

Readiness Of The Criminology Graduates In Taking The Criminologist Licensure Examination

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Abstract: One of the challenges a Criminology Graduate must face is overcoming the difficult process of passing the Licensure Examination for Criminologists. This research will improve the value and quality of the preparation of the Criminology Graduates to top the board examination as to individual category, and increase the percentage of the DCCP's National School Ranking. This study made use of a quantitative research method following a descriptive research design. Ninety-four (94) Criminology Graduates of Data Center College of the Philippines Laoag – College of Criminal Justice Education were taken as respondents, weighted mean and a 5-point Likert scale were used in treating the collected data. The study revealed that most of the Criminology Graduates have “good preparation” as to mental and physical readiness and “fairly prepared” financially in taking the Criminologist Licensure Examination. Hence, the researchers recommends that respondents having financial difficulties may seek assistance from the LGUs that can offer subsidy allowance. They may also consider the different time management tools and apply the best techniques to have suitable time management. Moreover, they may also take into consideration implementing stress management activities to prevent burnout and pressure. Further, the CCJE may consider the results of the study to improve social and instructional support to the Criminology Graduates who are bound to take the CLE.

Keywords: Criminologist Licensure Examination, Financial Readiness, Mental Readiness, Physical Readiness, Readiness, Social Support, Time Management Tools.

1. Introduction

The licensing examination is one of the last hurdles that a candidate must face in the licensing process. A board has the ultimate responsibility to ensure that the examination meets technical, professional, and legal standards, and protects the health, safety, and welfare of the public by assessing candidates' abilities to practice competently. Once a candidate has passed a licensing examination, the board must be comfortable granting the license, thus assuring the public that the licensee is minimally qualified to practice at the time of initial licensure [1]. The performance of the examinees in the licensure examination can determine the quality of education provided by the school, ensuring the efficacy and effectiveness of the curriculum and instructions.

Data Center College of the Philippines (DCCP) of Laoag City, Inc. is a higher learning school that offers degrees such as a Bachelor of Science in Criminology. The institution provides and develops future criminologists.

In 2016, Data Center College of the Philippines Laoag City obtained eighty (80.28) percent making the institution Top 5 in the School National Ranking, with a 31.36 percent National Rating in the Criminologist Licensure Examination. In 2017, the institution became Top 6 in the School National Ranking with eighty (80.88) percent passing rate, and a 35.68 national rate. In the year 2018, the school obtained Top 7 with a percentage of eighty (80.28) school rating and a 34.66 percent national rating. In 2019, the school obtained eighty-four (84.06) school rating and 44.11 percent national rating making them Top 10 in the Criminologist Licensure Examination. In the recent CLE, Data Center College of the Philippines obtained a National Passing rate of 34.16 percent and an Overall passing rate of 64.44 percent [2].

Background of the Study

One of the many problems usually encountered by graduating students preparing for board exams is time

management. Some of them are working while preparing for the exam at the same time. Others are not in the position to quit their jobs and devote all of their time to preparing for their upcoming exam because of their financial status. In this case, they cannot fully devote themselves and consider sufficient time in their preparations. In addition, the improper atmosphere is also a problem. They would not be able to concentrate if there are constant distractions. Distractions such as social media, mobile phones, and televisions are also major hindrances when studying. Students are unable to resist the temptation of these distractions and thus waste a significant amount of valuable time [3].

Moreover, many reviewees struggle to stay focused and end up not getting the most out of their study sessions, then they eventually find themselves cramming at the last minute to get their readings finished. Fortunately, there are many strategies available to keep themselves free from distractions.

Further, financial problem is a situation where money worries are causing stress to the students. Some college student has been facing a financial problem and this problem had become a major problem. After that, this will bring an impact on both mental and physical health aspects. A student's financial position will affect their commitment to learning which will affect their academic performance [4].

In preparing for the board examinations, most reviewees lack a plan of when and what they'll study, but most importantly on “how” they will study. Without a well-defined plan and preparation skills, reviewees will continuously struggle to know exactly what to do. This can result in procrastination, feelings of anxiousness, and lack of preparation which may lead to poor performance during the actual examination. Also, reviewees do not know how to approach different types of questions in the exam, they might know the concept but find it hard to comprehend the matters in question. They also often feel very anxious about exams, due to the high stakes

and high-pressure nature of exams. Examinees may lack exam management skills, most especially in a linear manner, examinees may spend more time on the harder questions that they cannot do, rather than the questions that they can. This may result in them not finishing the exam, or thinking they cannot do the whole exam [5].

All school has the opportunity to top the board exam. Many schools are competitive and rigorously prepared for the licensure examination for criminologists. Among all schools offering Criminology in the country, DCCP-CCJE topped consecutively in the past years. However, in the previous years, other schools are well prepared, most especially their criminology graduates to top the board and national school ranking. Preparedness and unique strategies became their tool of success and for the criminology graduates to reduce their fear and anxiety. Licensing examinations can be stressful, but being prepared can help manage stress and allow the reviewees to perform at their best. Each school has lots of techniques and strategies that will make them successful in preparation for the CLE. This is why the researchers conduct this study to identify the direct strategies to become prepared for the incoming CLE.

This research is focused on the readiness of Criminology graduates in taking the Criminologists Licensure Examination. The researchers sought to ascertain the effects of the enhancement review in criminology on the attainment of learning mastery in preparation for the licensure criminologist's examination.

The Criminology Graduates must be motivated and encouraged, for them to have a better understanding of every lesson. Therefore, Instructors and the Review Center must be familiar with the conceptions and perceptions of forts for them to achieve the learning process. In the previous Criminologist Licensure Examinations, Data Center College of the Philippines topped consecutively for four years. However, every year, the institution's national passing rate and ranking were gradually decreasing as other schools were provident in topping the board examination. This research study was conducted to enhance preparation, formulate strategies, and instill techniques to be utilized by the criminology graduates who are reviewing for the licensing examination.

Moreover, this will improve the value and quality of the readiness of the criminology graduates to top the board examination as the institution, Data Center College of the Philippines has not yet produced a national top-notch as to individual category. This is also to improve the percentage of passing rate in the national school ranking. As researchers, we have determined that there was a need to conduct this research study since there was no relevant research yet on the readiness and preparation of criminology graduates in preparation for the Criminologist Licensure Examination. Also, as future reviewees and takers of the Criminologist Licensure examination, this research study would help us to know the appropriate techniques and strategies to be used in the Board Licensure Examination for Criminologists.

