

Driven to Succeed: The Interplay of Student Motivation, Mentorship, and Board Exam Performance in Northern Mindanao

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ABSTRACT

This descriptive-quantitative study examined the crucial interplay of student motivation, mentorship, and performance in high-stakes board examinations within Northern Mindanao. Utilizing frameworks such as Self-Determination Theory and Social Cognitive Theory, the research focused on graduates whose profiles were predominantly young (20–22 years old), female, from public institutions, and from low-income households. Education and Nursing were identified as the most common fields of specialization among examinees.

Findings revealed that students possess a moderately high level of intrinsic motivation and very high goal orientation. Statistical analysis confirmed that motivational dimensions—specifically goal orientation, academic persistence, and resilience—have a significant positive relationship with board examination performance. While overall motivation was high, extrinsic factors showed no significant relationship to exam outcomes.

Mentorship support, particularly academic guidance and professional/career-related mentoring, also demonstrated a significant positive correlation with exam success. However, emotional and psychosocial support was rated only moderate. The study highlighted that the *course/field of specialization* significantly shapes both the students' motivation and the mentorship support they receive, indicating institutional and structural disparities.

Challenges persist, including financial constraints, unequal access to quality mentorship (especially in rural areas), and psychological pressures. The study concludes that improving board exam outcomes requires a holistic approach that integrates sustained motivational development, strengthened structured mentorship (including psychosocial support), and systemic interventions to ensure equitable access to resources for all graduates in the region.

INTRODUCTION

Background of the Study

Education has long been recognized as a cornerstone of personal growth and national progress. It equips individuals with the knowledge, skills, and values needed to contribute meaningfully to society, while also serving as a foundation for social mobility and economic advancement (Sison, 2025). The academic journey, however, is not merely a matter of attending classes and absorbing lessons; it is a multifaceted process shaped by a complex interplay of personal drive, institutional support, cultural expectations, and systemic structures. Among the crucial aspects of this journey is the ability of students to sustain motivation throughout their academic lives and translate that motivation into successful outcomes, particularly in high-stakes examinations that often determine professional opportunities. Board examinations, for instance, are viewed not only as assessments of competence but also as gateways to careers, livelihood, and the fulfillment of familial and societal expectations.

Motivation, in its many forms, has always played a central role in determining how well students can navigate these academic hurdles. It influences persistence, shapes attitudes toward challenges, and affects overall

achievement. While the concept of motivation is universal, its manifestations differ across contexts and individuals, influenced by mentorship, socio-economic background, available resources, and even government policies (Cruz & Accad, 2025). In this sense, the educational landscape is not only about what happens within classrooms but also about the structures that support or hinder learners. The discussion of student motivation, its relationship to mentorship, and its impact on board exam performance is thus not limited to the personal struggles of learners but extends into global, national, and local conversations about how best to prepare future professionals to meet the demands of an increasingly competitive world.

Across the globe, the importance of student motivation in education has been widely studied and emphasized. Motivation is often classified into intrinsic and extrinsic dimensions, with intrinsic motivation referring to an internal drive to learn for its own sake, while extrinsic motivation involves external rewards such as grades, recognition, or future employment opportunities (Agabon & Allanic, 2025). Research in various countries has consistently shown that motivated students tend to perform better academically, are more likely to persist in their studies, and demonstrate greater resilience in the face of challenges. Motivation also correlates with mental well-being, as motivated students are less prone to burnout and disengagement compared to their less motivated peers. The global recognition of motivation's role in education underscores its universality as a critical driver of learning outcomes.

Equally important in global education systems is the role of mentorship. Around the world, mentorship has been acknowledged as a vital factor in nurturing student potential, enhancing motivation, and improving academic performance. In higher education and professional preparation programs, mentors guide students not only in mastering academic content but also in navigating the professional demands and expectations of their chosen fields (Norab Reponde & Hordista, 2023). In countries with strong mentorship frameworks, students often report higher levels of academic satisfaction, self-confidence, and career readiness. The mentorship process, which may involve teachers, senior peers, or professional practitioners, provides students with role models who demonstrate how academic success can be transformed into real-world competence.

Board examinations, or their equivalents, are another global reality. From licensure exams for engineers in the United States to professional assessments for medical practitioners in Europe and Asia, these standardized evaluations serve as benchmarks of competency. They determine not only the readiness of graduates to practice their professions but also the credibility of educational institutions in producing competent professionals (Alan & Bauyot, 2024). Globally, success in these examinations is often tied to both individual preparation and systemic support. Studies suggest that beyond academic preparation, factors such as motivation and mentorship greatly influence students' ability to succeed in such examinations. This reinforces the notion that board exam performance is not simply about mastering technical content but also about cultivating the psychological and social dimensions of learning.

In many parts of the world, policymakers and educators have responded to these realities by embedding student support programs into academic systems. For instance, countries such as Finland, Canada, and Singapore emphasize holistic education where academic rigor is complemented by mentorship and psychosocial support (Colanggo, Malolot, & Montemayors, 2024). Their frameworks recognize that preparing students for examinations and professional practice requires more than classroom teaching—it demands an environment that nurtures motivation and fosters resilience. These global models serve as instructive benchmarks for other countries seeking to enhance their own systems of student development and examination readiness.

The role of technology in supporting motivation and mentorship has also become increasingly prominent. Globally, digital platforms have created new avenues for mentorship, peer collaboration, and exam preparation (Mapindan & Villocino, 2025). Online mentoring systems, digital learning modules, and collaborative study communities have become vital tools in reinforcing motivation and improving outcomes. These innovations demonstrate that mentorship and motivation are not static processes but adaptive systems that evolve with changing educational landscapes, particularly in the digital age.

Within the Philippine context, education is similarly viewed as a powerful instrument for national development and individual empowerment. The Department of Education (DepEd) and the Commission on Higher

Education (CHED) have consistently emphasized the need to equip learners with both academic and practical competencies to prepare them for life after school (Bayudan-Dacuycuy, Luzon, & Zambrano, 2024). In the Philippines, motivation plays a critical role as many students grapple with economic challenges, limited access to resources, and systemic inequalities that affect their learning outcomes. Given these realities, motivation becomes a determining factor in how students persist in their studies and ultimately succeed in board examinations that qualify them for professions such as teaching, nursing, and engineering.

Mentorship in the Philippines is embedded within educational frameworks through both formal and informal structures. Teachers, guidance counselors, and even peer mentors serve as support systems for students navigating the demands of higher education. Government policies have acknowledged the importance of these support systems (Riola, 2024). For example, Republic Act No. 7722, also known as the Higher Education Act of 1994, established CHED, which has introduced various programs aimed at improving the quality of higher education, including mentorship opportunities for students. Similarly, DepEd has implemented guidance and counseling programs at the basic education level to strengthen psychosocial support. These efforts highlight the recognition that mentorship is not supplementary but integral to educational success.

In terms of policies, Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 (K to 12 Law) restructured the educational system to improve the preparedness of Filipino graduates for higher education and employment. The law underscores the importance of holistic development, which aligns with global trends that emphasize mentorship, motivation, and readiness for professional practice (Generalao, Baluyos, & Escorial, 2025). Beyond RA 10533, DepEd memorandums and CHED circulars have also addressed the need to support students in their academic journey, particularly in programs requiring licensure examinations. For instance, CHED Memorandum Orders (CMOs) often mandate outcomes-based education, ensuring that teaching strategies include motivational frameworks and mentoring approaches. Board examinations hold significant weight in the Philippines as they are administered by the Professional Regulation Commission (PRC) under Republic Act No. 8981 or the PRC Modernization Act of 2000. These examinations serve as gatekeepers to professional practice, and performance in such assessments reflects both the readiness of students and the quality of education provided by institutions. Schools and universities are thus deeply invested in ensuring that their graduates perform well in licensure exams, as these results affect institutional reputation and accreditation. To address this, academic institutions often implement review programs, mentoring initiatives, and motivational interventions aimed at boosting student performance.

The importance of guidance and mentorship is also evident in DepEd Order No. 62, s. 2017, which institutionalized career guidance and counseling programs across schools. These programs were designed to provide students with the necessary support to make informed career choices, sustain motivation, and enhance their readiness for future professional challenges (Molina & Olegario, 2024). Similarly, programs like the Department of Science and Technology's (DOST) scholarship grants emphasize mentoring and motivation, as scholars are often required to maintain academic excellence and are given access to support networks that help them succeed.

In the local context, the presence of diverse institutions—from state universities to private colleges—has created both opportunities and challenges in Northern Mindanao's educational landscape. While some institutions have consistently achieved high passing rates in board exams, others struggle due to inadequate resources and student support systems (Zaspa & Maniago, 2020). This uneven performance underscores the role of localized interventions, where motivation and mentorship become critical factors in helping students bridge the gap between academic preparation and exam success.

At the community level, families and local organizations also play a role in sustaining student motivation. In many cases, board exam success is not just a personal achievement but a collective milestone for families and communities who view education as a pathway out of poverty (Almaden, 2024). Local mentoring initiatives, often driven by alumni networks or volunteer groups, demonstrate the importance of community-based support in supplementing institutional efforts. These localized practices further highlight the interplay between motivation, mentorship, and exam outcomes in shaping educational success stories within the region.

Despite the global, national, and local recognition of the importance of motivation and mentorship, there remains a gap in research specifically linking these factors to board examination performance in Northern Mindanao. While studies have explored student motivation and mentorship independently, limited empirical work has examined how the two interact and influence licensure outcomes in this particular region. Furthermore, most existing literature tends to focus on national trends or institutional-level data, overlooking the unique challenges faced by students in specific localities. This gap underscores the need for a focused study that investigates the interplay of student motivation, mentorship, and board exam performance in Northern Mindanao. By addressing this gap, the research aims to provide insights that can inform targeted interventions, improve academic outcomes, and ultimately contribute to the success of students who are driven to succeed in their chosen professions.

Statement of the Problem

This study aims to examine the interplay of student motivation, mentorship, and board examination performance among graduates in Northern Mindanao. It seeks to identify the extent to which motivation and mentorship contribute to students' success in licensure examinations and how these factors intersect to influence outcomes. Specifically, this study is directed to provide answers to the following questions:

What is the profile of board examination takers in Northern Mindanao in terms of the following?

1.1 Age

1.2 Gender

1.3 Course/field of specialization

1.4 Socio-economic status

1.5 Type of institution attended (public or private)

What is the level of student motivation among board examination takers in terms of the following?

2.1 Intrinsic motivation

2.2 Extrinsic motivation

2.3 Academic persistence

2.4 Goal orientation

2.5 Resilience and coping strategies

What is the extent of mentorship support received by board examination takers in terms of the following?

3.1 Academic guidance and review support

3.2 Emotional and psychosocial support

3.3 Professional and career-related mentoring

3.4 Peer and community mentoring initiatives

What is the level of board examination performance of graduates in Northern Mindanao in terms of the following?

4.1 Passing rate

4.2 Frequency of exam retakes

4.3 Comparative performance across courses or fields

Is there a significant relationship between the profile of board examination takers and their levels of motivation?

Is there a significant relationship between the profile of board examination takers and the mentorship support they receive?

Is there a significant relationship between student motivation and board examination performance?

Is there a significant relationship between mentorship and board examination performance?

What challenges do students in Northern Mindanao face in sustaining motivation, accessing mentorship, and preparing for board examinations?

Hypotheses

1. There is no significant relationship between the profile of board examination takers and their level of motivation.
2. There is no significant relationship between the profile of board examination takers and the mentorship support they receive.
3. There is no significant relationship between student motivation and board examination performance.
4. There is no significant relationship between mentorship and board examination performance.
5. There is no significant interplay between student motivation, mentorship, and board examination performance of graduates in Northern Mindanao.
6. There is a significant relationship between the profile of board examination takers and their level of motivation.
7. There is a significant relationship between the profile of board examination takers and the mentorship support they receive.
8. There is a significant relationship between student motivation and board examination performance.
9. There is a significant relationship between mentorship and board examination performance.
10. There is a significant interplay between student motivation, mentorship, and board examination performance of graduates in Northern Mindanao.

Theoretical Framework

Self-Determination Theory (SDT) was developed by Edward Deci and Richard Ryan in the mid-1980s as an extension of earlier psychological work on motivation and human behavior. At its core, SDT distinguishes between intrinsic motivation, which is driven by internal satisfaction and personal growth, and extrinsic motivation, which is driven by external rewards or pressures. The theory posits that for optimal functioning, individuals need to satisfy three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the individual's ability to feel a sense of control over their actions; competence involves the belief that one can effectively carry out tasks and achieve goals; and relatedness pertains to the experience of belongingness and connection with others. Deci and Ryan's work emphasized that environments which support these needs tend to enhance motivation, performance, and well-being. Over time, SDT has been widely applied across educational, organizational, and health settings, making it a highly influential framework in understanding human motivation.

