physical resource requirements for the library, laboratories, and other facilities and the human resource requirements in terms of administration and faculty, and the higher educational institutions are allowed to design curricula suited to their context and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes. The school has autonomy in terms of delivery and terms of specification, and deployment of human and physical resources as long as they can show that the alternative can assure the attainment of the program outcomes and satisfaction of program educational objectives they propose (Sec.4, Art. III, CMO No. 05, s. 2018).

The B.S. Criminology has a total of 177 Units. The program comprises General Education components, professional courses, and On-the-Job Training/Community Immersion. Two semesters, 540 hours Practicum 1 and 2 / community immersion with six credit units is required where the students are assigned in the different community areas. The program's unique feature is the student's contribution to "police visibility. Professional courses must be with 121 credit units (Sec. 8, Art. 5, CMO No. 5, s. 2018).

The B.S. Criminology curriculum adheres to a learner-centered paradigm. It begins with clearly stated competencies students must acquire and demonstrate at the end of the 4-year program. Appropriate teaching-learning strategies facilitate the acquisition of these competencies. Under the paradigm, students are the subject of the interactive, participatory, collaborative, and experiential learning process. It is provided also that the teacher is a mentor, facilitator, and collaborator (sec. 12, Art. 11, CMO No. 5 s. 2018).

Furthermore, the Bachelor of Science in Criminology is intended for individuals who wish to have a career in law enforcement, security administration, crime detection and prevention, or correctional administration. The course is comprised of CHED-mandated general education subjects and profession-related courses. B.S. Criminology students will learn various theories, policies, practices, and laws associated with criminal behavior and how to manage such deviant activities (CMO No. 5 s. 2018).

The subjects in this course include criminal law and jurisprudence, law enforcement administration, forensic sciences, criminal detection and investigation, and criminal sociology and correctional administration. The course also offers special Physical Education classes, which include Martial Arts, First Aid, and Survival Training. A graduate with a B.S. in Criminology who passed the Criminologist Licensure Examination is called a Criminologist. To pass the criminologist licensure examination, a candidate must obtain a weighted average rating of seventy-five percent (75%) with no grade less than sixty percent (60%) in any subject. Suppose the examinee obtains a weighted average rating of seventy-five percent (75%) but a grade below sixty percent (60%) in any subject. In that case, the result of the examinee shall be deferred and required to retake that subject/s. The deferred examinee shall only be allowed to retake once within two (2) years from the examination date and shall be required to obtain a grade not lower than eighty percent (80%) on the subject to be considered to have passed the licensure examination. If the examinee fails to retake after the lapse of two (2) years or fails to get the passing mark of eighty percent (80%), the examinee shall retake all the board subjects (RA 11131).

The registered criminologists shall be exempt from taking any other entrance or qualifying government or civil service examinations and shall be considered civil service eligible to the following government positions, among others: Dactylographer, Ballistician, Questioned Document Examiner, Forensic Photographer, Polygraph Examiner, Probation Officer; Parole Officer; Special Investigator; Special Agent; Investigative Agent; Intelligence Agent; Law Enforcement Evaluation Officer; National Police Commission (NAPOLCOM) Inspector; Traffic Operation Officer;

Associate Graft Investigation Officer, Special Police Officer, Safekeeping Officer; Sheriff, Security Officer, Criminal Investigator Warden, Reformation Officer; Firefighter; Fire Marshall; Jail Officer up to the rank of Jail Superintendent; Police Officer up to the rank of Police Superintendent and other law enforcement agencies, and agencies under the Criminal Justice System (R. A.11131).

Registered criminologists who are not in the government service shall be eligible and given preference for an appointment via lateral entry as Police, Fire, and Jail Inspectors or its equivalent in the PDEA, NBI, and other law enforcement agencies provided

that they possess the general qualifications for appointment as provided in the existing laws on the appointment of Police Officers in the PNP, BJMP, BFP, PDEA, or NBI. Further, those who are already in the police, fire, and jail service as non-commissioned officers and who are already registered and licensed criminologists shall be given preference for lateral entry (RA 1131).