Statement of the Problem

This study aimed to assess the level of readiness in taking the Criminologist Licensure examination of the Criminology

Graduates of Data Center College of the Philippines Inc. Laoag City. Specifically, it sought to answer the following:

1. What was the level of readiness among the criminology graduates who took the Criminologist Licensure Examination?
2. What were the direct strategies employed by the criminology graduates in preparing for the Criminologist Licensure Examination?
3. What strategic plans were employed by the teachers of DCCP-CCJE in preparation for the CLE?
4. What strategic plan must be developed to enhance the preparation of the criminology graduates for the CLE?

Conceptual Framework

According to [6], Input-Process-Output-Outcome (IPOO) model refers to the representation of all the factors that make up a process. The diagram includes all of the materials and the information that is required in the process, the specific details of the process itself, and the descriptions of all products and by-products anchored on the process that took place.

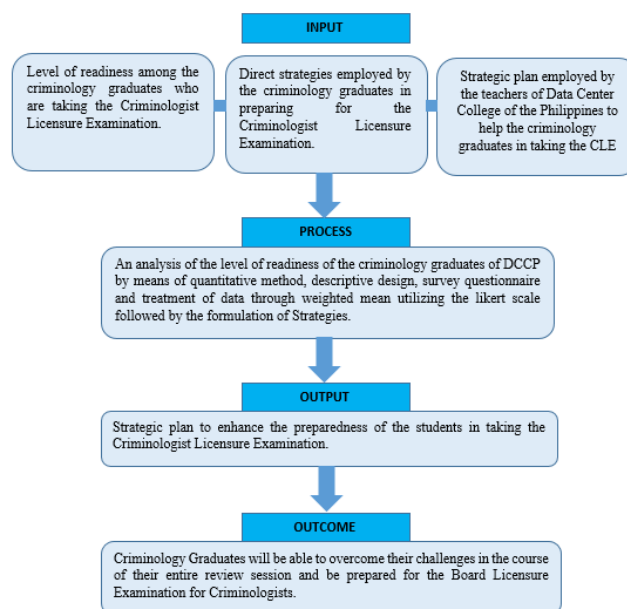


Figure 1. The Research Paradigm

Significance of the Study

This study is made with the goal of adding information and knowledge regarding the readiness of Criminology graduates in taking the Licensure Examination for Criminologists. Specifically, it will benefit the students, reviewees, teachers, the institutions, and future researchers.

Students. The results of this study are beneficial to the students, most importantly, the criminology students on how to prepare for the CLE. This will inform students to help them develop strategies while reviewing for the CLE. Students will know the strategic plans taken by Criminology graduates in preparation for the CLE.

Reviewees for CLE. The results of this study are beneficial to the CLE takers, this would enhance their readiness to help them prepare for the CLE as this would inform and guide them on the different strategies to employ while studying and reviewing for the CLE.

Teachers. This would guide the teachers to develop their strategic plan in reviewing the graduates of criminology in preparation to take the CLE. The teachers would be able to understand the needs of the students and their weaknesses.

Institution (DCCP - College of Criminal Justice Education). The findings of the study can be used by institutions, particularly the Criminology Department of Data Center College of the Philippines, Laoag City, to develop initiatives to improve school performance in the upcoming Licensure Examinations.

The findings of the study can also be used by faculty and staff to improve the curriculum and appropriate review strategies to impart in preparation for the Criminology Graduates in the Licensure Examination for Criminologists. Future Researchers. The finding of this study would serve as baseline information for students who would be conducting studies about the level of readiness specifically the fourth-year students at Data Center College of the Philippines, Laoag City, and effective strategic plans for the preparation in taking CLE.

Scope and Delimitations

This study covered only the Criminology Graduates who reviewed from Prudence Review Center to determine their readiness, direct strategies, and the strategic plans employed by the Instructors of DCCP-CCJE in preparation for the CLE. The respondents were ninety-four (94) criminology graduates of DCCP-CCJE who reviewed from Prudence Review Center in the academic year 2021-2022. This study was conducted in the first semester of SY 2022-2023.

Review of Related Literature and Studies

This chapter presents an extensive review of literature and research on the degree of readiness in taking the criminologist licensure examination.

Quality Education

The importance of word "quality" is important in the field of education. It simply implies that every educational institution just adheres to the highest standards. The ability of each educational institution to produce professionals is the foundation of having a good quality education [7].

The student or learner is the focal point of education during the learning process. As a result, schools were constructed in every possible location to provide more information and optimal improvement. In effect, knowledge of the substantial benefits of education led the school to offer a variety of courses, particularly at the College Level. Criminology is one such education and is considered one of the in-demand professions in the Philippines. A highly intellectual field, especially given the majority of the job's responsibilities are based on identifying and analyzing criminal patterns.

According to the Professional Regulation Commission, Criminology is the study of crimes in terms of law, the causes of crime, the legal meaning of crime, and the community's reaction to crime. It is also concerned with the scientific investigation of criminals and criminal behavior. However, becoming a Registered Criminologist takes a lot of effort to pass the Criminologists Licensure Examination, this is the only way to get the license to practice the profession.

They can only be recognized as one if they were enrolled and graduated with the competencies required of them as Registered Criminologist and passed the Licensure Examination for Criminologists which is conducted by the Professional Regulation Commission (PRC). The purpose of this examination is to establish the student's knowledge, skills, and qualification in a specific profession.

In the United States, several schools would recruit students with a high general average (GPA) with the view of seeing equivalent give-and-take performance at the end of their course and in board examinations. These are not only a conception of the students who take them but also the institutions themselves because students' success on board examination is an essential performance indicator of the school standard.

Academic institutions in the Philippines face challenges in producing equipped graduates who can lead in their chosen industries. According to [8], he stated that the high academic requirements for criminology graduates result in a comparative advantage when taking the criminologist licensure examination. A Bachelor of Science in Criminology is considered one of the top 10 bachelor's degrees in the Philippines and it is a priority field in the Philippines' higher education. The performance in the Criminologist Licensure Examination will determine the quality of the services and training that a student received during their college days.