The significance of SDT in education lies in its explanatory power regarding why students engage in learning activities and persist in academic challenges. When learners feel that their learning environment provides autonomy (such as freedom in decision-making), competence (through effective feedback and skill-building opportunities), and relatedness (through supportive interactions with peers and mentors), their motivation is sustained and deepened. Numerous studies have used SDT as a lens to investigate student engagement, resilience, and academic success, particularly in high-stakes educational contexts. Importantly, SDT has also been used to explain the role of external factors such as grades, recognition, or future employment opportunities in influencing motivation, showing that extrinsic motivators can either undermine or reinforce intrinsic motivation depending on how they are structured. In the context of the present study, SDT is highly relevant as it provides the theoretical grounding for analyzing student motivation among board exam takers in Northern Mindanao. The demands of board examination preparation require students to exercise autonomy in their study practices, develop competence through intensive review and mastery of content, and find relatedness through supportive networks of mentors, peers, and family. By framing motivation through the lens of SDT, the study can better assess how intrinsic and extrinsic motivators interact with mentorship structures to influence board exam performance. The theory underscores that when students' psychological needs are met, their persistence and success in examinations are more likely, making SDT a valuable foundation for understanding the motivational dimension of this research.

The Social Cognitive Theory (SCT), formulated by Albert Bandura in the 1960s, is another influential framework that emphasizes the dynamic interaction between personal factors, behavior, and the environment. Originally an extension of behaviorist traditions, Bandura introduced the idea that learning is not merely the result of reinforcement but also involves observational learning, imitation, and modeling. One of the most important contributions of SCT is the concept of reciprocal determinism, which posits that individuals influence and are influenced by their environment and their behaviors. SCT also highlights self-efficacy—the belief in one's capacity to succeed in specific tasks—as a critical determinant of behavior and performance. Over time, the theory has evolved to explain a wide range of human behaviors across education, health, and social development, establishing itself as a cornerstone in psychological and educational studies.

Central to SCT is the idea that individuals learn not only through direct experience but also by observing others. Bandura's famous Bobo Doll experiment demonstrated that children could learn aggressive behaviors simply by observing adults, underscoring the power of modeling in human learning. In education, this concept extends to students observing peers, teachers, and mentors who model desirable behaviors such as diligence, resilience, and problem-solving. Self-efficacy, another key construct, plays a pivotal role in determining whether individuals attempt a task, how much effort they invest, and how they persist in the face of challenges. Numerous studies have validated the importance of self-efficacy in academic contexts, linking it to performance outcomes, persistence, and motivation. As such, SCT provides both a behavioral and cognitive lens for examining how individuals achieve success within structured systems like education.

For this study, SCT is applicable in explaining how mentorship shapes student motivation and board exam performance. Mentorship often involves role modeling, where mentors demonstrate strategies for effective studying, coping with stress, and maintaining focus. Through observational learning, students internalize these behaviors, which in turn enhance their own academic practices. Moreover, the development of self-efficacy is crucial in board exam preparation; students who believe in their capability to succeed are more likely to persist despite difficulties. SCT thus provides a framework for understanding how mentorship influences motivation, and how both factors interplay in shaping board examination outcomes. It situates the study within a broader recognition of how personal, behavioral, and environmental factors interact in influencing student success.

The Expectancy-Value Theory (EVT), initially proposed by John William Atkinson in the 1950s and later expanded by Jacquelynne Eccles and colleagues, centers on the idea that achievement-related choices are determined by two major factors: an individual's expectation of success and the value they attach to the task. Atkinson first explored the notion that individuals' motivation depends on the perceived probability of success and the incentive value of the success. Building on this foundation, Eccles and colleagues expanded the framework to include different components of task value such as intrinsic value (personal enjoyment), attainment value (personal importance), utility value (usefulness of the task for future goals), and cost (the

perceived effort, time, or emotional toll required). EVT has become one of the most widely used frameworks in educational psychology, providing insights into why students choose certain academic paths, how they prioritize tasks, and what sustains their motivation.

Expectancy-Value Theory is particularly useful in explaining student decision-making and persistence in challenging academic contexts. Students who believe they can succeed (expectancy) and who perceive high value in their studies (value) are more likely to invest effort, persist in difficulties, and achieve higher outcomes. The cost factor also plays an important role, as students may disengage if the task demands outweigh perceived benefits. Research based on EVT has demonstrated strong links between expectancy-value beliefs and academic performance, course selection, and long-term career trajectories. For example, students who perceive licensure examinations as critical to their future careers are more likely to dedicate time and resources to preparation, provided they believe in their ability to succeed.

In relation to this study, EVT offers a lens to understand why students in Northern Mindanao prepare for board examinations and how they sustain motivation. Passing the board exam carries immense utility and attainment value, as it directly impacts employability, professional identity, and family expectations. Students' expectancy beliefs—whether they feel capable of passing—are shaped by mentorship, preparation, and past experiences, while their task values are influenced by cultural, economic, and personal aspirations. EVT thus situates the study within a motivational framework that considers both belief in success and the perceived importance of the outcome, complementing the perspectives of SDT and SCT in exploring the interplay of student motivation, mentorship, and board exam performance.

Conceptual Framework

The Input-Process-Output (IPO) model serves as a guiding framework for this study as it systematically illustrates the flow of the research, from the essential elements that form the foundation, to the methods of handling and analyzing data, and finally to the outcomes that will inform educational practices. The IPO model is widely used in research and organizational studies because it simplifies complex investigations into three interconnected stages, allowing both researchers and readers to visualize how variables interact within the study. In the context of examining the interplay of student motivation, mentorship, and board examination performance in Northern Mindanao, the IPO model is particularly appropriate because it captures how student-related factors and support systems (inputs) are examined through systematic research procedures (process) to generate findings and recommendations (outputs) that can guide future interventions. This structure not only clarifies the direction of the research but also ensures that the study remains methodologically sound and logically coherent.

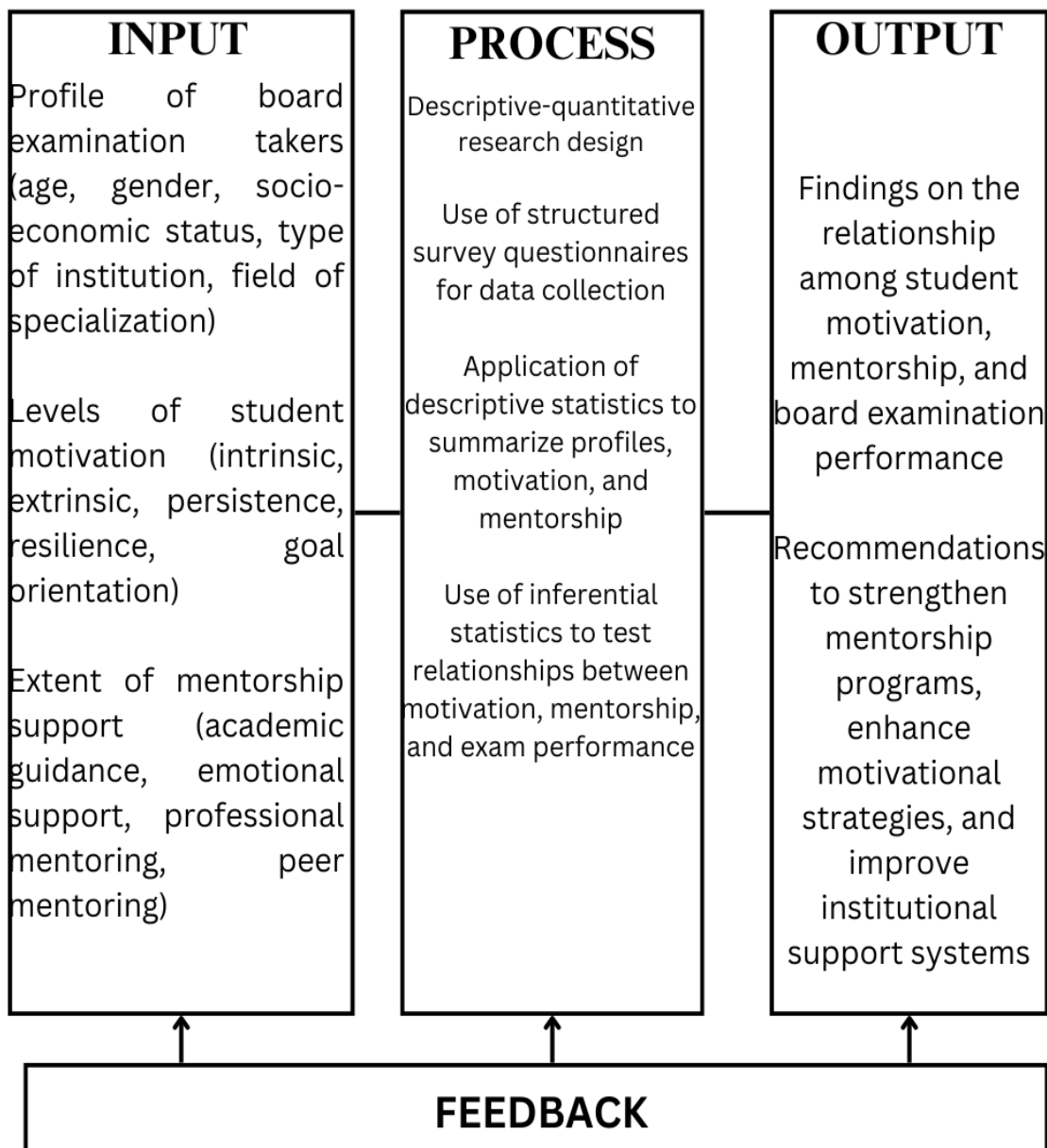
The input of this study refers to the essential elements that serve as the foundation for investigation. These include the profile of board examination takers in Northern Mindanao, covering demographic and academic characteristics such as age, gender, socio-economic status, type of institution attended, and field of specialization. Alongside these profiles, two primary variables are emphasized: the level of student motivation and the extent of mentorship support received. Motivation is assessed in terms of intrinsic and extrinsic factors, persistence, resilience, and goal orientation, while mentorship encompasses academic guidance, emotional support, professional development, and peer mentoring. These inputs represent the critical dimensions that potentially influence the outcomes of board examination performance, which is measured in terms of passing rates, retakes, and comparative success across disciplines. Together, these inputs provide a comprehensive foundation for understanding the variables at play in students' preparation and eventual performance in high-stakes licensure examinations.

The process of the study refers to the descriptive-quantitative method of data gathering and analysis. This approach involves the use of structured survey questionnaires administered to a representative sample of board examination takers in Northern Mindanao. The surveys are designed to measure levels of motivation, types and extent of mentorship received, and relevant demographic information. Data will be collected systematically and subjected to statistical analysis to determine relationships and patterns among variables. Descriptive statistics will summarize the profiles, levels of motivation, and mentorship, while inferential statistics will be used to examine the relationships between motivation, mentorship, and board exam

performance. This quantitative approach ensures objectivity, reliability, and accuracy in analyzing how the interplay of these factors influences outcomes, making the findings more generalizable and useful for policymakers, educators, and institutions.

The output of the IPO model for this study is a set of findings that highlight the extent to which student motivation and mentorship influence board examination performance in Northern Mindanao. The results will identify whether significant relationships exist among the variables and will provide evidence-based insights into the challenges faced by students in their preparation for licensure exams. From these findings, recommendations will be formulated to strengthen mentorship programs, enhance motivational strategies, and improve institutional support systems for board exam takers. Feedback, as an integral part of the model, will allow these recommendations to inform the practices of schools, review centers, policymakers, and local communities, creating a cycle of continuous improvement. In this way, the IPO framework ensures that the research does not end with findings alone but contributes to practical interventions that can enhance educational outcomes and student success in the region.

Figure 1: Conceptual Framework



The significance of this study lies in its potential to illuminate how student motivation and mentorship intersect to influence board examination performance in Northern Mindanao. By identifying the strengths, weaknesses, and gaps in existing support systems, the study provides evidence-based insights that can guide educators, institutions, policymakers, and communities in designing interventions that enhance student success. Its findings will not only benefit those directly involved in the board exam preparation process but also contribute to broader educational reforms that improve the quality and outcomes of higher education in the region.

Students and Board Exam Takers. Students are the primary beneficiaries of this study as its findings will help them understand the key factors that influence board exam success. By highlighting the role of motivation and mentorship, the study can provide students with insights on how to strengthen their personal drive, seek guidance effectively, and develop strategies for examination preparation. This knowledge empowers them to be more intentional in their study habits and encourages them to build support networks that increase their chances of passing the board exams.

Teachers and Mentors. Educators and mentors will benefit as the study sheds light on how their support and mentorship impact student outcomes. With concrete evidence of mentorship's role in fostering motivation and success, teachers can refine their approaches, prioritize effective mentoring practices, and design interventions that go beyond academic instruction. This allows them to become more responsive to student needs, ensuring that guidance is both academically rigorous and emotionally supportive.