Registered criminologists shall enjoy priority of appointment and shall not be required to take any qualifying or entrance examinations in the PNP, the NBI, the BJMP, the BFP, the Land Transportation Office (LTO) and other government positions related to criminology, police and law enforcement work, investigations and security, corrections and public safety of the following bureaus, departments, institutions or agencies of the government: the Department of Justice (DOJ); the Commission on Human Rights (CHR); the Office of the Ombudsman; the Philippine Ports Authority (PPA); the Commission on Elections (COMELEC); the Bureau of Treasury (BoT); the Philippine Amusement and Gaming Corporation (PAGCOR); the Department of Environment and Natural Resources (DENR); the Department of Tourism (DOT); the Department of Trade and Industry (DTI); the Armed Forces of the Philippines (AFP); the Bureau of Immigration (B.I.); the Bureau of Customs; the Department of Transportation (DOTr); the Air Transportation Office (ATO); the Civil Aviation Authority of the Philippines (CAAP); the Bngko Sentral ng Pilipinas (BSP); the Bureau of Internal Revenue (BIR); the Co mission on Higher Education (CHED); the City/Municipal Security Office; the Provincial Jail; the Provincial Security Office; the Metro Manila Development Authority (MMDA); the Supreme Court and lower courts; the Security Consultation; the Social Security System; the NAPOLCOM; the Autonomous Region in Muslim Mindanao (ARMM); the Optical Media Board; the Intellectual Property Rights Office; the PDEA; the Public Attorney's Office (PAO); the PPC; government-owned and -controlled corporations and other government agencies with positions involving the practice of criminology (R.A. 11131).

A Criminologist's job includes practice in the field of law enforcement as a Police Officer, an officer in any correctional and penal institutions, a teacher/instructor of Criminology subjects in colleges and universities, a counselor in various agencies such as those involved in criminal research of public welfare; an agent, adviser or administrator; a technician in dactyloscopy, ballistics and other scientific aspects of crime (CMO No. 5 s. 2018).

3. Methodology

3.1 Data Collection

Before conducting the interview, I made a transmittal letter noted by the adviser and approved by the Dean of the Graduate School addressed to the review directors of criminology review centers in Cebu City and Mandaue City for me to conduct interviews with the participants in the different review centers. When approved, I began to identify participants. I later explained to them my research work, how the interview was to be conducted, the purpose of the study, the procedure for conducting interviews, the participant's rights, and the researcher's obligation before and after the study. According to (Helfrich et al., 2009), in planning an interview study, the first consideration should be what type of interview to conduct. He further explained that a good interviewer needs the following skills: Technical competence, interactive competence, attention, and steering competence.

During the interview, I selected a comfortable venue for the informants to be at ease and inspire honest responses. After each interview for the individual in-depth interview, I transcribed the recorded responses and translated them into English.

3.2 Data Analysis

I analyzed the data through coding, categorizing, and making sense of the essential meaning of the phenomenon. From the responses of the participants, I extracted significant statements, and I was able to formulate core meanings. I clustered all core meanings and developed cluster themes to better understand the description of the participants' lived experiences. After thorough reading and analyzing, I created emergent themes that painted out the answers to the sub-questions in this study.

3.3 Ethical Considerations

I provided the participants with the consent form and requested them to participate in the research with a specific title. I informed them of the purpose of the research, and they had been given enough opportunity to talk to anyone comfortable with them before they decided to participate in the study. Informants were advised to ask the researcher questions if they needed help understanding the contents of the study. They were informed that their participation was purely voluntary, and they had options whether they participated or not.

I requested the informants to share their experiences of the criminology licensure examination from the different criminology review centers in Cebu City and Mandaue City and informed them that all information gathered during the interview was documented/tape-recorded, and no one had access to the said documents, and the tape kept and deposited at the research office of the University of Cebu.

The informants were adequately informed of the duration of the study, and I informed them that I might visit them twice or thrice for another interview and follow-up. They were also informed of their rights, especially if they felt uncomfortable answering questions. They had options to respond or not, and they were also aware of the benefits of the study.

4. Results and Discussion

This section deals with the presentation and analysis of data. All transcriptions were read many times to acquire the descriptions of the informants' experiences. The significant statements were extracted from the informants pertaining directly to the research phenomena. Formulated meanings were constructed from significant statements and arranged into cluster themes. Cluster themes were then re-grouped and evolved into emergent themes (see Appendix H for a sample of cluster themes that evolved into emergent themes).

4.1 Positive Experiences of the informants before the Licensure the Examination

These research questions draw from the informants' responses about their positive experiences before the criminology licensure examination, which showed that they were preparing well and expecting to pass it.

4.1.1 Attentive and Worthy Development is the Key to Success

This particular theme of the study narrates the positive experiences of the informants before the criminology licensure examination. They expected to pass the examination because they studied very hard and spent too much time, money, and effort during the review classes for purposes of passing the examination. They learned a lot when they were attending review classes.

When I attended review classes, I expected to pass the examination. I spent too much time on the review and slept only a few hours in the evening a month before the examination because of my preparation for the board examination. (Participant 4).