Licensing Examination

Every program's pioneering class makes history in every institution. As part of the school's prestigious preparation, academic activities, and practical training are offered for students. This is required for board courses such as the criminology program. Furthermore, success in the board examination impacts the level of services and training obtained by students [8]. As a result, these accomplishments separate one academic institution from another.

In Pakistan, school rivalry and growth in student enrolment are two reasons why academic institutions are delivering an atmosphere that meets learners' expectations [9]. In a competitive environment, schools that provide good education and a welcoming atmosphere for students can thrive [10].

In the Philippines, producing equipped graduates who can lead in the industry of their choice are challenge among academic institutions. [8]. discovered that criminology graduates with high academic preparation requirements had a comparative advantage while taking the licensure test for criminologists. Being a criminologist needs passing the licensing examination as a profession [11]. This examination covers six areas or subjects including law enforcement administration, criminal jurisprudence, procedure and evidence, criminalistics, correctional administration, crime detection and investigation, criminology, ethics, and human relations. An examinee must have a grade point average of at least 75% overall and no individual grade below 60%. To prepare for the licensing exam for criminologists, the researcher, therefore, sought to ascertain the impacts of the enhanced review in criminology on the attainment of mastery of learning [12]. Licensure tests are typically offered by

governmental organizations to regulate a specific profession or occupation. The purpose of licensure is to protect the health, safety, and welfare of the consumer public, and not the profession. With very few exceptions, after a minimum level of competency for public health, safety, and welfare has been proven, only licensed persons are allowed to practice in a regulated occupation or profession. In order to perceive the procedure for creating, maintaining, and delivering a licensing examination, a board must comprehend its intended use. The primary aim of a licensing examination is to identify individuals who have the minimum education experience required to carry out duties on the job safely and successfully, it is not to choose the "top" candidates or guarantee the accomplishment of licensees. Consequently, licensure exams differ greatly from academic or job exams. Exams in school measure a student's ability to define and understand words and concepts. Candidates that meet the requirements for the position might be ranked via employment exams.

Criminologist Licensure Examination

Former President Rodrigo Duterte approved Republic Act No. 11131, or the Philippine Criminology Profession Act of 2018. The new law aims to govern the examination, registration, and licensure of criminologists; supervise, control, and regulate the practice of criminology, and develop the professional competence of criminologists. It said the state recognizes the importance of the criminology profession in national security, public safety, peace and order, and nation-building and development. According to [13], the sole way to obtain a license to operate as a criminologist in the Philippines is to pass the Board Examination in Criminology, often known as the Licensure Examination for Criminologists.

Republic Act No. 6506, which established the Board of Criminology of the Professional Regulation Commission, mandates this (PRC). This law prescribes and governs criminologist examination, registration, and licensure, supervision, control, and regulation of criminology practice, standardization and regulation of criminology education, development of criminologists' professional competence, and integration of all criminology professional groups. Under this law, an examiner must obtain a 75 percent average with no grade less than 60 percent in six (6) areas to pass. This law requires aspiring criminologists to pass the specified subject areas. A licensed criminologist has many options for employment in the public and private sectors. A criminologist is considered a generalist because he can provide services in law enforcement and public safety administration, security industries, forensic sciences, and other fields.

According to [1], the purpose of licensing examination is to identify the person who possesses the knowledge and experience necessary to perform the task on the job safely and competently. [14] stated that the different preparations or strategies to pass the licensure examination and it will give the researchers a better understanding of their current research regarding the readiness of the graduating students in the Criminology Licensure Examination.

Students who are very successful in their chosen field have a good study routine. This statement is also related to the Palm

Beach Community College (PBBC). The school offered some advice on how students can develop good study habits. This is to better understand how to prepare students for their licensure examination so that they have a better chance of passing. In the study of [8], it can be concluded that the respondents were satisfied in their four-year course as most of their expectations were realized during their studies. Respondents are also prepared for any jobs related to their course that will be offered as they acquired most of the basic duties and responsibilities. However, enhancement review is not sufficient for them to pass the board exam. Thus, a regular review program will help them prepare to become licensed criminologists.

Research Method

This study was made by the means of quantitative method. The researchers got the answers, justified and satisfied the objectives of the study.

This research study applied the descriptive research design. Descriptive research is a research method that can determine the situation in the current phenomenon. The goal of descriptive research is to draw and classify the phenomenon. This is to describe people or things that already exist. In this study, the conditions focused on the criminology graduates in their degree of readiness in taking the criminologist licensure examination. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when, and where it happens [15].

Population and Locale of the Study

The participants of this study were 94 criminology graduates of Data Center College of the Philippines Laoag City who reviewed at Prudence Review Center. Total population sampling was used in choosing the respondents who graduated in the Academic Year 2021-2022. Total population sampling is a type of purposive sampling technique where the researcher chooses to examine the entire population or the total population that has a particular set of characteristics. In sampling, units are the things that make up the population. Units can be organizations or institutions. When using total population sampling, it is most likely that these units will be people [16].

The study was conducted at Data Center College of the Philippines, Laoag City, Inc. located at Brgy. 1, San Lorenzo, Laoag City, Ilocos Norte.

Data Gathering Instrument

The data-gathering instrument that was used was a researcher-made survey questionnaire. The questionnaire was constructed based on the pre-survey gathered from the Criminology Graduates. The questionnaire was composed of three parts. The first part determines the respondents' level of preparedness as to mental, financial, and physical preparedness. The second part was concerned with the direct strategy of the criminology graduates as to organization, time management, and intellectual readiness in preparation for the CLE. The third part tackled the strategic plans employed by the teachers of DCCP-CCJE to help the criminology graduates in preparation for the CLE.

Data Gathering Procedure

In the conduct of this study, the following steps were undertaken by the researchers. First, the researchers conducted a pre-survey as a basis for composing a survey questionnaire. Second, the researchers sent a request letter to know the number of criminology graduates of DCCP at the school registrar. Third, after getting the total number of respondents, the researchers sent a letter to the research adviser regarding the approval of the number of research respondents. Fourth, questionnaires were checked, validated, and approved by the research adviser. A letter of permission to conduct the study was sent to the Prudence Review Center through the Dean of the College of Criminal Justice Education Department before administering the questionnaires to the respondents. Lastly, the questionnaires were distributed via face to face during their weekly review. The data gathered were tallied, tabulated, analyzed, and interpreted.