Higher Education Institutions (HEIs). Colleges and universities stand to gain valuable insights on how their academic and mentoring systems affect the performance of their graduates in licensure exams. The study's findings can inform institutional policies, curriculum enhancements, and the establishment of structured mentoring programs that prepare students more effectively. Stronger board exam results also enhance institutional reputation and credibility, benefiting HEIs in terms of student recruitment and recognition.

Professional Regulation Commission (PRC). The PRC, as the agency responsible for administering licensure examinations, can use the study's findings to better understand the factors influencing pass rates. By recognizing the impact of motivation and mentorship, the PRC can collaborate with academic institutions to support student readiness and design policies that encourage more holistic preparation for examinations. This ultimately aligns with the PRC's mandate of ensuring the competency of licensed professionals in the country.

Department of Education (DepEd) and Commission on Higher Education (CHED). National educational bodies will benefit from the study by using its findings to refine existing policies and programs. Since motivation and mentorship are critical for academic success, DepEd and CHED can integrate more targeted initiatives into their frameworks to strengthen student support systems. This ensures that graduates are not only academically prepared but also psychologically and socially equipped to succeed in licensure examinations and professional practice.

Local Government Units (LGUs). LGUs in Northern Mindanao can draw on the study's findings to design local programs that support board exam takers, such as scholarship grants, community-based review programs, and mentoring initiatives. By understanding the barriers and motivators faced by students, LGUs can align their educational support services with the actual needs of their constituents, thereby promoting local development through education.

Families of Students. Families will benefit as the study provides them with knowledge about how critical their support is in sustaining student motivation and ensuring success in board exams. With this awareness, families can become more proactive in providing emotional encouragement, financial support, and a conducive environment for learning. Board exam success also uplifts entire households, as passing the licensure exam often leads to stable employment and improved family welfare.

Alumni Associations and Peer Networks. Alumni and peer groups can use the study's findings to formalize mentoring initiatives that support future board exam takers. By learning how mentorship contributes to student performance, alumni associations can design structured programs where successful passers guide current

students. This builds a culture of academic solidarity and ensures that institutional support is extended beyond the classroom through community-driven mentorship.

Policy Makers and Legislators. Lawmakers can benefit from the study as it provides empirical evidence that can guide the creation or refinement of laws related to education and professional development. Insights on the interplay between motivation, mentorship, and exam performance may influence the crafting of policies that allocate resources for review programs, mentorship systems, and student support services, thereby strengthening the nation's professional workforce.

Researchers and Academicians. The academic community will also benefit from this study as it fills a research gap by linking motivation, mentorship, and board exam performance in the context of Northern Mindanao. Future researchers can build upon its findings to explore related themes, conduct comparative studies, or design intervention-based research. This contributes to the continuous development of knowledge in the field of education and helps refine theoretical and practical approaches to student success.

Scope and Limitations

This study is focused on examining the interplay of student motivation, mentorship, and board examination performance among graduates in Northern Mindanao. Its scope includes profiling board exam takers in terms of demographic and academic characteristics, assessing their levels of motivation (intrinsic, extrinsic, persistence, resilience, and goal orientation), evaluating the extent of mentorship support they receive (academic, emotional, professional, and peer-based), and analyzing their board exam outcomes such as passing rates, frequency of retakes, and comparative performance across disciplines. The research utilizes a descriptive-quantitative design, with data gathered through structured survey questionnaires distributed to selected board exam takers in the region. The study is limited to graduates who have taken or are preparing to take board examinations within the specified timeframe and geographic scope, thereby making its findings most applicable to Northern Mindanao's educational context.

However, the study also has certain limitations. It does not employ experimental or qualitative methods, which means that the research is restricted to describing patterns and relationships without establishing causality or capturing the deeper personal experiences of the respondents. The reliance on self-reported data through surveys may introduce biases such as over- or underestimation of motivation and mentorship levels. Furthermore, the study is limited to the variables of motivation, mentorship, and board exam performance, excluding other possible factors such as institutional resources, teaching quality, or socio-economic conditions beyond the scope of measurement. These limitations highlight that while the study provides valuable insights, its findings should be interpreted within its defined parameters and serve as a foundation for further, more expansive research.

Definition of Terms

For clarity and consistency, it is important to define key terms used in this study. These operational definitions ensure that concepts central to the research—such as motivation, mentorship, and board examination performance—are understood in the specific context of Northern Mindanao and the scope of this investigation. By outlining these definitions, the study provides a shared understanding for readers, researchers, and stakeholders, eliminating ambiguity and aligning the interpretation of variables with the objectives of the research.

1. Student Motivation. In this study, student motivation refers to the internal and external drives that influence a student's persistence and effort in preparing for board examinations. Operationally, it encompasses intrinsic motivation, such as personal satisfaction and passion for learning, and extrinsic motivation, such as the desire to pass the exam for employment or recognition. It is measured through survey items that capture levels of persistence, resilience, and goal orientation among respondents.

2. Intrinsic Motivation. Intrinsic motivation is defined as the inner drive to engage in tasks for personal fulfillment, curiosity, or enjoyment rather than for external rewards. In the context of this study, it refers to the

motivation of board exam takers who prepare and study because they find personal satisfaction in mastering their discipline or achieving personal academic goals, regardless of external pressures or incentives.

3. Extrinsic Motivation. Extrinsic motivation refers to the external factors that compel students to engage in academic preparation. Within this research, it pertains to students' drive to study for board exams due to rewards such as professional licensing, job opportunities, financial stability, or societal and familial expectations. It is operationalized by identifying the degree to which these external motivators influence their study habits.

4. Mentorship. Mentorship in this study refers to the guidance and support provided by teachers, professionals, peers, or community members to board exam takers. It encompasses academic assistance, emotional support, and career-related advice that help students cope with the demands of board exam preparation. Mentorship is measured by examining the extent, frequency, and quality of support received by students.

5. Academic Mentorship. Academic mentorship is defined as the structured support students receive in mastering content and skills relevant to their licensure exams. Operationally, this includes review sessions, coaching, study planning, and content-focused guidance provided by faculty, review centers, or peers. It specifically pertains to how mentors assist students in achieving competence in their field of specialization.

6. Emotional Support. Emotional support, as used in this study, refers to the psychosocial assistance that helps students manage stress, anxiety, and pressure associated with preparing for board exams. It includes encouragement, reassurance, and moral support provided by mentors, peers, or family, and is measured through survey responses assessing how these supports sustain student confidence and persistence.

7. Board Examination Performance. Board examination performance pertains to the measurable outcomes of students in their licensure examinations administered by the Professional Regulation Commission (PRC). For this study, it includes passing rates, frequency of retakes, and comparative scores across fields, as self-reported or verified by institutions. It serves as the ultimate indicator of how motivation and mentorship interplay in influencing student success.

8. Professional Regulation Commission (PRC). The PRC is the government body mandated by Republic Act 8981 to regulate and supervise professional licensure examinations in the Philippines. In this study, PRC is defined operationally as the agency that provides the standards and measures of board exam performance. Its role is critical in contextualizing the data since it validates the performance of graduates in Northern Mindanao.

9. Northern Mindanao. Northern Mindanao, officially designated as Region X, is the geographic focus of this study. It comprises the provinces of Bukidnon, Camiguin, Lanao del Norte, Misamis Occidental, and Misamis Oriental. Operationally, it refers to the location where respondents studied and took or are preparing to take board examinations, thereby situating the findings within the region's unique educational, cultural, and socioeconomic context.

10. Descriptive-Quantitative Research. Descriptive-quantitative research is the methodological approach used in this study to gather, analyze, and interpret data. It is defined as a non-experimental design that describes variables and examines their relationships through statistical methods. Operationally, this approach entails the use of structured survey questionnaires, descriptive statistics, and inferential analyses to draw conclusions about motivation, mentorship, and board exam performance.

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a comprehensive review of literature and related studies that provide the theoretical and empirical foundation of the research. It explores key themes relevant to the study, beginning with the role of intrinsic and extrinsic motivation in shaping academic success and the importance of mentorship as a catalyst for student growth. It also examines the significance of board examinations as high-stakes milestones, the

interplay between student motivation and mentorship, and the role of institutional and community support systems in student preparation. Additionally, it discusses the challenges and barriers commonly faced by board exam takers, as well as strategies aimed at enhancing performance outcomes. The chapter concludes with a synthesis of the reviewed literature and studies, highlighting research gaps and establishing the context for the present investigation.

The Role of Intrinsic and Extrinsic Motivation in Academic Success

Motivation is widely regarded as one of the most critical determinants of academic success, and researchers consistently emphasize the dual roles of intrinsic and extrinsic motivation in influencing how students approach learning (Lee, 2022). Intrinsic motivation refers to the internal drive to engage in tasks for personal satisfaction, curiosity, or a sense of mastery, while extrinsic motivation is fueled by external rewards such as grades, recognition, or future career opportunities. Studies claim that both forms of motivation significantly affect academic outcomes, but they operate in different ways. Intrinsic motivation often sustains long-term engagement and deep learning, whereas extrinsic motivation provides immediate incentives that can direct behavior toward specific academic goals. Together, they create a balance that determines persistence, effort, and achievement in educational contexts.

Studies reveal that intrinsic motivation leads to more effective and meaningful learning. Students who study because they enjoy the process of acquiring knowledge or because they are curious about a subject tend to develop higher levels of critical thinking, creativity, and problem-solving skills (Tisocco & Liporace, 2023). Findings show that intrinsically motivated learners are more likely to adopt mastery-oriented goals, which focus on personal growth and understanding rather than merely achieving high grades. This orientation encourages resilience in the face of challenges, as students see difficulties as opportunities for improvement rather than obstacles to success. Studies highlight that intrinsic motivation often correlates with better academic performance in the long term, as it fosters habits of self-regulated learning and lifelong curiosity.

On the other hand, extrinsic motivation plays a crucial role in driving students to meet external expectations and achieve measurable milestones. Many students, especially in contexts like board examinations, are motivated by the promise of employment, financial stability, or the approval of family and society. Findings show that extrinsic motivators such as scholarships, recognition, and licensure requirements provide a clear structure for students, helping them prioritize tasks and maintain focus on specific outcomes (Meng & Hu, 2023). While extrinsic motivation may not always lead to deep engagement with content, studies claim it is highly effective in encouraging task completion, performance under pressure, and adherence to deadlines. This makes it particularly relevant in high-stakes educational environments where tangible rewards or consequences are at play.

Studies also reveal that the balance between intrinsic and extrinsic motivation can vary depending on cultural and socioeconomic contexts. In countries like the Philippines, where board examinations serve as gateways to professional practice and upward mobility, extrinsic motivation often takes precedence. Students prepare intensely for these exams not only to achieve personal fulfillment but also to secure stable employment, support their families, and fulfill societal expectations (Agustina, Wahyudin, & Pratiwi, 2021). Findings show that in such contexts, extrinsic motivators such as family pride, job opportunities, and financial security can significantly influence the level of effort students put into exam preparation. However, studies highlight that when these extrinsic motivators are paired with intrinsic interest in the profession, students demonstrate stronger persistence and higher success rates. Research findings further suggest that intrinsic and extrinsic motivations are not mutually exclusive but rather interact in complex ways. Studies reveal that intrinsic motivation can be reinforced by extrinsic rewards when the rewards are perceived as supportive rather than controlling. For example, recognition from mentors or achieving a professional license can validate a student's sense of competence and increase their internal drive to excel. Conversely, findings show that poorly designed extrinsic rewards—such as excessive pressure from parents or institutions—can undermine intrinsic motivation, leading to burnout, anxiety, and disengagement (Almaden, 2024). Studies highlight that the interplay between the two forms of motivation is critical in determining not only short-term performance but also long-term academic and professional growth.

In the Philippine context, studies claim that many students rely heavily on extrinsic motivation due to financial pressures and the competitive job market. The Professional Regulation Commission (PRC) reported that in recent years, national passing rates for licensure examinations such as the Licensure Examination for Teachers (LET) have hovered around 30 to 40 percent, reflecting the immense challenges faced by graduates (Iqbal, Razalli, & Taib, 2023). Findings show that for many students, the promise of stable employment and upward mobility drives them to persist despite these odds. However, those who are also intrinsically motivated by a passion for teaching, nursing, or engineering often report greater satisfaction and resilience, suggesting that intrinsic motivation can buffer the stress of high-stakes exams.

Studies highlight that intrinsic motivation plays a significant role in sustaining student engagement in long-term preparation. For example, board exam takers who find joy in mastering concepts or who view their studies as personally meaningful are more likely to persist in months-long review sessions without losing focus (Liu, Ma, & Chen, 2024). Findings show that intrinsic motivation also contributes to improved psychological well-being, as students motivated by internal drives experience less anxiety and pressure compared to those motivated solely by external rewards. Studies claim that this internal sense of purpose acts as a protective factor against burnout, which is common among students preparing for rigorous licensure exams.