I was expecting to pass the board examination because I exerted effort to pass it. I studied hard, even inside the review center, to pass the examination. (Participant 5).

I thought I passed the board examination because topics were already discussed during my student day, and that's why I expected to pass the examination. (Participant 4).

I was very optimistic about passing the examination on the first and the second day because most of the topics that were reviewed came out on the examination. At that time, I was very confident that I would pass the examination, and I always prayed to God to give me a chance to pass the examination. I did not talk to other people or refer to other examinees about my answers during the examination. (Participant 12).

The abovementioned theme is reinforced by Albert Bandura's (2008) Self-Efficacy Theory, which posits that a robust sense of self-efficacy boosts personal achievement and wellbeing in various aspects. Informants were confident about passing the criminology licensure examination because their parents supported them morally and financially. According to (Ahmed et al., 2023), studying for the examination must become a habit to pass the examination. He further stated that setting a regular schedule will help keep a disciplined approach to learning. Informants said that they prepared themselves for the licensure examination by attending regular review classes and other coaching sessions to pass the examination. (Navarro, 2020) noted for reference and guidance of applicants to the licensure examination for criminologists, a syllabus is prepared by the school and the review center administrators for each of the six significant subjects covered by the said licensure examination. On the other hand, informants stated that they were satisfied with the services of the review centers because they tackled all the board subjects and enhanced their knowledge of the different subject areas in the board examination.

4.1.2 Self-assurance and Restraint Reaching the Lifetime Goals.

This theme expresses the positive experiences of the informants before the criminology licensure examination. They were expected to pass the examination because they exerted double efforts to pass the examination.

Before the examination was conducted, I expected to pass the examination, especially a day before the examination; I exerted double efforts to pass the examination. (Participant 7).

I wanted to pass the examination to join the police service. (Participant 6).

I was very excited when I attended review classes because most of my classmates in the review were my batch mates in college. I was very confident to take the licensure examination. I always pray to the Lord to pass the licensure examination. (Participant 2).

The theme above supports the Self-Efficacy Theory of Bandura (2008) because the theory explains that people with high assurance in their capabilities approach complex tasks as challenges to be mastered rather than as threats to be avoided. Informants shared their experiences that they had a solid determination to pass the criminology licensure examination because every one of them aimed to become a licensed criminologist as the essential requirement to join the different law enforcement and public safety offices of the government. (Kiat et al., 2020) said that it is advisable to master the subject matter by taking sample examinations whenever available to test readiness and preparation. The informants said they were very familiar with the type of examination, particularly multiple types, because they had put it into practice since they were in first-year college.

4.1.3 Intimate Care Heightening the Challenges in Life

This theme relates to the positive experiences of the informants before the criminology licensure examination. They thought positively about passing the criminology licensure examination because the family members were very supportive and always encouraged them to take it. They also thought positively because topics that came out during the examination had already been discussed during their student days.

Yes, of course, because my family members supported me, which could boost my morale and confidence to pass the licensure examination. (Participant 1).

I always think positively about passing the examination, although I did not attend review classes then. My parents were very supportive and encouraged me to pass the examination. (Participant 11).

The theme above is supported by the Self-Determination Theory of (Ng et al., 2012) because the theory explains that the pre-eminent concern of those in roles such as manager, teacher, religious leader, coach, and parent involves mobilizing others to act. Participants stated that they were taught correctly and guided by their teachers when they were in college and even in the review classes. They went to church and attended masses for spiritual guidance during the board examination. Their parents were very supportive of them.

4.2 Negative Experiences of the Informants before the Licensure Examination

4.2.1 Indistinct Situation Lead to Wakefulness and Restlessness Actuations

This particular theme of the study narrates the participants' negative experiences before the criminology licensure examination despite the problems encountered, such as not sleeping correctly because they were curious about the subsequent examination. However, they were still trying to make it.

What was on my mind? I asked myself if I could pass the examination. Am I ready for the licensure examination? Then, I did not sleep very well because I always considered the coming board examination. I needed clarification, especially if the questions on the board examination were complex and unfamiliar to me. (Participant 3).

I was nervous and worried because I could not focus on his study. I was exhausted because I had limited time to sleep the night before the examination due to my preparation for the board examination. (Participant 4).

This theme is supported because the theory describes that they can behave from a sense of personal commitment to excel or fear of being surveyed. Some informants said that they feared passing the criminology licensure examination because they could not concentrate on their studies because some of them were working in the company and some were with their own families, but despite the fact, they were still positive to pass the examination. (Brimbal et al., 2019) They revealed that the knowledge the respondent's criminology graduates acquired is insufficient, especially for the subjects during their first and second years. On the other hand, (León-Jiménez et al., 2020) said that first-year and second-year students in the College of Criminology must familiarize the pertinent laws and issuance, principles, concepts, procedure methods and techniques in the management, administration, and operation of the police organization. However, informants said that they expected that there were questions in the board examination that were not familiar to them since the subject areas for the board examination covered a large scope of the study.