Treatment of Data

The data collected were subjected to statistical treatments using a weighted mean and a 5-point Likert scale [17]. Weighted mean was used to analyze and interpret the data on the level of readiness of the criminology graduates as to mental, financial, and physical preparedness in taking the CLE, the direct strategy of the criminology graduates as to organization, time management, and intellectual readiness, and strategic plans employed by the teachers of DCCP-CCJE to help improve the criminology graduates in taking the Criminologist Licensure Examination.

2. Tables

2.1 Level of Readiness of the Criminology Graduates in Preparation for the Criminologist Licensure Examination (CLE).

Table 1. The level of readiness before the Criminologist Licensure Examination

Mental Preparedness	\bar{x}	Descriptive Interpretation
Can score average or above average in every area of the mock board exam	3.34	Neutral
Can rationalize every question in the review materials	3.48	Agree
Can recall the concepts and information being discussed in review sessions	3.60	Agree
Can critically think about the main terms and concepts of every subject area	3.55	Agree
Can follow oral and written instructions	4.03	Agree
Can recall the concepts and details of information from my self-study	3.61	Agree
Can ignore distractions around me when I study	3.11	Neutral
Can understand situational questions analytically	3.48	Agree
Can answer tricky questions cautiously	3.22	Neutral
Composite Mean	3.48	Agree

Legends:

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 - 5.00	Strongly Agree	Excellent Preparation for the CLE
3.41 - 4.20	Agree	Good Preparation for the CLE
2.61 - 3.40	Neither Disagree or Agree	Fair Preparation for the CLE
1.81 - 2.60	Disagree	Poor Preparation for the CLE
1.00 - 1.80	Strongly Disagree	Very Poor Preparation for the CLE

The result in the level of readiness of the Criminology graduates according to mental preparedness were shown in table 1. As to their Mental Preparedness, the result of the study revealed that the respondents answered “agree” in most of the variables. The Criminology graduates “agreed” that they Can follow oral and written instructions (4.03), can recall the concepts and details of information from my self-study (3.61), and Can recall the concepts and information being discussed in review sessions (3.60), Can critically think about the main terms and concepts of every subject area (3.44), Can rationalize every question in the review materials (3.48) and Can understand situational questions analytically (3.48).

In Mental Preparedness, the Criminology graduates “agreed” that they can follow oral and written instructions which have the highest weighted mean of (4.03). During board examinations, instructions decrease and lessen the probability of doing errors. It can prepare examinees for what they are about to be asked by previewing the format of the exam. It also enhances efficiency and assures the best approach in taking the exam. [18] states that following instructions is an important ability in making tasks simpler, ensuring things are done effectively and safely, eliminating confusion, and saving time. When instructions are properly followed, things work well in the examination. To answer the questions in the test successfully, examinees must process instructions, understand their meaning, and make connections between the instructions given and the correct course of action that should follow. The test requires examinees to identify the right answers to the questions in a limited amount of time. Successful examinees can understand and interpret instructions quickly and accurately, including written, visual, and oral instructions. This is a great test to include in evaluating examinees' analytical and cognitive skills. This is also in line with the Learning Readiness Theory of Reuven Feurstein that a reviewee must have a disposition for learning. An examinee has a disposition or habit of following instructions which influences the approach of the board examinations leading to correctly executing the process of answering the questions.

Moreover, the respondents “agreed” that they can recall the concepts and details of information from their self-study which has the second highest weighted mean of (3.61) and they can recall the concepts and information being discussed in review sessions which has the third highest weighted mean of (3.60). This implies that the 49 respondents persevered to review themselves on their own, practiced, and improved their memory retention with the necessary information for the board examination. It is also good to note that the Criminology Graduates can recollect and remember the concepts being talked through during their review sessions. This is correlated with the study of [19] that having strong memory is a wonderful and complex process that allows the examinee to store information in a way that he can remember later on. Using active recall forces the examinee to remember the information without any hints, improving his long-term retention and preparing him for the unexpected. This is also in line with the Theory of Charles Bonwell that developing conceptual awareness would help an examinee simply gauge and recall the concept and activate his algorithm in answering the questions in the board examination.

The table also revealed that criminology graduates can critically think about the main terms and concepts of every subject area (3.55), they can understand situational questions analytically (3.48) and they can rationalize every question in the review materials (3.48). Critical thinking and rationalizing situational questions teach reviewees how to define and analyze problems. They develop the ability to make very strong and persuasive arguments based on logic. They are also good at finding holes in the examination. [20] stated that critical thinking is a core academic skill that teaches reviewees to reflect on their own knowledge and information presented to them. This skill is essential for reviewees taking the examination. It's also an invaluable skill

in many workplace scenarios. This is one of the key components in the Theory of Active Learning, where a reviewee can transfer skills across contexts. This proves that a 50 reviewee who has mastered analyzing concepts enables them to apply that knowledge or skill in a different context or scenario. Meanwhile, the Criminology graduates “neither disagree nor agree” that they Can score average or above average in every area of the mock board exam (3.34, and they Can answer tricky questions cautiously (3.22). Taking mock exams is another way to know if a reviewee gets above the average score. This is also to know if a reviewee can handle carefully a complex question. Practice exam can be beneficial provided it is administered in the same way as the real test, that is, reviewees should prepare ahead and take the practice exam without notes and vigilantly answers the questions. [21] stated that participating in such an activity gives students a better sense of how they will perform on the test without additional practice or study, enabling them to alter their studies accordingly or to concentrate more on areas that require it. This is one of the Key components of the Learning Readiness Theory that a reviewee must have an adequate strategy to know if he had improved from one test to another. The variable that has the lowest weighted mean is that the Criminology Graduates Can ignore distractions around me when I study (3.11). [22] stated that the more focused you are while studying, the more likely you can retain information. So, reducing distractions in the study environment can help you remember more of the stuff you have just learned. Concentration can make a reviewee ace the exams, and this would help them remember invaluable information even years down the line

2.2 Financial Preparedness

Table 2. The level of readiness before the Criminologist Licensure Examination n=94