Conversely, extrinsic motivation has been shown to be particularly effective in structured and high-pressure contexts. Studies reveal that review centers, scholarship grants, and financial incentives serve as strong motivators for many Filipino students (Caratiquit & Caratiquit, 2023). Findings show that students who receive support from their families or communities often feel an obligation to succeed, which pushes them to work harder and remain disciplined in their preparation. While this type of motivation can sometimes create stress, studies highlight that it also provides a clear sense of direction, helping students set measurable goals and timelines that align with the requirements of licensure examinations.

Studies also claim that the absence of adequate motivation—whether intrinsic or extrinsic—significantly affects academic performance. Findings show that students with low motivation often display procrastination, lack of persistence, and weak study habits, which lead to poor performance in examinations (Usan, Salavera, & Quilez-Robres, 2022). Conversely, highly motivated students, regardless of whether their drive is intrinsic or extrinsic, tend to demonstrate stronger commitment to study schedules, greater resilience in overcoming challenges, and higher chances of success. Studies reveal that motivation functions as the backbone of academic persistence, especially in contexts where external difficulties such as financial hardships or institutional limitations threaten student performance.

Overall, the role of intrinsic and extrinsic motivation in academic success is both critical and complex. Studies highlight that intrinsic motivation fosters deep learning, resilience, and long-term engagement, while extrinsic motivation provides structure, direction, and immediate incentives that help students meet external expectations. Findings show that the most successful outcomes occur when both forms of motivation work together, creating a balanced drive that sustains students throughout their academic journey. In the case of Northern Mindanao board exam takers, this interplay between intrinsic and extrinsic motivation becomes particularly significant, as their success not only determines personal achievement but also contributes to family welfare and community development. Thus, motivation emerges not only as an individual factor but as a collective force that shapes both academic and societal progress.

Mentorship as a Catalyst for Student Growth

Mentorship has long been recognized as a crucial element in shaping student development, particularly in contexts where academic challenges and professional demands converge. Studies claim that mentorship goes beyond the transmission of knowledge, serving as a holistic support system that nurtures intellectual, emotional, and social growth (Arthur & Bailey, 2024). Mentors provide not only academic guidance but also serve as role models who inspire students to pursue excellence, persevere through obstacles, and envision their place in the professional world. Findings show that mentorship enhances self-confidence, builds resilience, and helps students internalize strategies for success, making it a powerful catalyst for student growth. The history of mentorship in education highlights its importance in bridging the gap between theory and practice. Studies reveal that students who are mentored by experienced professionals often report higher satisfaction with their

academic journey and stronger readiness for their chosen careers. Mentorship provides personalized feedback, practical advice, and motivational encouragement that standardized classroom instruction cannot always deliver. Findings show that in high-stakes educational environments, such as board examination preparation, mentors play a pivotal role in helping students refine study habits, manage stress, and maintain focus on long-term goals.

Mentorship also fosters psychosocial support, which is critical in sustaining student motivation. Studies claim that students who feel emotionally supported by mentors are better able to cope with the anxiety and pressure associated with academic challenges. Findings show that effective mentors offer encouragement, empathy, and reassurance, which strengthen students' sense of belonging and reduce the likelihood of burnout (Saranya, Dhuli, & Guduru, 2022). This psychosocial dimension of mentorship is especially significant in contexts like the Philippines, where familial and societal expectations intensify the pressure to succeed in licensure examinations. Mentorship therefore serves not only as an academic tool but also as an emotional lifeline.

The role of peer mentorship further highlights the collaborative dimension of education. Studies reveal that students who engage in peer mentoring programs develop stronger academic skills, enhanced communication abilities, and improved confidence. Findings show that peer mentors can provide relatable guidance, as they have recently navigated similar challenges, making their advice more accessible and practical (Yani & Zaakiyyah, 2024). In review settings, peer mentorship helps students form study groups, share resources, and create support networks that enhance their preparation for board exams. This form of mentorship underscores the communal nature of learning, where shared experiences foster mutual growth. Professional mentorship is equally important, particularly for students transitioning from academic institutions to the professional world. Studies claim that mentors who are established practitioners provide invaluable insights into the expectations and realities of professional practice (Atenas, Nerantzi, & Bussu, 2023). Findings show that such mentors help students align their academic preparation with industry standards, bridging the gap between classroom learning and real-world application. In the case of board exam takers, professional mentors can guide students on how to translate theoretical knowledge into practical competence, boosting both confidence and performance.

Mentorship also directly impacts academic outcomes by shaping self-efficacy. Studies highlight that students with mentors tend to believe more strongly in their ability to succeed, which in turn influences their persistence and performance (Fine, 2021). Findings show that mentorship interventions significantly improve academic engagement, retention, and achievement. By modeling success and providing continuous feedback, mentors help students develop a belief in their capacity to overcome challenges, which is particularly critical in the demanding context of board examinations.

In the Philippine context, mentorship has been institutionalized in various ways. Studies reveal that programs implemented by the Department of Education and the Commission on Higher Education encourage guidance and counseling initiatives to provide students with career and academic support. Findings show that these institutional mentorship programs are designed to prepare students not only for academic success but also for professional readiness (Bansal & Dignard, 2023). In Northern Mindanao, mentorship often takes the form of faculty-led review classes, alumni engagement, and community-based support systems that address both academic and personal needs. This localized approach reflects the adaptability of mentorship to specific cultural and educational contexts. Challenges to effective mentorship, however, remain. Studies claim that lack of resources, limited access to mentors, and uneven institutional support often hinder the full realization of mentorship's potential. Findings show that in some institutions, mentorship is informal and inconsistent, leaving many students without reliable guidance during critical periods of their academic journey. These gaps highlight the need for more structured mentorship frameworks that ensure every student has access to consistent and meaningful support. Addressing these challenges is crucial in maximizing the benefits of mentorship as a catalyst for growth.

Board Examination as a High-Stakes Milestone

Board examinations are universally recognized as high-stakes academic milestones that determine not only the professional trajectory of graduates but also their personal and familial futures. Studies claim that these examinations serve as a critical gateway to employment, licensure, and professional recognition, making them one of the most defining points in a student's academic journey (Le, Tran, Vinall, Kreys, & Phan, 2024). Findings show that licensure exams carry weight far beyond grades, as they validate years of education and training while setting the standard for professional competence. In the Philippines, for example, passing the board exam administered by the Professional Regulation Commission (PRC) is a legal requirement for practicing professions such as teaching, nursing, engineering, and accountancy. These exams therefore represent both an opportunity and a challenge, offering access to careers while also filtering those who are not deemed sufficiently prepared.

The significance of board examinations lies not only in their academic rigor but also in their socioeconomic impact. Studies reveal that passing these exams often translates to stable employment, higher income, and improved social mobility, especially in developing regions. Findings show that in many Filipino households, a single board passer can uplift an entire family from financial struggles, as professional licensure provides access to better-paying jobs both locally and abroad (Kelleher, Schumacher, Zhou, & Kwakye, 2025). This reality places enormous pressure on students, who view the board exam as more than an individual achievement but as a collective aspiration shared by their families and communities. Studies highlight that this collective expectation amplifies the stakes, making success in licensure exams a matter of both personal pride and social responsibility.

The high-stakes nature of board examinations, however, comes with significant psychological consequences. Studies highlight that many students experience heightened anxiety, stress, and pressure in the months leading up to the exam (Moffatt, 2021). Findings show that test anxiety can impair cognitive performance, reduce confidence, and negatively influence outcomes, even among well-prepared students. In the Philippine setting, where failure often requires retaking the exam at considerable financial and emotional cost, the pressure is intensified. Studies claim that repeated failure can lead to feelings of inadequacy, diminished motivation, and, in some cases, the abandonment of professional aspirations altogether.

At the same time, studies reveal that the high-stakes context of board exams can foster resilience and determination among students. Findings show that many who succeed in these exams attribute their achievement not only to academic preparation but also to perseverance, effective coping strategies, and strong support systems (Pinder, 2023). In this sense, the board exam becomes a test not only of knowledge but also of character. Studies claim that students who emerge successful from this process often carry with them valuable skills in discipline, time management, and stress tolerance, which benefit them throughout their professional lives.

Beyond individual and institutional impacts, board examinations also serve as regulatory tools for ensuring professional standards. Studies claim that licensure exams are designed to uphold public trust by certifying that only competent individuals are allowed to practice. Findings show that this regulatory function is particularly important in professions that directly affect public welfare, such as healthcare, engineering, and education (Caratiquit & Caratiquit, 2023). In this way, board exams act as safeguards, protecting society from unqualified practitioners and maintaining the integrity of professional fields. This broader societal role reinforces their significance as high-stakes milestones with implications beyond the personal and institutional levels. Despite their importance, board examinations also face criticisms for being overly reliant on standardized testing. Studies reveal that such exams may not fully capture the diverse skills and competencies needed in actual professional practice. Findings show that performance in a written exam may not always correlate with long-term effectiveness in the field, leading to debates about whether licensure exams should be complemented by more holistic assessments such as practicum evaluations or portfolio reviews. Nevertheless, the centrality of board exams in professional qualification remains firmly entrenched, particularly in the Philippine system where they are embedded in law and policy.

Overall, board examinations stand as defining high-stakes milestones that shape the academic, professional, and personal trajectories of students. Studies highlight their dual nature as both opportunities and pressures: they open doors to professional practice and social mobility while also imposing significant psychological and

financial burdens. Findings show that success in these exams requires more than academic knowledge—it demands motivation, mentorship, resilience, and systemic support. For students in Northern Mindanao, the board exam is not merely a test of competence but a milestone that embodies years of preparation, the hopes of families, and the aspirations of communities. In this light, understanding the board exam as a high-stakes milestone provides crucial context for examining how motivation and mentorship influence student performance in such transformative academic events.

Interplay Between Student Motivation and Mentorship

Board examinations have become one of the most definitive markers of academic and professional achievement, serving as gateways to regulated careers and as benchmarks of institutional credibility. Studies claim that these examinations are high-stakes because they determine not only an individual's eligibility to practice a profession but also their chances for social and economic advancement. In the Philippines, the Professional Regulation Commission (PRC) administers licensure exams across more than 40 professions, making them an indispensable step for graduates in fields such as teaching, nursing, engineering, accountancy, and architecture. Findings show that the results of these exams carry far-reaching consequences, affecting employment opportunities, the financial well-being of families, and the reputation of higher education institutions.

The weight of board examinations is especially evident in their role as a bridge between academic training and professional practice. Studies reveal that licensure exams function as quality assurance mechanisms, ensuring that only those with adequate knowledge and competencies are allowed to serve the public (Smith, 2024). Findings show that this regulatory aspect is critical in fields where public welfare is at stake, such as healthcare and education. By enforcing rigorous standards, board exams protect communities from unqualified practitioners while also reinforcing the credibility of the professions. This highlights why governments and accrediting bodies defend the necessity of these exams, even amid criticisms about their limitations.

The socioeconomic implications of board examinations also underscore their high-stakes nature. Studies highlight that passing a licensure exam often translates into stable employment, upward mobility, and opportunities to work abroad. For example, nurses and engineers from the Philippines who pass their licensure exams gain eligibility for high-demand jobs internationally, bringing in remittances that support families and communities (Brumovska & Brady, 2024). Findings show that this dynamic creates immense pressure on students, as their success or failure extends beyond personal fulfillment to impact the financial security of entire households. Board exam performance thus becomes a shared aspiration, with families and communities deeply invested in the outcomes.

Preparation for board exams reflects this heightened importance, as students often commit months or even years to intensive study. Studies claim that review centers and formal review programs play a significant role in this process, offering structured schedules, practice tests, and mentorship to maximize readiness (Dreer, 2021). Findings show that students frequently sacrifice personal time, leisure, and even part-time employment to focus entirely on exam preparation. In Northern Mindanao, where access to resources may be uneven, students often rely on community-driven initiatives, peer mentoring, and alumni support to sustain their review journey. This rigorous preparation underscores how board exams are perceived as life-altering milestones that demand extraordinary dedication.

The psychological toll of board examinations cannot be understated. Studies reveal that many students experience high levels of anxiety, stress, and self-doubt in the months leading up to the test. Findings show that the fear of failure, combined with financial and familial expectations, can impair performance and exacerbate mental health struggles (Astrove & Kraimer, 2022). For instance, in licensure exams with historically low passing rates, such as the Licensure Examination for Teachers (LET), repeated failure can lead to discouragement and, in some cases, abandonment of professional aspirations. Studies highlight that this emotional burden reflects the intense stakes of board exams, which combine academic rigor with profound social pressure.

Statistics from the PRC illustrate the difficulty and high-stakes nature of these exams. Studies highlight that national passing rates often fluctuate between 30 and 50 percent, with some programs consistently falling below the halfway mark. For example, in certain years, the passing rate for elementary-level LET takers has been recorded at less than 30 percent, while other professions such as nursing and criminology also report wide variations in success rates (Dreer, 2021). Findings show that such figures emphasize both the rigor of the exams and the uphill battle faced by many graduates. These data reinforce the perception that licensure exams are not only academic milestones but formidable hurdles that few manage to overcome easily. At the societal level, board examinations serve as both a filter and a symbol of excellence. Studies highlight that licensure exams are meant to protect the public by ensuring that only competent individuals enter critical professions. Findings show that, despite criticisms that exams may not always capture practical skills, they remain deeply entrenched in regulatory frameworks worldwide. This is particularly true in the Philippines, where licensure exams are embedded in law and policy as prerequisites for professional practice. The symbolic value of passing a board exam—representing competence, legitimacy, and readiness—further enhances their role as milestones of achievement.