4.2.2 Inadequacy of Time Impeding the objectives in Life

This theme tells about the negative experiences of the informants before the examination. Informants said they were doubtful about passing the licensure examination because they lacked preparation, but they were trying to pass it.

Before the examination, I doubted that I could pass the examination because of a lack of preparation compared to other examinees attending review classes. I did not have enough time to prepare for the examination because sometimes I joined my friends outside, which is the common reason why I failed the examination. (Participant 6).

Before the board exam, I doubted I would pass the examination. But I tried to pass the next examination to recover from my bad experience. (Participant 12).

Villalba (2018) revealed that respondents' criminology graduates were unsure if they passed the licensure examination based on their knowledge and skills acquired during college. The study further revealed that respondents needed to focus and cope during the regular review for the board examination. Informants admitted that some of them could not concentrate on their studies during their college days because of friends and other personal activities, as well as during their review classes. However, they were still confident they would pass the licensure examination. (Kruppa et al., 2021) suggested that it is beneficial to take down concepts or information that you define as challenging to remember and put them in a small note, and carry these notes anywhere and read them when you have time. Informants said they were taking notes when they attended review classes and put the lecturer's discussion into a tape record as their reference for review.

4.3 Positive 24xpériences of the Informant During the Licensure Examination

4.3. 1 Cautious Analysis of Circumstances Explicates Other Consequences

This theme described the positive experiences of the informants during the criminology licensure examination. They said careful reading and understanding of questions and choices must be made to pass the criminology licensure examination.

Thorough reading and understanding of questions and choices should be made during the examination. Answers to the questions were found in the preceding questions. (Participant 1).

When I read the question, I expected to pass the examination because what I learned from the books came out of the examination. (Participant 5).

When I answered the board questions, I expected to pass the examination because I read the questions very carefully, and those topics were already discussed during my college days, and that is why I was shocked that I failed the licensure examination. (Participant 8).

(Ruiz-Eugenio et al., 2023) Explained that criminology graduates must prepare their review well; they almost always use comprehensive review materials. Informants shared their experiences and that they applied all their techniques and strategies learned from the review centers by reading the board questions carefully and selecting the best answer that correspond to every question. Minoza (2015) suggested that admission policy should be strict and stringent to produce board-material graduates.

4.3.2. Assertive and Rigorous Behavior Follows the Positive Results

This theme relates to the positive experiences of the informants during the criminology licensure examination. The board questions were straightforward and very understandable, and they answered all the questions.

*There were easy questions. I answered all the questions but needed to check if my answers were correct. (Participant 10)
First, I prayed to the Lord inside the classroom to pass the examination. Although I answered all the questions, they were very understandable. (Participant 11).*

I was very optimistic about passing the examination on the first and second days because most of the reviewed topics came out on the examination. At that time, I was very confident that I would pass the examination, and I always prayed to God to give me a chance to pass the examination. I did not talk to other people or refer to other examinees about my answers during the examination. (Participant 12).

The above theme is supported by the Acquired-Needs Theory (Herman, 2005) because the said theory proposes that individual specific needs are acquired over time and shaped by one's life experiences. Most of these needs are achievement, affiliation, or power. Informants said that they attended review classes to enhance their skills and knowledge in criminology education to pass the examinations. Informants added that they expected to pass the examination because they were told by the review instructors the strategies for answering the board questions.

4.4 Negative Experiences of the Informants During the Licensure examination.

4.4.1 Infirmities and Abnormalities of Physical Conditions pulling Down into Deficiencies.

This theme relates to the negative experiences of the informants during the licensure examination. Informants said they were confused with their answers, felt nervous inside the room, and could not be sure if their answers were correct.

I experienced a headache during the examination. I was wearied, confused with my answers, and wondering if my answers were correct. After verifying my review materials, I noticed that some of my answers needed to be corrected. I checked with my reference books and noticed my answers needed to be corrected. I expect that I will fail the examination. (Participant 3).

He was nervous and worried inside the room. I was exhausted because I had limited time to sleep the night before the examination due to my preparation for the board examination. (Participant 4).

He had so many lapses while answering the board questions and erasures. He believed that it was the main reason why he failed the examination. He accepted the result of the examination. He believed that the machine was inaccurate in checking the items of the questions because of his erasures. (Participant 5).