Financial Preparedness	\bar{x}	Descriptive Interpretation
Cannot avail all the needed review materials/books for other references	3.05	Neutral
Worrying about in-house review due to lack of allowance	3.31	Neutral
Cannot afford to acquire all requirements for filing for the board examinations	2.47	Disagree
Working to finance for the board examination	2.61	Neutral
Composite Mean	2.33	Neutral

Legends:

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 - 5.00	Strongly Agree	Excellent Preparation for the CLE
3.41 - 4.20	Agree	Good Preparation for the CLE
2.61 - 3.40	Neither Disagree or Agree	Fair Preparation for the CLE
1.81 - 2.60	Disagree	Poor Preparation for the CLE
1.00 - 1.80	Strongly Disagree	Very Poor Preparation for the CLE

The respondents have fair preparation financially as shown in table 2 with a composite mean of (2.33). Meanwhile, on acquiring all requirements for filing for the board examination, it emphasizes from the table that the Criminology graduates obtained all the necessary requirements to file for the board examination. (2.47). However, the Criminology graduates were worried about their in-house review due to lack of allowance which has the highest weighted mean of (3.31) As the criminology graduates take their venture to the board examination, allowance is an important factor to help them not worry financially while they are staying in their in-house review. Worrying has adverse effects making the examinee struggle to focus. The financial stress, debt, or other financial issues leaves reviewees feeling depressed or anxious [23].

The variable that cannot avail all the needed review materials/books for other references has the second highest weighted mean of (3.05). This substantiates the idea that criminology graduates are financially unstable when obtaining other books for other references. [24] stated that it is better to have other books for references. Referencing is an important part of academic work. It puts the reviewees work in context, demonstrates the breadth and depth of the concepts, and acknowledges other people’s work. This is in line with the key component of the Theory of active learning. Referencing can help develop conceptual awareness as the reviewees simply process and link information within themselves. The Criminology graduates “neither disagree nor agree” that they are working to finance for their board examination with a weighted mean of (2.61). Being a working reviewee rather than a full-time reviewee has negative effects, it reduces the time for educational activities, and this may hinder the reviewee to focus in his review sessions. Working while studying is having part-time jobs while studying to have extra income. It has a big impact on the academic performance of students.

2.3 Physical Preparedness

Table 3. The level of readiness before the Criminologist Licensure Examination n=94

Physical Preparedness	\bar{x}	Descriptive Interpretation
Engaging in physical activities or exercises to motivate myself and to keep my mind focus	3.46	Agree
Getting enough sleep in order to concentrate my review	2.65	Neutral
Resting from time to time to be able to not get exhausted and be focused on my next review session	3.57	Agree
Watching entertainment to reduce anxiety	3.42	Agree
Bonding with my friends from time to time to relieve my stress	3.38	Neutral
Composite Mean	3.49	Agree

Legends:

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 - 5.00	Strongly Agree	Excellent Preparation for the CLE
3.41 - 4.20	Agree	Good Preparation for the CLE
2.61 - 3.40	Neither Disagree or Agree	Fair Preparation for the CLE
1.81 - 2.60	Disagree	Poor Preparation for the CLE
1.00 - 1.80	Strongly Disagree	Very Poor Preparation for the CLE

The incoming new curriculum licensure examination for criminologists pressured criminology graduates to make innovative strategies for them to improve their review effectively and progressively. Table 3 discusses the different strategies used by criminology graduates for organization, time management, and intellectual readiness.

2.4 Direct Strategies employed by the reviewees before the Criminologist Licensure Examination (CLE)

Table 4. Direct strategies employed by the reviewees before the Criminologist Licensure Examination n=94

Organization	\bar{x}	Descriptive Interpretation
I made and organized a schedule table in reviewing every area for the Criminologist Licensure Examination	3.62	Often
I made an outline to review all the subjects in every area	3.73	Often
I always review on the time that I scheduled to avoid cramming	3.53	Often
I already packed the requirements needed for in-house review	3.30	Sometimes
Composite Mean	3.54	Often

Legends:

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 - 5.00	Always	Highly Preferred Strategy for Reviewing
3.41 - 4.20	Often	Preferred Strategy for Reviewing
2.61 - 3.40	Sometimes	Moderately Preferred Strategy for Reviewing
1.81 - 2.60	Rarely	Slightly Preferred Strategy for Reviewing
1.00 - 1.81	Never	Not Preferred Strategy for Reviewing

The result in the level of readiness of the Criminology Graduates according to the organization were shown in table 4. As to their direct strategy for Organization, the result of

the study revealed that the respondents answered “often” in most of the variables. The top three that were “often” used as a direct strategy were they made an outline to review all the subjects in every area (3.73), they made and organized a schedule table in reviewing every area for the Criminologist Licensure Examination (3.62), and they always review on the time that they scheduled to avoid cramming (3.53).

The result of the study derived that the least and “sometimes” used as a direct strategy by the criminology graduates were they already packed the requirements needed for in-house review (3.30). It can be derived from the organization table that the variable, I made an outline to review all the subjects in every area has the highest weighted mean of 3.73. Outlining helps the reviewees to define and organize the topic and subtopics, it is a useful strategy as it helps examinees visualize, identify and arrange information into a logical flow. Examinees can use the strategy to brainstorm, generate ideas, and aid in writing cohesive and elaborate concepts of the subject area of the board examination [25]. According to [26] outlining allows a reviewee to see where specific information should go. It assists the reviewee in organizing his thoughts and allows them to arrange their thoughts about the topics ahead of time so that they know what to work on when they sit down to review. Further, it is also an aid to plan and manage time. A fast peek at a topic outline will help a reviewee recognize what has been done and what still needs to be done. This is also in line with the Learning Readiness Theory, that a reviewee must have adequate study skills in order to prepare for an examination. Identifying the important aspects of the reviewer in a bulleted outline form will have a clear idea of what to review, and to be prepared for the subject matter. Another direct strategy “often” used by Criminology Graduates was, they were making an organized schedule table in reviewing every area for the Criminologist Licensure Examination (3.62). A schedule establishes a predictable routine that reduces stress and improves efficiency [27]. This is also correlated to the Learning Readiness Theory to the key component of disposition for learning. Scheduling is an effective habit that can help the reviewees prioritize the appropriate things to do. It makes decision-making easier, eliminates uncertainties, and builds healthy habits to manage your time and energy better. Scheduling is a part of productive planning and goal management. The Criminology Graduates also always review the time that they scheduled to avoid cramming (3.53). This substantiates that the reviewees can get work done in a day. This makes them increase their organization and be productive throughout the entire day. In the study of [28], allocating a finite period to tasks helps the reviewees complete them on time. It also helps them to manage their workload in the most effective way. When the reviewees have time tasks, their brain gets rewired to follow the structure and accomplish those activities within the desired time frame.