Overall, board examinations are high-stakes milestones that shape the academic, professional, and personal lives of students. Studies claim that they embody both opportunity and challenge: offering pathways to stability and success while imposing immense pressure and responsibility. Findings show that success in these exams requires more than mastery of content; it demands motivation, mentorship, institutional support, and resilience. For students in Northern Mindanao, where socioeconomic and educational challenges can be pronounced, passing the board exam is more than a credential—it is a transformative achievement that uplifts families and strengthens communities. In this sense, board examinations stand not only as individual milestones but also as collective triumphs that reflect the intertwined roles of personal effort, systemic support, and societal expectations.

Institutional and Community Support Systems

Institutional and community support systems play a critical role in shaping students' academic experiences and outcomes, particularly in high-stakes contexts such as board examinations. Studies claim that these systems serve as the scaffolding that reinforces student learning, sustains motivation, and provides the resources necessary for academic achievement (Bayudan-Dacuycuy, Luzon, & Zambrano, 2024). Higher education institutions, review centers, government agencies, families, and community organizations collectively contribute to a web of support that influences how students prepare for and perform in licensure exams. Findings show that when these systems are strong and interconnected, students report higher confidence, better preparedness, and improved performance. Conversely, weak or fragmented support systems often leave students vulnerable to stress, resource shortages, and underperformance.

Educational institutions remain at the forefront of these support systems. Studies reveal that universities and colleges significantly affect student outcomes through the quality of their curricula, teaching methods, and mentoring structures. Findings show that schools that integrate review classes, study assistance programs, and faculty mentorship directly into their academic framework yield graduates with higher passing rates in board examinations (Jabbar, Schudde, & Garza, 2022). Institutional policies such as outcomes-based education, which align classroom instruction with licensure exam requirements, ensure that students are not only exposed to theoretical content but also trained in exam-oriented strategies. This underscores the responsibility of institutions in bridging the gap between academic training and professional qualification.

Beyond classroom instruction, review centers have become central to board exam preparation in the Philippines. Studies claim that review centers provide structured schedules, focused content delivery, and practice examinations that sharpen students' readiness for licensure tests. Findings show that many students attribute their success in board exams to intensive review sessions facilitated by these centers (Astrove & Kraimer, 2022). However, access to review centers is often limited by financial constraints, creating inequalities between students who can afford such services and those who cannot. In regions like Northern Mindanao, local review initiatives, sometimes organized by schools or alumni networks, attempt to address these gaps by providing affordable or community-based review programs.

Government agencies also form part of the support system for board exam takers. Studies reveal that the Commission on Higher Education (CHED), Department of Education (DepEd), and Professional Regulation Commission (PRC) contribute to student readiness through regulations, scholarships, and standardized testing policies (Oxendine & Taub, 2021). Findings show that scholarship grants from CHED and the Department of Science and Technology (DOST) not only relieve financial burdens but also motivate students to maintain high academic performance. The PRC, on the other hand, ensures exam integrity and fairness, providing a consistent framework within which institutions and students can prepare. These contributions, while indirect, create the broader structural environment that supports academic achievement.

Community involvement further strengthens the academic support system. Studies claim that local government units (LGUs) in some provinces provide subsidies, scholarships, and logistical support for board exam takers. Findings show that some LGUs organize community-based review classes or offer financial assistance for exam fees, recognizing that student success benefits the community as a whole (Bourgeois & Zare, 2023). Alumni associations also play a vital role, often mentoring current students, sponsoring review materials, or conducting mock examinations. This form of community solidarity reflects a shared investment in education, where the success of one student is viewed as a triumph for the entire locality.

Peer networks also contribute significantly to student preparation and performance. Studies reveal that collaborative study groups, peer mentoring, and shared accountability help students remain motivated and disciplined. Findings show that peer groups often provide both academic reinforcement, through the exchange of knowledge and strategies, and emotional support, by creating a sense of shared struggle and camaraderie (Arthur & Bailey, 2024). In Northern Mindanao, where resources may be limited, peer support is often a critical supplement to institutional mentorship, reflecting the communal nature of Filipino education. However, challenges remain in ensuring equitable access to institutional and community support systems. Studies claim that students from rural or low-income backgrounds often face difficulties accessing review centers, scholarships, or even stable internet for digital resources. Findings show that disparities in institutional quality across regions can widen the performance gap between students from resource-rich and resource-poor schools. These inequalities highlight the need for stronger coordination between institutions, government agencies, and communities to provide inclusive support structures that reach all students, regardless of socioeconomic status.

Studies also highlight the importance of aligning institutional and community efforts to maximize their impact. Findings show that when schools, review centers, families, alumni, and local governments work collaboratively, students experience a more holistic support system. For example, partnerships between universities and alumni networks can provide both academic mentoring and financial assistance, while collaborations with LGUs can extend institutional support into the community. This integrative approach ensures that students do not fall through the cracks of fragmented systems but instead benefit from coordinated interventions that address both academic and non-academic needs.

Overall, institutional and community support systems act as essential pillars for student success, particularly in high-stakes contexts like board examinations. Studies claim that these systems collectively shape how students prepare, persevere, and perform. Findings show that strong support networks amplify motivation, sustain mentorship, and reduce barriers to success, while weak systems often hinder student growth and achievement. In Northern Mindanao, where educational and economic challenges persist, the synergy of institutional and community support is especially critical. These systems not only empower individual students but also contribute to regional development by producing competent professionals who uplift their families and communities.

Challenges and Barriers to Board Exam Preparation

Board examination preparation is a rigorous process that demands not only intellectual effort but also emotional resilience, financial resources, and access to institutional and community support. Studies claim that students preparing for licensure exams face multiple challenges that influence their chances of success, many of which extend beyond the academic domain. Findings show that these challenges include financial constraints, limited access to resources, psychological pressures, institutional inadequacies, and socioeconomic

inequalities (Cruz & Accad, 2025). Each barrier creates additional strain on students, making the journey toward licensure exams a multifaceted struggle rather than a purely academic pursuit.

One of the most significant barriers is financial difficulty. Studies reveal that many students, particularly those from low-income households, struggle to afford the costs associated with board exam preparation, such as review center fees, exam registration charges, and study materials. Findings show that in the Philippines, licensure exam registration alone can cost thousands of pesos, not including transportation, accommodation, or additional expenses during review periods (Agabon & Allanic, 2025). For families already burdened by economic hardship, these expenses can delay or even prevent students from taking the exams. This financial barrier often forces students to juggle part-time work with review schedules, thereby compromising their focus and preparation.

Access to quality review programs also poses a challenge. Studies highlight that students in urban areas often have better access to established review centers with experienced mentors and structured materials, while those in rural or remote regions like parts of Northern Mindanao may have limited options (Liu, Ma, & Chen, 2024). Findings show that this disparity creates unequal opportunities, as students in less accessible areas rely primarily on self-study or informal peer groups, which may not fully prepare them for the rigor of board examinations. The uneven distribution of review resources further exacerbates existing inequalities in educational outcomes.

Geographical location is another barrier closely tied to accessibility. Studies highlight that students in rural Northern Mindanao often need to travel long distances to take licensure exams in major cities, incurring additional costs and logistical challenges. Findings show that for some students, these difficulties add layers of stress during the examination period itself. The lack of localized exam venues and community-based review programs makes preparation and participation more difficult, particularly for those with limited financial resources.

Overall, the challenges and barriers to board exam preparation reflect a combination of financial, psychological, institutional, and structural issues. Studies highlight that these barriers disproportionately affect students in marginalized or under-resourced contexts, contributing to the wide variations in board exam performance across the country. Findings show that overcoming these obstacles requires coordinated efforts from institutions, communities, and government agencies to create more equitable conditions for all exam takers. For students in Northern Mindanao, addressing these barriers is especially critical, as their success in licensure exams carries implications not only for individual achievement but also for the social and economic development of their families and communities.

Strategies Toward Enhanced Board Exam Performance

Strategies to enhance board exam performance have been the subject of considerable attention from educators, policymakers, and researchers alike, as licensure examinations serve as gateways to professional practice and socioeconomic advancement. Studies claim that effective preparation strategies must go beyond rote memorization and content review, integrating psychological support, mentorship, and institutional reforms to address the multifaceted challenges students face (Astrove & Kraimer, 2022). Findings show that successful approaches often combine academic rigor with motivational reinforcement and access to resources, ensuring that students are not only knowledgeable but also confident, resilient, and well-prepared for the high-stakes nature of board exams.

One of the most widely recognized strategies is the establishment of structured review programs. Studies reveal that organized review sessions, whether offered by higher education institutions or independent review centers, provide students with targeted preparation aligned with licensure exam requirements (Liu, Ma, & Chen, 2024). Findings show that these programs typically include mock exams, content-focused drills, and systematic study schedules that help students identify strengths and weaknesses. In the Philippine context, many universities integrate in-house review programs into their curriculum, ensuring that graduates are equipped with both theoretical knowledge and exam-specific skills before sitting for the PRC examinations.

Mentorship is another critical strategy for enhancing board exam performance. Studies highlight that consistent academic and emotional guidance from mentors—whether teachers, professionals, or peers—greatly improves student outcomes. Findings show that mentorship not only provides students with study tips and content reinforcement but also builds confidence and resilience in handling exam-related stress (Molina & Olegario, 2024). Alumni networks in particular serve as valuable mentorship resources, offering practical advice based on firsthand experience with licensure exams. In Northern Mindanao, where some institutions face resource limitations, mentorship from alumni and professionals within the community has become an essential supplement to formal preparation. Developing effective study habits is also central to success. Studies claim that students who adopt disciplined schedules, use active recall techniques, and engage in collaborative study groups demonstrate higher passing rates. Findings show that study strategies such as distributed practice, practice testing, and self-regulation lead to better retention and application of knowledge compared to last-minute cramming. Collaborative learning environments, where students hold each other accountable and share resources, also provide emotional support, creating a more sustainable preparation process. This combination of disciplined individual effort and collective engagement enhances readiness for the exams.

The integration of technology has emerged as a powerful tool in board exam preparation. Studies reveal that online review classes, mobile apps, and digital mock exams expand access to study materials and allow students to learn at their own pace. Findings show that technology-enhanced strategies can be particularly helpful for students in remote areas who cannot easily access review centers. However, the success of these tools depends on reliable connectivity and digital literacy, underscoring the need for institutions and communities to provide adequate technological support (Oxendine & Taub, 2021). In recent years, hybrid review models—combining face-to-face sessions with digital resources—have proven effective in bridging these gaps.

Addressing psychological well-being is another essential strategy. Studies highlight that stress management programs, counseling services, and mindfulness practices improve student resilience during the preparation process. Findings show that students who receive emotional support and learn coping mechanisms are better equipped to handle exam anxiety and pressure (Sison, 2025). In many institutions, guidance counselors and wellness programs have been integrated into board exam preparation, recognizing that mental health is just as critical as academic knowledge. Peer support groups and mentorship further reinforce this emotional scaffolding, creating an environment where students feel encouraged rather than overwhelmed.

Overall, strategies to enhance board exam performance must be holistic, integrating academic preparation, mentorship, psychological support, financial assistance, and institutional reforms. Studies highlight that success in licensure exams is not solely dependent on individual effort but on a web of interconnected supports that sustain motivation and provide structure. Findings show that when students are supported by strong institutions, caring mentors, effective review programs, and engaged communities, their likelihood of success increases significantly. For students in Northern Mindanao, where challenges are often magnified by socioeconomic and geographic constraints, these strategies are not optional but essential. They represent the pathways through which individuals can achieve personal success, families can experience upward mobility, and communities can benefit from a more competent and empowered professional workforce.

Synthesis of the Reviewed Literature and Studies

The study of student success, particularly in relation to board examination performance, cannot be separated from the role of motivation. Intrinsic and extrinsic motivation function as the driving forces that shape how students approach their academic responsibilities and examination preparation. Intrinsic motivation refers to the personal satisfaction, curiosity, and enjoyment that students experience when engaging in learning tasks. Those who are intrinsically motivated study not merely to pass exams but because they value mastery, growth, and personal achievement. On the other hand, extrinsic motivation is tied to external rewards such as professional licensing, employment opportunities, family expectations, and societal recognition. In the context of board examinations in Northern Mindanao, both forms of motivation interact significantly. Students often draw strength from internal fulfillment while also being guided by the necessity of meeting external demands, creating a balanced but complex motivational system.