The study (Parinas & Obrero, 2012) suggested enhancing and enriching course syllabi so that the competencies covered in the criminology licensure examination review are focused on the teaching-learning process. Although informants admitted that there were questions during the examination that they did not come across during their student days, they were still confident that most of their answers were correct.

4.4.2 Anxiety and Discomfort Prompting to a Complicated Condition.

This particular theme of the study relates to the negative experiences of the informants during the criminology licensure examination. Informants said that when they entered the examination room, they felt uncomfortable and nervous but were still interested in taking the examination. On the examination proper, they noticed that questions were challenging, which they never encountered during college.

Yes, when I entered the examination room, the atmosphere was very stressful, which made me uneasy and nervous, but I was still eager to take the examination despite other reasons. I continued reading my notes inside the classroom. However, when I answered the board questions during the examination proper, I encountered difficult questions I needed to come across during my college days and even in my review classes. I must be familiar with the board questions, and I had keywords to remember to select the best answer from the choices given. I doubted my answer was correct, but I preferred the choices that were very close to the questions. (Participant 3).

Although I felt nervous inside the examination room because it was my first time taking the examination, I still aimed to pass it. (Participant 7).

When I accepted the proctor's test questions, I was nervous because I doubted passing the examination, especially when I answered some difficult board questions. (Participant 8).

There were easy questions on the first day of the examination, especially regarding criminal law LEA subjects. I was very positive during the first day of the examination. (Participant 9).

Parinas and Obrero (2011) suggested that the services of the Criminology Licensure Examination Review class provide merit retention. The service provider should emphasize the subject areas of comparative police system, criminological research, and organized crime investigation. Informants appreciated the review centers' performance but admitted that they encountered unfamiliar questions during the first and second days of the examination. Sealy (2013) states that teachers must find innovative ways of holistically developing students by providing them with the building blocks necessary for success. Although there were informants who shared their experiences that there were instructors during their college days who were not effective in teaching, they lacked experience and were not familiar with their assigned subjects; other informants were also satisfied with the performance of their instructors, particularly the management style of the review centers when they review classes.

4.4.3 Sensitivity of Perception Brings Down into a Losing Situation.

This theme tells about the negative experiences during the criminology licensure examination. They were very depressed when they answered board questions because they encountered difficult questions, especially on the specific subject areas.

I was so very depressed when I answered the board questions because I encountered difficult questions during the examinations, especially in Criminal Sociology and Correctional Administration subjects. Besides, I needed to remember my reading materials for my last-minute review. I expect that I failed the examination because of the critical questions of the two subject areas of the board examination). (Participant 2).

There were easy questions on the first day of the examination, especially regarding criminal law LEA subjects. I was very positive during the first day of the examination. (Participant 9).

However, it revealed that the perception of the examinees, particularly the type of questions of the criminology licensure examination (CLE), was complex in law enforcement administration. However, participants admitted that they encountered hard questions during the board examination, especially in criminal sociology and correctional administration, and they accepted that it was the main reason they failed the examination. However, (McCaleb, 2013) said that heavier responsibility has been bestowed upon teachers who work in schools in such communities if the students of this community are to be successful. Teachers must use a more integrated approach to student development than what currently exists.

4.4.4 Negative Impression Runs into a Number of Failures.

This theme described the negative experiences of the informants during the criminology licensure examination. They said that they felt nervous during the examination because some questions were unfamiliar to them, and they suffered minor ailments during the examination.

I felt nervous, and I experienced a headache during the examination. I was not physically conditioned then, and I always thought negatively. I feared failing the examination for the second time because of the difficult questions I encountered. On the last day of the examination, particularly on Correctional Administration, I encountered difficult questions about institutional correction. I failed the examination the second time because I got a meager score in the subject. (Participant 3).

I was rattled during the examination, and then there were hard questions, which were very situations and unfamiliar to me. I needed clarification on my answer during the said examination. (Participant 10).

I realized I had no assurance that I would pass the examination because I was not in good physical condition during the examination. I could not understand myself and accept the challenges, but I still hoped to pass the examination. (Participant 11) However, it suggested that the college should encourage all the criminology graduates to enroll in the criminology review program to acquire more knowledge, especially the test-taking techniques and others during the examination.

4.4.5 Positive Experiences of the Informants after the Licensure Examination.

4.4.5.1 Eagerness and Enthusiasm in Achieving a Fruitful Result.

This theme relates to the positive experiences of the informants after the criminology licensure examination, for they expected to pass the licensure examination because the questions given were very understandable. Then, their parents supported them, but informants admitted they did not have enough knowledge because they were not attending review classes.