The least direct strategy used by the Criminology graduates to their organization was, they already packed the requirements needed for in-house review (3.30). The reviewees must in many ways be ready as this proves that the reviewees are equipped with skills to deal with what lies ahead and to learn from as well as contribute to what is happening. This combination of preparedness and openness to learning is ideal for development. This complement to the

Theory of Feuerstein that a reviewee must consider having an adequate strategy in preparing. Far too often the reviewees fail to recognize the importance of being ready and being equipped to learn and grow and the very skills that can most equip us for life. We have fallen into a belief that we primarily just need to equip cognitive skills, like reading, writing, and arithmetic, and with content knowledge. The reviewees must be prepared and focused on how they equip for the future.

2.5 Time Management

Table 5. Direct Strategies employed by the reviewees before the Criminologist Licensure Examination.

Time Management	\bar{x}	Descriptive Interpretation
I eliminate distractions just by deleting applications that may hinder my focus to review	3.29	Sometimes
We review and transform with my fellow criminology graduates to sharpen our memory from time to time	3.37	Sometimes
I can effectively review early morning, or on my own convenient time	3.68	Often
I use Pomodoro Technique as a time management	3.17	Sometimes
I take rest days/hours to avoid burnout while reviewing	3.75	Often
Composite Mean	3.45	Often

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 – 3.00	Always	Highly Preferred Strategy for Reviewing
3.41 – 4.20	Often	Preferred Strategy for Reviewing
2.61 – 3.40	Sometimes	Moderately Preferred Strategy for Reviewing
1.81 – 2.60	Rarely	Slightly Preferred Strategy for Reviewing
1.00 – 1.81	Never	Not Preferred Strategy for Reviewing

The results imply that the Criminology graduates had chosen these direct strategies as a method, as these will help them to arrange and develop an effective way to sort and have a well-ordered schedule for preparing for the CLE.

As to Time Management, the Criminology graduates’ top two answers for direct strategies are that they “often” take rest days/hours to avoid burnout while reviewing (3.75) and I can effectively review early morning, or at my own convenient time (3.68). On the other hand, the respondents “sometimes” used use Pomodoro Technique for time management (3.17), they “sometimes” eliminate distractions just by deleting applications that may hinder their focus to review (3.29), and reviewing and brainstorming with their fellow criminology graduates to sharpen their memory from time to time (3.37).

The variable I take rest days/hours to avoid burnout while reviewing that is “often” used as a direct strategy of the respondents got the highest weighted mean of (3.75). This direct strategy is used by Criminology graduates to have enough rest and sleep. Resting is a powerful stress reducer. Following a regular sleep routine calm and restores the body, improves concentration, regulates mood, and sharpens judgment and decision-making. Examinees are better problem solvers and are better able to cope with stress when they are well-rested. [29] states that rest is vital for better mental health, increased concentration and memory, a healthier immune system, reduced stress, improved mood, and even a better metabolism. In the time management table, the criminology graduates “often” can effectively review early morning, or at my own convenient time with the second highest weighted mean of (3.68). This means that Criminology Graduates who are early risers take advantage of their mornings by setting goals and planning for the day. Planning is linked to improved productivity as they have extra time in the day to complete tasks. [30] states that early risers are more proactive. They’re also more likely to anticipate problems and minimize them efficiently, which leads to more success, especially in their specific task. This

direct strategy is also in line with the Learning Readiness Theory of Reuven Feuerstein that having an adequate strategy like an early morning review can be of use to the reviewees. The reviewees necessarily have to follow a review routine and it is a smarter decision of knowing the right time to do the review, task, or activity. It is also important to consider that the criminology graduates review and brainstorm with their fellow criminology graduates to sharpen their memory from time to time (3.30). Brainstorming can be used during problem-solving, it brings the criminology graduates diverse experiences into play. It increases the richness of ideas explored, which means that they can often find better solutions to the problems that they face. [31] states that participating in the sessions stimulates and unlocks the reviewees creative talents. Brainstorming also builds self-esteem because the reviewees are being asked for their participation and their ideas. The Active Learning theory states that applying knowledge through experience and transferring skills across contexts can enhance and improve the reviewees knowledge and learning.

Moreover, criminology graduates can “sometimes” eliminate distractions just by deleting applications that may hinder their focus to review (3.29). It is important to eliminate distractions while working because when a reviewee focused on their daily tasks, they have the opportunity to be more productive and, in turn, have more time to do what they intend to review. Distraction lowers our productivity and increases our stress. Technologies distract reviewees the most during their review sessions.

The criminology graduates “sometimes” use Pomodoro Technique for time management with the lowest weighted mean of (3.17). However, this technique is highly effective as it helps an examinee to effectively manage their time and work on a task without distractions. It is also beneficial as it helps them become more disciplined and think about their task. This technique is designed to combat multitasking and improve concentration [32]. The Pomodoro technique doesn’t just teach the reviewees time management, it also teaches them in setting goals and how to achieve them. They will be able to better stick to their daily schedule and weekly schedule. Having Time Management Tools is an adequate study skill and strategy as it is based on the distribution of work and rest blocks and the strict control of time and distractions which is proven to be useful in long periods of attention, that is why it could be very useful for the reviewees in order to improve their review sessions.

2.6 Intellectual Readiness

Table 6. Direct Strategies employed by the reviewees before the Criminologist Licensure Examination.