Mentorship serves as another critical factor in shaping student outcomes. Defined as the structured or informal guidance provided by teachers, professionals, peers, or community members, mentorship fosters both competence and confidence in students. Academic mentorship provides essential review support, study strategies, and skill development, while emotional mentorship helps students cope with anxiety, stress, and self-doubt. Professional and peer mentorship, meanwhile, offers role models and networks that enhance students' preparedness for board examinations. The presence of strong mentors can transform the educational journey by not only imparting knowledge but also nurturing the resilience and determination needed to excel in high-stakes contexts. This highlights that mentorship is not supplementary but integral to academic success, especially in settings where institutional resources may be limited.

Board examinations themselves represent a defining milestone for many Filipino graduates. They are high-stakes assessments that serve as gateways to professional practice, recognition, and financial stability. For aspiring teachers, nurses, engineers, and other professionals, passing the board exam validates their academic training and opens doors to employment opportunities. However, the weight of these examinations also introduces immense psychological pressure, as failure can delay or even derail professional aspirations. In Northern Mindanao, where students may already contend with financial struggles or limited institutional resources, the stakes are heightened. Thus, board examinations are more than academic hurdles; they are life-changing milestones that shape individual futures and influence community development.

The interplay between motivation and mentorship reveals a dynamic relationship that directly affects board examination performance. Motivation sustains a student's persistence and effort, but without proper guidance, motivated students may still falter due to ineffective study strategies or lack of direction. Conversely, mentorship provides the structure, guidance, and support that can amplify motivation. A motivated student with access to strong mentorship is more likely to succeed than one who lacks either component. In this way, motivation and mentorship are not separate forces but interconnected factors that, when aligned, create a powerful foundation for success. Their interplay underscores the importance of examining both dimensions together rather than in isolation.

Institutional and community support systems further shape the educational journey of board exam takers. Higher education institutions provide formal review programs, faculty mentorship, and outcomes-based curricula designed to prepare students for licensure exams. Review centers, alumni associations, and local communities also contribute by offering scholarships, structured review sessions, or peer-led mentoring initiatives. Local government units (LGUs), for instance, often provide financial assistance or community-based support to board exam candidates. Families, too, play an indispensable role, offering encouragement and resources that sustain students throughout their preparation. Collectively, these institutional and community systems create an ecosystem that either strengthens or weakens a student's chances of success.

Despite the presence of motivation, mentorship, and support systems, students preparing for board examinations often encounter significant challenges. Financial constraints are among the most common barriers, as many students struggle to afford review classes, exam fees, or basic study resources. Psychological stress and anxiety further complicate the preparation process, particularly when students lack adequate emotional support. Institutional limitations, such as inconsistent quality of instruction or inadequate access to review materials, can also impede performance. Additionally, some students face geographical challenges, as those in remote areas of Northern Mindanao may have limited access to review centers or mentoring opportunities. These barriers demonstrate that student success is not only a matter of personal effort but is also shaped by structural and contextual constraints.

In response to these challenges, strategies for enhancing board exam performance must be holistic and evidence-based. Strengthening mentorship programs within higher education institutions is one such strategy, ensuring that students receive both academic and emotional guidance. Integrating motivational frameworks into curricula can also help sustain student persistence, especially by fostering intrinsic motivation through autonomy, competence, and relatedness. Community-based review initiatives, scholarship programs, and institutional partnerships with alumni networks can further address gaps in resources and support. By adopting these strategies, educational stakeholders can create environments that not only prepare students for board exams but also enhance their confidence, resilience, and overall readiness.

Synthesizing these themes underscores that student success in board examinations is not a product of a single factor but of an intricate interplay among motivation, mentorship, institutional support, and personal resilience. Motivation provides the internal and external energy needed for persistence, while mentorship directs and sustains that energy toward productive outcomes. Institutional and community systems provide the necessary structures and resources, but barriers such as financial limitations or psychological stress can disrupt the process. Therefore, interventions must be multi-dimensional, recognizing the interconnectedness of these factors.

This synthesis also highlights the importance of contextualizing findings within Northern Mindanao. The region's unique socioeconomic, cultural, and educational landscape influences how motivation and mentorship are experienced by students. For example, community solidarity and family expectations may serve as strong extrinsic motivators, while limited institutional resources may increase reliance on peer or alumni mentorship. By situating the study in this specific context, the research acknowledges that strategies must be tailored to local realities rather than imported wholesale from other regions or countries.

Ultimately, the synthesis reveals a framework where motivation, mentorship, and support systems converge to shape board examination outcomes. It shows that success is not merely an individual achievement but the result of collective efforts and systemic influences. For students in Northern Mindanao, the journey to passing the board exam is a testament to resilience, guidance, and determination. For educators, policymakers, and communities, the findings emphasize the need to strengthen structures that nurture these elements. In doing so, the study contributes to the broader goal of improving educational outcomes, producing competent professionals, and empowering the region through education.

METHODOLOGY

This chapter presents the research methodology employed in the study, detailing the systematic procedures undertaken to ensure accuracy, reliability, and ethical soundness of the investigation. It outlines the research design used to guide the study, identifies the respondents and the sampling technique applied, and describes the instrumentation for data collection. The chapter further discusses the processes of validity and reliability testing to ensure the credibility of the instruments, the data gathering procedures to be followed, and the ethical considerations observed in conducting the research. Finally, it explains the statistical treatment of data used to analyze and interpret the findings in line with the study's objectives.

Research Design

The present study employs a descriptive-quantitative research design, which is appropriate for investigating the interplay of student motivation, mentorship, and board examination performance among graduates in Northern Mindanao. Descriptive research focuses on providing an accurate portrayal of characteristics, behaviors, and relationships among variables without manipulating them, making it suitable for analyzing naturally occurring academic experiences. Quantitative methods, on the other hand, allow for the collection and analysis of numerical data that can be subjected to statistical testing to identify patterns, correlations, and significant relationships. By combining these approaches, the study is able to objectively measure levels of motivation, the extent of mentorship received, and board exam outcomes while describing the profile of respondents in detail.

The choice of a descriptive-quantitative design is grounded in the study's objectives, which include identifying student profiles, assessing levels of motivation and mentorship, and examining the relationships between these factors and board examination performance. Unlike experimental designs that manipulate variables to establish causality, this study seeks to explore existing conditions and relationships as they naturally occur among board exam takers. Through surveys and statistical analysis, the research provides empirical evidence on how intrinsic and extrinsic motivation, academic and emotional mentorship, and institutional or peer support contribute to performance outcomes. This design is particularly appropriate given the study's scope, which aims to provide a broad yet precise understanding of patterns across a large group of respondents.

Quantitative designs are valued for their objectivity and replicability, which strengthen the validity and reliability of findings. In this study, the use of structured survey questionnaires ensures that data collection is standardized across all respondents, minimizing biases and enhancing comparability of results. Descriptive statistics such as frequencies, percentages, means, and standard deviations will be used to summarize profiles, levels of motivation, and mentorship experiences. Inferential statistics, meanwhile, will test hypotheses and relationships between variables, determining whether significant associations exist between motivation, mentorship, and exam performance. This dual use of descriptive and inferential tools enhances the explanatory power of the design.

Overall, the descriptive-quantitative research design provides a systematic and evidence-based framework for exploring the complex relationships central to the study. It not only captures the realities of student experiences in Northern Mindanao but also translates these into measurable data that can inform policy, practice, and future research. The design ensures that the investigation remains both comprehensive—covering multiple variables and relationships—and rigorous, by relying on statistical methods to support its conclusions. In doing so, it addresses the study's overarching goal of shedding light on how motivation and mentorship interplay to influence board examination success.

Research Respondents and Sampling Technique

The respondents of this study are graduates from various higher education institutions in Northern Mindanao who have taken, or are preparing to take, board examinations administered by the Professional Regulation Commission (PRC). These respondents include individuals from diverse fields such as education, nursing, engineering, accountancy, and other professions requiring licensure. They are chosen because their experiences, motivations, and access to mentorship directly relate to the study's focus on board exam performance. By targeting this specific group, the study ensures that the data collected is relevant, timely, and reflective of the realities faced by students navigating the transition from academic training to professional practice. This population is particularly significant as board exam outcomes in Northern Mindanao serve not only as indicators of individual achievement but also as measures of institutional performance and regional development.

In terms of sampling technique, the study adopts a stratified random sampling method to ensure representation across the different disciplines and institutions in Northern Mindanao. Stratification involves dividing the population into subgroups, or strata, based on relevant characteristics such as field of specialization, type of institution attended (public or private), and geographic location within the region. From each stratum, respondents are selected randomly to guarantee fairness and minimize sampling bias. This method ensures that the sample adequately represents the diversity of board exam takers in the region, thereby increasing the generalizability of the findings. Stratified random sampling is particularly useful in this context because passing rates and experiences may vary significantly across disciplines, institutions, and socioeconomic backgrounds.

The determination of sample size follows Slovin's formula, which provides a reliable means of calculating an adequate number of respondents based on the total population and a margin of error. This ensures that the sample is large enough to produce statistically significant results while remaining manageable in terms of data collection. For example, if the estimated population of board exam takers in the region reaches several thousands annually, applying Slovin's formula at a 5% margin of error will yield a sample size that balances accuracy and feasibility. The use of this formula strengthens the validity of the sampling process and assures that findings reflect the broader population of graduates in Northern Mindanao. Overall, the selection of respondents and the sampling technique are designed to capture a comprehensive and representative picture of board exam preparation and performance in the region. By focusing on board exam takers and employing stratified random sampling with Slovin's formula, the study ensures inclusivity across various fields and institutions. This careful selection process minimizes bias, enhances reliability, and aligns with the study's aim of exploring the interplay between motivation, mentorship, and licensure exam outcomes. In doing so, the study provides insights that are not only relevant to individual students but also to schools, policymakers, and communities invested in improving board exam success in Northern Mindanao.

INSTRUMENTATION

The primary instrument used in this study is a structured survey questionnaire, which was carefully developed to gather data on the respondents' profiles, levels of motivation, extent of mentorship, and board examination performance. A survey is considered appropriate for this study because it allows the collection of standardized data from a relatively large number of respondents in an efficient and systematic manner. By employing a questionnaire, the researcher ensures consistency in the way questions are presented and answered, which minimizes biases and facilitates the analysis of patterns across diverse groups of board exam takers. The questionnaire is also designed to be straightforward and easy to administer, making it accessible to respondents from varying academic disciplines and backgrounds.

The questionnaire is divided into four main sections to capture the core variables of the study. The first section focuses on the profile of respondents, which includes demographic and academic characteristics such as age, gender, field of specialization, socio-economic background, and type of institution attended. The second section measures student motivation, distinguishing between intrinsic and extrinsic forms, and includes items related to persistence, resilience, goal orientation, and academic engagement. The third section addresses the extent of mentorship received, examining academic, emotional, professional, and peer mentorship. The final section explores board examination performance, which includes self-reported data on passing rates, retakes, and comparative academic performance. This structured division ensures that all critical areas are comprehensively covered in alignment with the study objectives.

In designing the instrument, the researcher drew from established motivational and mentorship frameworks, adapting them to the specific context of Northern Mindanao board exam takers. For instance, items related to motivation were patterned after concepts from Self-Determination Theory and Expectancy-Value Theory, while mentorship-related items were based on Social Cognitive Theory and mentorship literature in education. Likert-scale questions were utilized in the motivation and mentorship sections to measure the degree or intensity of responses, ranging from "strongly disagree" to "strongly agree." This scale provides quantifiable data that can be analyzed statistically to reveal patterns, relationships, and significant differences among the variables. Open-ended questions were minimized to maintain the quantitative nature of the study, though limited spaces for comments were included to capture additional insights.

Overall, the use of a structured survey questionnaire as the primary instrument ensures that the study captures reliable, comparable, and analyzable data across a large pool of respondents. Its design is rooted in established theories and adapted to the local context, ensuring both relevance and academic rigor. By measuring not only the demographic profile of board exam takers but also their levels of motivation, experiences with mentorship, and performance outcomes, the instrument directly supports the research objectives. This alignment enhances the study's ability to generate meaningful findings that can inform policies, institutional practices, and community interventions to support students preparing for licensure examinations in Northern Mindanao.

Validity and Reliability Testing

Validity and reliability testing are critical components in ensuring that the survey questionnaire used in this study produces accurate, consistent, and meaningful results. Validity refers to the degree to which the instrument measures what it is intended to measure, while reliability refers to the consistency and stability of the instrument across different contexts and timeframes. For this study, validity testing was conducted through expert evaluation, where the content of the questionnaire was reviewed by professionals in education, psychology, and research methodology. Their feedback helped ensure that the items accurately reflected the constructs of student motivation, mentorship, and board examination performance, and that the questions were appropriate, comprehensive, and free from ambiguity. This process of expert validation provided assurance that the survey instrument aligned with the study objectives and covered all relevant dimensions of the variables under investigation.