The board questions were understandable, but my problem was that I needed more knowledge because I did not attend review classes. (Participant 1).

I expected to pass the examination, and my parents were also expecting me to pass the examination. (Participant 9).

4.4.6 Negative Experiences of the Informants after the Licensure examination.

4.4.6.1 Insufficiency of Time and Economic Restraints Dragging Down into Unproductive Outlook.

This theme relates to the negative experiences of the informants after the criminology licensure examination. When they received information that they failed the licensure examination, they were very depressed. Although they accepted their failures, they still aimed to take another examination.

When I received a text message from my classmate that my name was not included on the list of board passers, I cried immediately while on board in the passenger jeep. When I arrived at my boarding house, I was very depressed, and I did not talk to any of my boardmates because of the result of the examination. (Participant 2).

I expected to not pass the board exam because of the hard questions. I had no experience with board examinations, but I tried to pass the said examination. I doubted that I could not pass the examination because I was very pressured at that time. After knowing that I had failed the examination, I immediately accepted the result. My parents were disappointed in the result of the examination. (Participant 7).

I felt sad and cried after knowing that I failed the examination. However, I still pretended to my parents that I was not affected by the examination result by studying hard and having positive expectations. (Participant 6).

Visco (2015) suggested that school administrators should encourage their faculty members to pursue their material and doctoral studies in their field of specialization to prepare them better to become mentors to the pre-service teachers. There were informants with adverse reactions about the performance of their instructors when they were students. They stated that teachers should be strict with their students, particularly in giving grades. According to them teach, teachers must undergo training and seminars and continue their graduate studies to provide enough education to the students.

4.4.6.2 Defeated Desires Losing the Moral Support

This theme speaks to the negative experiences of the informants after the criminology licensure examination. They were unfortunate and depressed, and their parents lost their support after knowing that they had failed the licensure examination.

On my first board examination, most of the time, I constantly monitored the results from social media and other sources. I always thought positively about the result, and then when I was informed that I failed the examination, I was very depressed. I did not wake up early, I would not say I liked to eat, and my mother and some family members did not appreciate my failures. On my second board examination, I almost passed the examination because I got 69 percent. However, I did not expect to pass my second examination; I was confident compared to the first. When I received information that I failed the examination for the second time, the members of my family and relatives lost their support from me. (Participant 3).

When I learned that my name was not on the list of board passers, I was unfortunate because it was my second time taking the board examination. (Participant 8).

I was very depressed after knowing that I had failed the examination, although I doubted my answer during the examination. (Participant 8).

Because of the examination's negative result, their parents lost their support morally and financially from them. However, they tried to recover by thinking positively and hoping to pass the subsequent licensure examination. However, Visco (2015) recommended that faculty members be motivated to attend more training, seminar workshops, and conferences to upgrade their teaching competencies.

4.4.6.3. Dreadful and Terrible Reactions after Knowing the Reality.

This theme relates to the negative experiences of the informants after the criminology licensure examination. They were depressed after receiving information that they failed the licensure examination, and sometimes, they were discouraged if they heard information from other examinees during the examination days that their answer was wrong.

Yes, when I heard information from other examinees that their answers differed from my answers, sometimes I felt discouraged, but I still checked my notes to see if they were correct. (Participant 3).

I suffered from a headache and was very tired during the examination. I was not physically conditioned during the examination. I would not say I like to talk to people after the examination. Sometimes, I was thinking deeply due to the negative effect of the examination. (Participant 10).

I was so very depressed when I found out that I failed the examination. I was so very depressed because I never fulfilled my goal to pass the examination. (Participant 10).

Visco (2015) suggested that school administrators ensure that syllabi and review materials are updated according to the CHED Memorandum order and conform to the competency standards of the Professional Regulations Commission. Informants believed that the school administration followed specific CHED and the Professional Regulations Commission (PRC) guidelines. However, according to them, the problems were on the part of the teachers who needed help to provide them with effective teaching strategies for their excellent foundation in the board examination.

4.4.7 Effects to the Informants of the Criminology Licensure Examination.

4.4.7.1 Wishing Productive Openings in the Right Place and in the Right Time.

This particular theme of the study relates to the effects of the criminology licensure examination on the participants who were asked if they had been given a chance or opportunity to pass the criminology licensure examination. They mentioned that they submitted applications to the Philippine National Police and various other public safety agencies in the government.

I applied to BJMP if God gave me a chance to pass the examination so that I could help my parents, my brothers, and sisters, and I could also protect the lives and properties of the community in time of incident. (Participant 1).