Intellectual Readiness	\bar{x}	Descriptive Interpretation
I always take note of the information in my notebooks to gain new knowledge during review sessions and ask for the teacher’s guidance and tips if needed	3.96	Often
I reviewed my notes and read all the concepts that are not familiar in every subject area to gain new knowledge	3.87	Often
I practice answering a set of questions to enhance my memory retention	3.68	Often
I use flashcards to remember to important information and details	3.12	Sometimes
I always read books to improve my memory and learn new knowledge	3.40	Sometimes
We study and review by group to add and exchange new knowledge	3.14	Sometimes
Composite Mean	3.52	Often

Legends:

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 - 5.00	Always	Highly Preferred Strategy for Reviewing
3.41 - 4.20	Often	Preferred Strategy for Reviewing
2.61 - 3.40	Sometimes	Moderately Preferred Strategy for Reviewing
1.81 - 2.60	Rarely	Slightly Preferred Strategy for Reviewing
1.00 - 1.81	Never	Not Preferred Strategy for Reviewing

Table 6 presents the obtained weighted mean ratings in view of the strategic plans employed by the Criminology instructors of DCCP-CCJE in preparation of the Criminology Graduates for the Licensure Examination for Criminologists.

2.7 Strategic Plans Employed by the Instructors of DCCP-CCJE in preparation for the Criminologist Licensure Examination (CLE).

Table 7. Strategic plans employed by Teachers of DCCP-CCJE before the Criminologist Licensure Examination. n=94

Strategic Plans	\bar{x}	Descriptive Interpretation
Conducts every weekend lectures to remind the concepts in every subject area of the CLE	4.29	Always
Provide list of review topics and resource materials to read and be familiar on the review per se	4.00	Often
Conduct pre-test and post-test before and after the semester	3.81	Often
Assist and prove extra online lectures and online recordings to aid the reviewees clear doubts and a better understanding of the information or detail in that particular topic/subject area	3.52	Often
Conducts board operation to assist the reviewees on their venture to the board examination	3.64	Often
Composite Mean	3.83	Often

Legends:

Scale of Mean Ratings	Descriptive Interpretation	Verbal Description
4.21 - 5.00	Always	Highly Preferred Strategy for Reviewing
3.41 - 4.20	Often	Preferred Strategy for Reviewing
2.61 - 3.40	Sometimes	Moderately Preferred Strategy for Reviewing
1.81 - 2.60	Rarely	Slightly Preferred Strategy for Reviewing
1.00 - 1.81	Never	Not Preferred Strategy for Reviewing

As to the Strategic Plans, the table revealed that the Criminology Graduates “always prefer” that the teachers of DCCP-CCJE conduct every weekend lectures to remind the concepts in every subject area of the CLE (4.29). On the other hand, the instructors of DCCP “often” provide a list of review topics and resource materials to read and be familiar on the review per se (4.00), conduct pre-test and post-test before and after the semester (3.81), Conducts board operation to assist the reviewees on their venture to the board examination (3.64), and Assist and provide extra online lectures and online recordings to aid the reviewees clear doubts and get a better understanding of the information or detail in that particular topic/subject area (3.52).

Criminology Graduates “always” prefer that the teachers conduct every weekend lectures to remind the concepts in every subject area of the CLE which has the highest weighted mean of (4.29). This implies that the instructors of DCCP-CCJE want the criminology graduates to be well-prepared for the upcoming CLE. The instructors serve as a support system by providing extra lectures and this justifies the idea that they are working to impart quality education to the reviewees for the licensure examination. Conducting weekly lectures can efficiently disseminate foundational knowledge. Instructors can use lectures to help students easily acquire knowledge of terms, basic facts, and simple concepts. Lectures are as effective, but not more effective than other methods of transmitting simple information [33]. The instructors made use of the key component of Active Learning theory by developing the reviewees’ conceptual awareness. Instructors who conduct lectures from time to time can present material not otherwise available to the review materials and lecturing can be specifically organized to meet the needs of the reviewees.

As indicated in Table 7, the second highest mean is to provide a list of review topics and resource materials to read and be familiar with the review per se with a weighted mean of 4.00. This is to prove that the instructors of DCCP-CCJE always seem to be willing to share and give materials and topics relative to the board examination. This is for the

Criminology Graduates to know about the scope and range of the exam, feel more confident about possible questions, and provide a valuable metacognitive opportunity to examine what they know and do not know. Providing a list can give the reviewees direction. They can choose which tasks are most important to do first, and which ones can wait. In a way, it serves as a simple method of getting their tasks in front of them. This can increase efficiency and effectiveness when working on your project [34]. This is an adequate study skill or strategy being imparted to the reviewees to become aware to know the method of getting their tasks in front of them. This can increase efficiency and effectiveness when reviewing their materials.

Other strategies “often” used by the instructors includes is to conduct pre-test and post-test before and after the semester (3.81). The Pre-test and post-test method is designed to measure examinees' growth in knowledge and or skill over the areas of the board examination. To put simply, pretests are assessments where the instructor determines each examinee's knowledge of and proficiency in the area/topic for the board examination. Pretests give instructors a way to gauge examinees' knowledge, prepare students for future content and, in the end, measure their growth. Post-tests show whether an examinee gained the knowledge required to successfully pass the area of the board examination and reveal how much each examinee's knowledge grew and how much examinees improved during the pre-exams. [35]. This idea of self-evaluation is also supported by Koriat and Bjork, who claim that assessments of learning made after studying are typically more accurate than those given after a test [36]. A component of the Learning Readiness Theory is that giving pre-test and post-test develops adequate cognitive functioning of the reviewees. In this way, the reviewees can practice rationalizing, conceptualizing and critically thinking. Moreover, it is also important to consider that the Teachers of DCCP-CCJE “often” conducts board operation to assist the reviewees on their venture to the board examination. 3.64 and assist and provide extra online lectures and online recordings to aid the reviewees clear doubts and getting a better understanding of the information or detail in that particular topic and subject area 3.52. E-Learning has limited reviewees feedback. In traditional face-to-face review, Instructors can give the reviewees immediate face-to-face feedback. Reviewees who are experiencing problems in the curriculum can resolve them quickly and directly during the lecture. Personalized feedback has a positive impact on reviewees, as it makes learning processes easier, richer, and more significant, all the while raising the motivation levels of the reviewees [37].

3. Summary of the Findings

The following were the findings of the study. The Criminology graduates have good preparation as to their mental readiness as indicated in the composite mean of 3.48. Financially, the respondents have fair preparation with a composite mean of 2.33. In addition, the criminology graduates have good preparation as to Physical Preparedness which is shown in the table with a composite mean of 3.49.