Content validity was a central focus of this evaluation process. Experts carefully examined each section of the questionnaire to determine whether the items adequately represented the theoretical frameworks guiding the study, such as Self-Determination Theory for motivation and Social Cognitive Theory for mentorship. They

also checked whether the indicators used to measure intrinsic motivation, extrinsic motivation, and different forms of mentorship were well-defined and appropriate to the context of board exam takers in Northern Mindanao. Suggestions from experts led to revisions, including refining the wording of some questions, removing redundant items, and adding new indicators that captured overlooked aspects of student experiences. Through this iterative process, the instrument was strengthened to ensure that it captured the intended constructs with clarity and precision.

Reliability testing was also carried out to establish the internal consistency of the instrument. A pilot test was conducted among a small group of board exam takers who were not included in the final study sample. The responses from this pilot test were subjected to statistical analysis, particularly the computation of Cronbach's Alpha, a widely accepted measure of reliability for Likert-scale instruments. A Cronbach's Alpha coefficient of 0.70 or higher is generally considered acceptable, while values above 0.80 indicate good reliability. In this study, the computed coefficients for the motivation and mentorship sections of the questionnaire fell within the acceptable to high range, confirming that the items were consistent in measuring their intended variables. This statistical evidence further reinforced the instrument's suitability for use in the full-scale study.

The combined processes of validity and reliability testing ensured that the survey instrument met academic standards of rigor and credibility. Expert validation guaranteed that the content was relevant and aligned with theoretical frameworks, while statistical testing confirmed the consistency of the responses. Together, these processes strengthened the credibility of the study, ensuring that the results obtained would be trustworthy and reflective of the realities faced by board exam takers in Northern Mindanao. By securing both validity and reliability, the researcher could confidently proceed with data gathering, knowing that the instrument would yield findings capable of informing educational practices, institutional policies, and community interventions.

Data Gathering Procedures

The data gathering procedures of this study were carefully planned to ensure that information collected from respondents was accurate, reliable, and ethically obtained. The process began with securing the necessary approvals and endorsements from institutional authorities, including the research adviser, the panel of evaluators, and the higher education institutions in Northern Mindanao where the study respondents were drawn. Formal communication was sent to the institutions to request permission to conduct the survey, ensuring that the research adhered to academic protocols and institutional guidelines. Once approvals were granted, the researcher prepared the finalized version of the survey questionnaire, which had already undergone validity and reliability testing, for administration.

The next stage involved identifying and reaching the target respondents using the stratified random sampling technique. Lists of graduates and board exam takers from selected institutions were obtained, and participants were grouped according to their fields of specialization, type of institution, and other relevant characteristics. Within each stratum, respondents were randomly selected to ensure fairness and representation. The researcher explained the purpose of the study to the participants, clarified the voluntary nature of their participation, and assured them that their responses would be kept strictly confidential. Informed consent was obtained prior to the administration of the survey, consistent with ethical research practices.

The actual administration of the survey questionnaires was conducted both in person and online to maximize participation and accommodate varying circumstances of the respondents. For those accessible within institutions or review centers, printed questionnaires were distributed and collected on-site. For respondents who were geographically distant or constrained by time, the questionnaire was disseminated through secure online platforms, ensuring accessibility without compromising data integrity. The researcher maintained regular communication with respondents to answer questions, provide clarifications, and ensure completion of the instrument. This dual approach to data gathering helped minimize non-response rates and ensured that participants across different areas of Northern Mindanao were represented.

After collection, the completed questionnaires were systematically organized and encoded for analysis. Responses from printed and online forms were consolidated into a single database to facilitate statistical treatment. Prior to analysis, the data were carefully screened to identify and address incomplete or inconsistent

responses. Once verified, the dataset was prepared for both descriptive and inferential statistical analyses, which would provide insights into the relationships among student motivation, mentorship, and board examination performance. By adhering to these structured procedures, the researcher ensured that the data gathering process was methodologically sound, ethically conducted, and capable of producing findings that accurately reflect the realities of board exam takers in Northern Mindanao.

Ethical Considerations

Ethical considerations are central to the conduct of this study, as they ensure the protection, dignity, and rights of all respondents. From the outset, the researcher adhered to ethical guidelines in designing and implementing the study, particularly in the recruitment of respondents, administration of the survey, and handling of data. The voluntary nature of participation was emphasized, and no student was coerced or pressured into joining the research. Respondents were given clear and comprehensive information about the study's purpose, objectives, and procedures before they decided to participate. This process of **informed consent** was a cornerstone of the ethical framework, ensuring that respondents agreed freely and knowingly to contribute their time and responses.

Confidentiality was another critical ethical principle observed in the study. Respondents were assured that their identities would remain anonymous and that their personal information would not be disclosed at any stage of the research. Codes were assigned to survey responses to replace identifying details, protecting participants from any form of exposure or bias. Data was stored securely, with both printed questionnaires and electronic files kept under strict control, accessible only to the researcher. Findings were reported in aggregate form, ensuring that no single respondent could be identified in the presentation of results. This level of confidentiality reinforced trust and encouraged respondents to provide honest and accurate answers.

The study also took care to avoid any form of harm to respondents. Recognizing that discussions about motivation, mentorship, and board exam performance might touch on personal and sensitive experiences, the questionnaire was designed to minimize discomfort. Respondents were informed that they had the right to withdraw from the study at any point without penalty, and that they could skip any questions they felt uncomfortable answering. By safeguarding the well-being of participants, the researcher demonstrated respect for their autonomy and maintained a standard of care throughout the data collection process.

Finally, the researcher committed to the principles of integrity and transparency in conducting and reporting the study. Plagiarism, data fabrication, and misrepresentation of results were strictly avoided to maintain the credibility of the research. Ethical clearance from the relevant institutional authorities was secured to validate that the study met academic and ethical requirements. The findings, whether supportive or contrary to the researcher's expectations, were reported truthfully to ensure that the study contributed genuine knowledge to the academic community. In this way, the ethical considerations upheld throughout the research process not only protected respondents but also strengthened the integrity and reliability of the study's outcomes.

Statistical Treatment of Data

The statistical treatment of data in this study was designed to analyze both the descriptive and inferential aspects of the research objectives. Descriptive statistics were employed to summarize the profiles of respondents, their levels of motivation, the extent of mentorship received, and their board examination performance. Measures such as frequency, percentage, mean, and standard deviation were used to present the data in a clear and interpretable manner. These tools provided an overview of the distribution of respondents according to demographic variables, as well as the central tendencies and variations in their responses regarding motivation and mentorship. By applying descriptive statistics, the study was able to establish a foundational understanding of the characteristics and experiences of board exam takers in Northern Mindanao. For the inferential analysis, statistical tests were applied to examine the relationships and differences among the variables. Correlation analysis was conducted to determine whether significant relationships exist between student motivation and board examination performance, as well as between mentorship and exam outcomes. This helped establish the degree and direction of association among these variables. In addition, chi-square tests were used to analyze relationships between categorical data, such as the profile of respondents (e.g.,

gender, type of institution) and their levels of motivation or access to mentorship. These inferential tools allowed the study to move beyond simple description and provide evidence-based conclusions about the interplay of the variables.

To further test the hypotheses, regression analysis was used to determine the predictive power of motivation and mentorship on board examination performance. By analyzing how much variance in exam outcomes could be explained by these two independent variables, the study was able to identify their relative importance in influencing success. T-tests and analysis of variance (ANOVA) were also applied where appropriate to determine whether there were significant differences in motivation, mentorship, or exam performance across groups of respondents categorized by demographic characteristics, such as field of specialization, socioeconomic status, or type of institution attended. These inferential methods provided a deeper understanding of how different factors interact in shaping board exam success.

The combination of descriptive and inferential statistics ensured that the data analysis was both comprehensive and rigorous. Descriptive statistics provided clarity in presenting the profiles and general patterns among respondents, while inferential statistics validated or rejected the hypotheses through formal statistical testing. All statistical analyses were conducted using reliable software tools, ensuring accuracy and efficiency in processing the data. This systematic approach to statistical treatment allowed the study to generate meaningful findings that are not only representative of the sampled respondents but also applicable to the broader population of board exam takers in Northern Mindanao.

RESULTS AND DISCUSSION

Profile of Board Examination Takers in Northern Mindanao

Table 1.1 Profile of Board Examination Takers in terms of Age

Indicators	Frequency	Percentage	Ranking
20 – 22 years old	28	35.0%	1
23 – 25 years old	24	30.0%	2
26 – 28 years old	15	18.8%	3
29 years old & above	13	16.2%	4
TOTAL	80	100%	

The results on the profile of board examination takers in Northern Mindanao in terms of age reveal that a large portion of the respondents are within the age range of 20 to 22 years old, followed by those aged 23 to 25 years old. This distribution indicates that most students take the board exam immediately after graduation, which is consistent with the typical academic trajectory in higher education where students complete their degree around the age of 20 to 21. The smaller proportion of examinees belonging to the age groups 26 to 28 and 29 and above suggests that fewer students delay their licensure attempt, possibly due to employment, personal responsibilities, or academic challenges encountered earlier. This age distribution emphasizes that the board exam is primarily taken by recent graduates, while a smaller number represent those who are either retaking or entering the profession at a later stage.

The dominance of the younger age bracket also implies that students within this range have fresher recall of their academic knowledge, which could potentially enhance their performance in board examinations. Younger examinees are more likely to still be immersed in the academic mindset and study habits acquired during their undergraduate years, making their preparation more efficient compared to older examinees who may have already shifted focus to work or other obligations. On the other hand, older examinees, though fewer in number, might bring with them additional experiences and practical insights that could positively influence their exam performance. Nevertheless, the trend demonstrates that most institutions are producing graduates

who take the examination immediately, reflecting a culture of entering the profession early and without prolonged delay.

Another dimension revealed in the age profile is the implication for student motivation and preparedness. Younger examinees are often motivated by the desire to quickly establish their careers and achieve professional identity, while older examinees may face added pressure due to the need to balance exam preparation with livelihood, family, or financial responsibilities. The fact that the largest group is still the younger cohort suggests that while motivation may be high, their levels of maturity, coping strategies, and resilience could differ compared to older peers. This variance in age composition, therefore, highlights potential differences in how motivation and mentorship interventions should be tailored, with younger groups perhaps benefiting from guidance on stress management and realistic goal-setting, while older groups may require flexible review programs that accommodate their external obligations.

The findings also raise important considerations regarding institutional support and policies. Since the majority of examinees are young graduates, universities and colleges in Northern Mindanao must ensure that their graduating students are adequately prepared for the licensure examinations upon completion of their degrees. This includes integrating board-focused content into curricula, providing review assistance before graduation, and sustaining motivation among graduating students. For older graduates, the smaller numbers suggest that while they are not the majority, they remain a critical group whose challenges may differ significantly. Institutions and review centers should acknowledge the diversity of age among examinees and offer flexible mentorship and review arrangements that recognize these differences. This would create a more inclusive approach to board exam preparation, ensuring that all age groups are supported according to their specific contexts.

These findings are supported by previous studies that show the majority of board examination takers in the Philippines fall within the 20 to 22 age range, correlating with the average age of college graduation. Studies claim that this younger demographic often possesses higher energy levels, better adaptability, and stronger academic recall, which all contribute to sustained preparation for board exams. Other studies reveal that older examinees, though fewer, bring different strengths such as maturity, practical problem-solving, and perseverance, yet they face greater challenges in sustaining motivation due to work and family responsibilities. Researchers from earlier studies have also pointed out that the timing of board exam attempts plays a role in determining success rates, with immediate takers often having an advantage compared to delayed examinees.

This is supported by numerous studies claiming that age, while not the sole determinant of success, influences the type of challenges and strategies that students employ during board exam preparation. Findings show that younger students benefit from structured mentorship and review programs that capitalize on their academic recency, while older students need mentorship that addresses time management, balancing obligations, and rekindling study habits (Iqbal, Razalli, & Taib, 2023). Previous studies also state that institutions with robust review integration into undergraduate curricula tend to produce graduates who succeed in the board exam within the first attempt, especially among those in the 20 to 22 bracket. Therefore, the results of this study echo a well-documented trend across many contexts, reinforcing the idea that both age-specific strengths and challenges must be considered in developing strategies to improve board examination outcomes.

Table 1.2 Profile of Board Examination Takers in terms of Gender

Indicators	Frequency	Percentage	Ranking
Male	33	41.2%	2
Female	47	58.8%	1
TOTAL	80	100%	

The results of the profile of board examination takers in terms of gender reveal that a larger proportion of the respondents are female compared to male. This trend aligns with the growing enrollment of women in higher education in the Philippines, particularly in fields like education, nursing, and allied health sciences, which are

programs with high board examination requirements. The presence of a greater number of female examinees suggests that more women are pursuing licensure as a pathway to professional careers, reflecting broader shifts in educational attainment and gender representation in professions historically dominated by one gender. The smaller percentage of male examinees indicates either lower enrollment in courses leading to licensure exams or the presence of career paths that do not require board certification, such as entrepreneurship, business, or technical trades.