I would join the PNP and other government bureaus if I successfully passed the examination. (Participant 6).

Yes, of course, I have adopted the police mentality, and then, if I had no opportunity in the PNP, I applied to other bureaus of the government and related law enforcement agencies. (Participant 8).

The above-stated theme is supported by the Self-Efficacy Theory of Bandura (2008) because the theory plays a significant part in determining the chances for success of every individual. Participants shared their experiences and expressed that they were very interested in taking the examination because they expected to pass the licensure examination because of their four years of study in criminology education. (Belk & Llamas, 2012) said that most criminology graduates think of their responsibilities to help and pay back their parents' effort in sending them to school. Informants also shared their experiences of wanting to pass the licensure examination to help their parents and their younger brothers and sisters.

4.4.7.2 Linking's Opportunities Between Government and Private Services.

This theme tells about the effects of the criminology licensure examination on the informants; they said they would work in the Tri-Bureau of the government and another private establishment if they were allowed to pass the examination.

Yes, sir, especially since I already have work experience. I expect to work in the government Tri-Bureau or as a security officer in the industry. (Participant 2).

As a criminology graduate, I expected to join the PNP and other government agencies. (Participant 7).

If I passed the examination, I would join the PNP or any other government agency. (Participant 7).

The theme above is supported by the Self-Efficacy Theory of Albert Bandura (2008) because it explains that it is optimistic self-belief in our competence or chances of accomplishing a task and producing a favorable outcome. The participants said if they could pass the licensure examination, they would plan to join the Tri-Bureaus of the government to serve the community and their families. However, it revealed that criminology graduates are willing and confident to accept any job offer related to their course because it will enable them to apply the knowledge and skills acquired in their studies.

4.4.8 Modification Remedies Made of the Informants to their Performance in the Criminology Licensure Examination.

4.4.8.1. Giving Primacy of Interest Other than Inconsequential Purpose.

This theme described the modification remedies made by the informants to their performance in the criminology licensure. They said that they prioritized their study by studying hard and listening carefully to the discussion of the review instructor while attending review classes.

I did not play basketball or even use my cellphone because my priority is to study; so far, I have not been affected by my board examination. (Participant 1).

I was expecting to pass the board examination because I exerted effort to pass it. I studied hard, even inside the review center, to pass the examination. (Participant 5).

Listen to the discussion of the review instructor, and study very well so they can answer questions during the board examination. Pray for help from God to pass the board examination. (Participant 5)

Villalba (2018) revealed that respondents' criminology graduates accepted that there was a shortage of academic learning during their lower years, and it was coped only on the enhancement review and during their on-the-job training. They also admitted that they had no equipped knowledge and skills in the field of criminology education while they were studying in college. Still, when they attended review classes, they learned a lot, particularly the techniques, a thorough understanding of questions, and choosing the best answer to every question. Minosa (2015) revealed that the retention policy of the college should be restudied and strictly imposed to guarantee that only the scholastically prepared for the licensure examination. On the other hand, Visco (2015) suggested that there must be a higher cut-off of the college admission test and a clear-cut policy on its retention, and graduates must be subjected to a valid aptitude test. Although informants admitted that not all school institutions in the province of Cebu and other neighboring provinces were implementing admission policies like aptitude tests to determine the intellectual capability of the applicants, some schools were implementing the same, especially state colleges and universities.

4.5 Responsiveness of Commitment in Achieving Goals.

This theme relates the modification remedies made by the informants to their performance in the criminology licensure examination. They said they prioritized those failed subjects in the previous examination by reading reference materials and minimizing unnecessary activity outside to improve their performance in the subsequent licensure examination.

I must care for myself to recover the passing percentage per subject I failed. I should prioritize those failed subjects to increase his performance in the subsequent licensure examination. (Participant 1)

This time, I continued reading the reference materials and exerting effort to pass the examination for the benefit of my family. (Participant 8).

Now, I seriously attend review classes and always read my notes at home. Minimize enjoyment outside, like drinking sprees and other activities, and allow more time to study. (Participant 10).

The above theme is underpinned by Albert Bandura's Self-Efficacy Theory (2008), which explains how individuals establish ambitious goals and are deeply committed to achieving them. They intensify and persist in their endeavors despite obstacles. Following failures or setbacks, they rapidly regain their confidence in their capabilities. Participants shared their strategies and techniques to recover from their failures on the previous board examination by changing their lifestyle and avoiding the involvement of friends outside but focusing on studying in preparation for the coming board examination. Bajeta et al. (2015) revealed that most examiners passed the Criminal Law and Jurisprudence for 2008, while in 2009-2-13, most passed the Crime and Detection and Investigation subjects. Minosa (2015) argued that the rate of passing licensure exams is evidence of the educational quality offered by higher education institutions.