The direct strategy used by the Criminology graduates was to make an outline to review all the subjects in every area with the highest weighted mean of (3.73), the reviewees' time management strategy is also to take rest days/hours to avoid

burnout while reviewing (3.75). They also prepare intellectually as the reviewees' take note of the information in their notebooks to gain new knowledge during review sessions and asked for the teacher's guidance and tips if needed (3.96).

Worrying about in-house review due to lack of allowance is the most pressing problem encountered by the reviewees' as shown in the weighted mean (3.31). Other problems encountered by the reviewees' include cannot avail themselves of all the needed review materials/books for other references (3.05), and being a working student to finance for the board examination (2.33).

The strategy employed by the Teachers/Instructors of the College of Criminal Justice Education of DCCP to enhance the preparation of the reviewees' is to conduct every weekend lecture to remind the concepts in every subject area. This is to offer valuable support to the criminology graduates and also to boost their memory to remember the information and concept without any hint which improves long-term memory retention and for the preparation of situational questions during the Criminologist Licensure Examination.

4. Conclusions

- The Criminology Graduates of the Data Center College of the Philippines - College of Criminal Justice Education have a good preparation for the incoming Licensure Examination for Criminologists, with different direct strategies impart and proper organization, time management, and intellectual readiness.
- Despite encountering some financial problems, they were able to increase their readiness and focus for the board examination using their direct strategies to assess and review themselves effectively.
- The reviewees also have high support from the Instructors/Teachers of the College of Criminal Justice Education Department, as they have imparted consistent aid and assistance that motivated and helped the reviewees recognize their strengths and weaknesses.
- The instructors also created an orderly learning environment that enhanced the reviewees' competencies, as to increase and develop their intellectual readiness.
- The results of the study concluded that there is a need for the researchers to formulate a strategic plan as a suggestion to enhance the readiness and preparation of the criminology graduates in taking the BLEC.

5. Recommendations

The following are the recommendations of the researchers based on the gathered results.

For the Criminology Graduates:

1. Consider the different time management tools and apply the best technique to have better time management and review organization.
2. Consider stress management activities to avoid burnout and protect themselves physically and mentally.
3. The Criminology graduates may consider having a maintainable review plan throughout the period of the review session.
4. Engage in group brainstorming.

5. Criminology graduates having financial problems should seek assistance from the local government units which will render help for their problems.

For the DCCP-CCJE:

1. The DCCP-CCJE may consider the implementation of the proposed strategic plan made so that there will be an improvement, enhancement, and development in the preparation for the criminology graduates in preparation for the CLE.
2. Consider the results of the study to improve social and instructional support for the Criminology Graduates who are bound to take the CLE.
3. The DCCP-CCJE may provide stress management activities so that the reviewees will be mentally and physically equipped.
4. Make a Query Box in order for the DCCP-CCJE Instructors to know the problems, doubts, and inquiries of the Criminology graduates.

Proposed Strategic Plan “Tactical Techniques”

Rationale of the Strategic Plan

The strategic plan entitled “Tactical Techniques for Criminologist Licensure Examination” was constructed to enhance the preparation of the criminology graduates who are reviewing for the CLE. This is for the reviewees, instructors, and review center to identify the appropriate strategies required to reach the future goal, and objectives, and to achieve readiness of the criminology graduates in their journey to take the board examination.

Objectives

The Criminology Graduates will be able to enhance their review sessions by using the formulated various techniques. They will be able to maximize their time to spend on specific activities that will help them achieve their plans faster. They will be efficiently able to stay organized, productive, and excel their tasks on time. The physical exercises also improve mental health by decreasing and preventing conditions such as anxiety and depression, as well as improving mood and other aspects of well-being that will make them concentrated in reviewing. This will find them suitable study habits for their preparation in taking the Licensure Examination for Criminologist.

Strategies

One strategy that was constructed is the application for a scholarship or seeking financial assistance from the local government unit or provincial government. This strategy is to sustain their financial needs to buy necessary review materials and to have funds during their in-house review. This is essential to lessen their anxiety and worries as to financial aspects during their entire review period.

The strategy of conducting Weekly assessments is to develop mental readiness and for the instructors of DCCP-CCJE and the review center to evaluate the intellectual progress of the reviewees. The teachers of DCCP-CCJE may prepare weekly diagnostic examinations on areas or topics that have been reviewed and discussed in that scheduled week to appraise the quality of their teachings and to know the development made by the reviewees. This may be conducted from the start of the review session until the end to help the reviewees to

realize if the review is effective or not. This can also be a strategy to strengthen memory retention and enhance their skills in answering questions.

The reviewees may also apply different Time Management Tools as this provides greater clarity, greater capability, and greater confidence. When reviewees are clear on the best use of their time, they become more focused and productive. Effective time management helps the reviewees achieve bigger goals, reduces procrastination, and increases productivity.

Brainstorming is a technique that the reviewees may use to get as many ideas as they can by “peer-reviewing” or “group brainstorming”. This is a group strategy that encourages the reviewees to focus on a topic and contribute to the free flow of ideas. The instructor may begin a brainstorming session by posing a question or a problem, or by introducing a topic then the reviewees may express possible answers, and relevant ideas to enhance their critical thinking.

The strategy “rest-paused method” was also constructed for physical preparedness and time management. The reviewee may create a work plan or schedule to know when to rest and when to review to avoid burnout, reduce interference, and provide a wakeful rest period.

Having a maintainable daily review plan as a strategy may provide the reviewees stable schedule that gives a list of events or tasks and the time at which each one should happen or be done in an accessible and maintainable way for daily activity, the reviewee may have to do list according to what needs to get done and to determine the next priority.

The strategy rapid planning method is a simple system that teaches the reviewees how to plan their day and manage their time. The acronym RPM stands for results, purpose, and massive action. This is a way of thinking for conditioning the reviewees brain to focus on the outcome and result that they are after.

The query box allows reviewees to put their questions or inquiries in a box to be read by the instructors. This is for the teachers to know and determine any issues or concerns that have arisen during the review.

Ice breakers as a strategy at the start of the review session will create a relaxed environment for the reviewees to fully participate during review sessions. Building rapport between reviewees and lecturers and fostering a productive learning environment are also benefits of conducting icebreakers. This strategy warms up the conversation among the reviewees during their review sessions as this will make a connection of comfortability to interact with each other.

Stress Management Activities may have a quick exercise conducted by the instructor to be more productive and improve concentration and attention during review sessions.

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