4.5.1 Looking for a Solution for the Best Interest in the Future.

This theme described the modification remedies of the informants to their performance in the criminology licensure examination. When they attended review classes, they jotted down the important topics of the discussion. They tried to change their lifestyle by focusing on studying and praying to God for spiritual guidance on the subsequent licensure examination.

This time, when I attended the lecture, I jotted down all the essential points of the discussion, continued reading and highlighting those critical areas of the reference materials, and put into a tape record all the debates about the review instructors so that I could hear and monitor while in the workplace and even if I on board in the passenger jeep. (Participant 2).

I changed my lifestyle by focusing on studying to pass the examination. These things will help me pass the coming examination because I will concentrate on my studies and attend review classes. (Participant 10).

Pray to God, hoping for the right time and opportunities, and always reading notes and attending review classes. Some low-average examinees passed the examination, but I am an average person; therefore, I expect to pass the examination in proper time. (Participant 11).

Minosa (2015) emphasized the importance of in-house review to be integrated into the curricula for licensure examination. Most informants attended formal review classes even though they attended integrated review classes from their respective schools because they learned a lot in the formal review classes. (Bajeta et al., 2015) revealed that a seminar about the criminology licensure examination must be done to brief the students about the licensure examination thoroughly. Informants said they were informed by their respective deans and instructors of the techniques for passing the criminology licensure examination. Still, they attended formal review classes because they expected to learn more in the review center. However, (Ruiz-Eugenio et al., 2023) said that one of the techniques to pass the criminology licensure examination is good listening, concentration, and active participation while attending review classes.

4.5.2 Hard Work and Determination is an Instrument of Success.

This theme speaks to the modification remedies of the informants on their performance in the criminology licensure examination. They said that all of their efforts would help in their professional career. They continued reading their review materials every day to pass the licensure examination.

All of my efforts can help in my professional career. (Participant 7).

This time, I continued reading with my morning and evening reference materials. This will help me study; I exerted double effort to pass the board examination. I do everything to pass the examination. (Participant 12).

Focused on their study, they go to church and pray for spiritual assistance from God. (Participant 6).

Examinees should follow the golden rule when taking the licensure examination by reading the questions carefully. After reading the questions, read all the suggested answers and choose the best answer. However, participants said they applied all their knowledge from the review center to pass the examination. However, it further suggested that a seminar about examination techniques must be held for criminology students to enhance their performance in the licensure examination. However, informants further stated that all test-taking methods learned during the college days and even during the formal review classes were followed and applied during the licensure examination.

5. Conclusion

Twenty-two themes emerged that answered the sub-problems of the study. For the participants' positive experiences before the criminology licensure examination, there were three (3) emergent themes: Attentive and worthy development is the key to Success, Self-assurance, self-discipline reaching lifetime goals, and Intimate care heightening the challenges in life.

For the Negative Experiences of the Participants before the Criminology Licensure examination, there were two (2) emergent themes: Indistinct situations lead to wakefulness and restlessness actuation, and Inadequate time impeding the objectives in life.

For the Positive Experiences of the Participants during the Criminology Licensure Examination, there were three (3) emergent themes, namely: Cautious analysis of circumstances explicates other consequences; Adaptation of reliability of accomplishment with the accuracy of resources, and Assertive and rigorous behavior follows the positive results

For the Negative Experiences of the Participants during the criminology Licensure examination, there were four (4) emergent themes, namely: Infirmities and abnormalities of physical conditions pulling down into deficiencies, Anxiety and discomfort prompting a complicated condition, Sensitivity of perception bringing down into a losing situation, and Negative impression run into several failures.

For the Positive Experiences of the Participants after the Criminology Licensure examination, only one emergent theme: Eagerness and enthusiasm to achieve fruitful results.

For the Negative Experiences of the Participants after the Criminology Licensure examination, there were three (3) emergent themes, namely: Insufficiency of time and economic restraints dragging down into an unproductive outlook, Defeated desires losing the moral support, and Dreadful and terrible reactions after knowing the reality.

For the Effects on the Participants of the Criminology Licensure Examination, there were two (2) emergent themes, namely, Wishing for productive openings in the right place and at the right time and Linking opportunities between government and private Services.

For the modification remedies made by the informants to their performance in the criminology licensure examination, there were five (5) emergent themes, namely: Giving primacy of interest other than inconsequential purpose, Responsiveness of commitment in achieving the goal, looking for a solution for the best interest in the future, Hard work, and determination is an instrument of Success.

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