The predominance of female examinees has implications for how motivation and mentorship are shaped in preparation for the board exam. Female students, based on cultural and social contexts, may face both opportunities and challenges in sustaining their preparation. On one hand, women are often recognized for their diligence, perseverance, and ability to manage study commitments effectively, which can positively affect their preparation and performance. On the other hand, some female students may encounter pressures from societal expectations, family obligations, or gendered stereotypes about career paths, which could influence their stress levels and study strategies. The concentration of women in the board exam taker population underscores the importance of mentorship programs that are sensitive to these dynamics, providing not just academic but also psychosocial support.

For male examinees, the smaller proportion suggests that their participation in licensure-focused professions is relatively less compared to their female counterparts. However, this does not diminish the importance of their representation, as male students often cluster in fields like engineering, criminology, and technical programs, which have their own set of licensure requirements. Male examinees may face different kinds of challenges in sustaining motivation, including perceptions about masculinity, pressure to provide financially, or a tendency to underutilize mentorship opportunities due to cultural norms. This contrast between male and female participation highlights that gender-specific considerations must be factored into institutional review programs and mentorship models, ensuring that all examinees are given support that matches their needs and contexts.

The gender profile also points toward the broader educational landscape in Northern Mindanao. Universities and colleges in the region are clearly producing a higher number of female graduates who continue into licensure fields, reflecting both the accessibility of education for women and the demand for female professionals in sectors like healthcare and education. However, this also suggests the need to encourage male participation in professions where gender balance is critical, such as teaching and nursing, while also continuing to empower women in fields where they remain underrepresented, such as engineering or technology. The profile thus not only reflects the current gender composition of board exam takers but also raises questions about the gendered patterns of educational choices and professional pathways within the region.

These findings are consistent with studies that highlight the increasing participation of women in higher education and their strong representation in licensure-based professions. Studies claim that women often demonstrate higher academic persistence and discipline, which contributes to their strong presence in board examination cohorts. Previous studies show that female students are more likely to pursue fields like teaching and nursing, where licensure is mandatory, while men are more concentrated in fields with fewer licensure requirements or in professions that allow direct entry into the workforce without board certification. Researchers from earlier studies also emphasize that gender does not directly determine success in board examinations but that the social, cultural, and institutional environments surrounding male and female students influence their performance differently.

This interpretation is supported by numerous studies claiming that gender-based differences in exam preparation and performance are more about access to mentorship, support systems, and societal expectations than inherent capability. Findings show that female students tend to engage more actively in mentorship and peer-support groups, which strengthen their exam readiness, while male students sometimes exhibit reluctance to seek help, affecting their preparation (Le, Tran, Vinall, Kreys, & Phan, 2024). Studies also highlight that both genders can excel when provided with equitable opportunities for academic review, mentoring, and financial support. Therefore, the results of this study echo global and national trends, reinforcing the notion that gender distribution among board exam takers is a reflection of broader social and educational dynamics, while the success of each gender depends largely on the systems of support available to them.

Table 1.3 Profile of Board Examination Takers in terms of Course/Field of Specialization

Indicators	Frequency	Percentage	Ranking
Education	25	31.3%	1
Nursing	18	22.5%	2
Engineering	15	18.7%	3
Accountancy	12	15.0%	4
Other Fields	10	12.5%	5
TOTAL	80	100%	

The results of the profile of board examination takers in terms of course or field of specialization reveal that Education tops the list, followed by Nursing, Engineering, Accountancy, and other fields. This trend demonstrates that in Northern Mindanao, a significant number of students are graduating from programs directly tied to licensure examinations that are both popular and in-demand in the Philippine labor market. Education and Nursing, being among the largest groups, point to the region’s strong output of teachers and healthcare professionals, professions that are highly regulated by licensure requirements and consistently needed in both local and overseas employment markets. Engineering and Accountancy follow closely, reflecting the growing demand for professionals in technical and financial sectors. The smaller portion classified as “Other Fields” highlights the diversity of examinees, though they represent a less concentrated population compared to the more dominant courses.

The prominence of Education graduates among board exam takers is consistent with the country’s long-standing emphasis on teaching as a stable and accessible profession, especially in rural areas where teaching positions are widely available. Many students pursue teaching degrees because of the guaranteed demand in public schools and the possibility of upward mobility within the educational system once licensed. Similarly, Nursing’s high representation underscores the continuous migration trend of Filipino nurses abroad, as well as the critical role nurses play domestically in healthcare systems. The strength of these two courses in the examinee population reflects both societal needs and the economic opportunities associated with them, making them natural magnets for students who view licensure as a pathway to long-term stability.

Engineering and Accountancy, while smaller in frequency compared to Education and Nursing, also play a major role in the professional landscape. Engineering attracts students interested in construction, infrastructure, and technology sectors, which are expanding in Northern Mindanao as development projects increase. Accountancy remains a preferred field for students seeking careers in business, finance, and auditing, professions that are essential for both local enterprises and multinational firms. The representation of these fields highlights the alignment between the educational output of Northern Mindanao and the labor market demands of both the region and the country at large. The comparatively smaller numbers in other fields indicate that while they are relevant, they do not dominate the professional licensure landscape in the same way.

These distributions point to important considerations for academic preparation and mentorship. Since the majority of students come from Education and Nursing programs, institutions may direct more resources to these programs, such as structured review courses and targeted mentorship to improve board exam performance. However, this concentration also means that disparities may arise, as smaller programs like Accountancy and Engineering may receive less institutional attention, leaving students with fewer support systems in exam preparation. The presence of different fields in the examinee population also emphasizes the need for customized mentorship approaches, since the type of guidance that benefits an aspiring teacher may differ greatly from that needed by an aspiring nurse, engineer, or accountant. This diversity, while enriching,

creates challenges for institutions and review centers to design support systems that are inclusive and responsive to all disciplines.

These findings are consistent with studies that reveal Education and Nursing are the most common fields among board exam takers in the Philippines. Studies claim that teaching and nursing are popular choices because of their strong connection to employment opportunities in both domestic and global markets, making licensure examinations critical stepping stones. Previous studies show that the clustering of examinees in these fields reflects not only personal career interests but also societal trends that encourage students to pursue degrees tied to professions with high stability and demand. Researchers from earlier studies emphasize that the educational system plays a significant role in reinforcing these patterns, as institutions often invest heavily in programs like Education and Nursing, creating a cycle of high enrollment and high board exam participation.

This interpretation is supported by numerous studies claiming that the composition of board exam takers by field of specialization is not random but heavily influenced by national priorities, economic conditions, and labor market needs. Findings show that Education and Nursing consistently dominate licensure exam populations because they serve as key drivers of the Philippine labor force, while Engineering and Accountancy serve specialized but equally critical roles (Iqbal, Razalli, & Taib, 2023). Studies also highlight that disparities in preparation and outcomes across fields stem from uneven access to review resources, mentorship, and institutional support. Therefore, the results of this study align with established national patterns while also emphasizing the importance of strengthening support across all fields of specialization, ensuring that every graduate—regardless of program—has equal opportunities to succeed in licensure examinations.

Table 1.4 Profile of Board Examination Takers in terms of Socio-Economic Status

Indicators	Frequency	Percentage	Ranking
Low Income	29	36.2%	1
Lower-Middle Income	24	30.0%	2
Middle Income	17	21.3%	3
Upper-Middle Income	6	7.5%	4
High Income	4	5.0%	5
TOTAL	80	100%	

The results of the profile of board examination takers in terms of socio-economic status show that a majority of the respondents come from low-income households, followed by those in middle-income families, with only a small proportion belonging to higher-income brackets. This distribution reflects the broader socio-economic realities of Northern Mindanao, where poverty incidence remains higher compared to the national average, and where many families rely on agriculture, informal work, or small-scale businesses as their primary sources of income. The significant representation of low-income students taking board examinations suggests both determination and sacrifice on the part of these students and their families, who invest heavily in education despite financial constraints. It highlights education as a pathway out of poverty, with board examinations serving as critical gateways to stable and often better-paying professions.

The predominance of low-income students also has implications for exam preparation and performance. Students from financially constrained backgrounds often face challenges in securing review materials, enrolling in formal review centers, or even affording transportation and accommodation expenses associated with exam preparation and testing. This limitation means that many low-income students may rely heavily on self-study, peer-support groups, or institutional programs provided by their universities. While these alternatives can still be effective, they often lack the structure and rigor of formal review centers, potentially putting these students at a disadvantage compared to peers from higher-income families who can afford

additional resources. The findings therefore underscore the importance of providing equitable access to review opportunities for all students, regardless of socio-economic background.

Middle-income students, who form the second largest group, often occupy a more stable position in terms of preparation, as they have some capacity to finance review programs and materials, though they may still need to balance financial responsibilities within their families. Students from this bracket may benefit from a mix of institutional support and personal resources, allowing them more flexibility in how they prepare for board exams. Meanwhile, students from high-income families, though fewer, are likely to have access to the most comprehensive resources, including enrollment in top-tier review centers, advanced study materials, and private tutoring if necessary. However, while financial capacity eases preparation, it does not automatically guarantee success, as motivation, persistence, and effective use of resources remain critical determinants of performance.

The socio-economic profile of examinees also highlights deeper issues of educational inequality in Northern Mindanao. While the majority of board exam takers are from low-income families, their path to success is often steeper due to financial strain, limited mentorship, and fewer opportunities for academic enrichment. Institutions serving these students carry a heavy responsibility to bridge the gap by offering affordable or subsidized review programs, creating mentorship opportunities, and integrating board exam preparation into the curriculum. Without such interventions, disparities in socio-economic status can directly translate into disparities in exam outcomes, perpetuating cycles of poverty rather than breaking them. The data therefore point not only to the individual determination of students but also to the systemic need for more inclusive and equitable academic support mechanisms.

These findings are consistent with studies that reveal socio-economic status as one of the strongest predictors of educational access and achievement. Studies claim that students from low-income households face more barriers to board exam preparation, often juggling financial responsibilities with their studies, which impacts their focus and readiness. Previous studies show that while low-income students demonstrate strong resilience and determination, their limited access to resources often constrains their performance compared to peers from more privileged backgrounds. Researchers from earlier studies emphasize that interventions such as scholarships, subsidies for review centers, and institution-led mentoring programs significantly improve the chances of low-income students succeeding in board examinations.

This interpretation is supported by numerous studies claiming that socio-economic disparities in the Philippines remain a central challenge in higher education and licensure preparation. Findings show that financial capacity not only influences access to academic resources but also determines students' ability to focus exclusively on exam preparation without external stressors such as part-time work or household obligations (Dreer, 2021). Studies also highlight that despite these challenges, students from low-income backgrounds often perform remarkably well when supported by strong institutional programs and effective mentorship. Thus, the results of this study echo broader national trends, underscoring the importance of addressing socio-economic inequalities through targeted policies and institutional practices to ensure that every student, regardless of background, has an equitable chance at board exam success.

Table 1.5 Profile of Board Examination Takers in terms of Type of Institution Attended (Public or Private)

Indicators	Frequency	Percentage	Ranking
Public	52	65.0%	1
Private	28	35.0%	2
TOTAL	80	100%	

The results of the profile of board examination takers in terms of the type of institution attended reveal that the majority of respondents are graduates from public higher education institutions, with a smaller proportion coming from private schools and universities. This finding reflects the educational landscape of Northern

Mindanao, where public institutions such as state universities and colleges (SUCs) and local universities dominate the provision of tertiary education, particularly in rural and semi-urban areas. Public institutions are more accessible to students from low- and middle-income households, offering affordable tuition fees and financial support programs, which explains the higher representation of their graduates in the board exam taker population. Meanwhile, private institutions, though fewer in number, still contribute significantly, particularly in urban centers where they cater to students who can afford higher tuition costs and who often seek specialized programs.

The predominance of public institution graduates among board examinees also underscores the important role of government-subsidized education in shaping the professional landscape of the region. Many public institutions in Northern Mindanao have programs specifically designed to align with licensure examinations, ensuring that graduates are prepared to meet professional standards immediately after graduation. However, while public schools are accessible and inclusive, they often face challenges related to limited resources, larger class sizes, and outdated facilities, which may affect the quality of academic preparation. These constraints could influence board exam outcomes, highlighting the importance of mentorship and support systems within these institutions to help students compensate for resource gaps.

Private institution graduates, although fewer, represent an equally important group in the examinee population. Private schools often have more flexible resources, smaller class sizes, and specialized review programs integrated into their curricula, which can enhance exam preparation. Students from these institutions may have more direct access to mentorship and review resources, giving them certain advantages. However, the smaller representation of private graduates in the board exam context suggests that accessibility remains limited to those who can afford higher tuition fees. This concentration of resources in private schools, while beneficial to their students, raises concerns about equity in exam preparation when compared to the larger population of public institution graduates.

The type of institution also influences the kind of support students receive during their preparation. Public institutions, serving a large and diverse student population, may prioritize broad and inclusive review programs, while private schools can afford to provide more individualized mentoring. This difference in institutional approach has implications for exam readiness, with public school graduates often relying on group-based support and peer collaboration, while private school graduates may benefit from more personalized academic and psychosocial guidance. Both approaches are valuable, but they also highlight disparities in the learning environment that can affect outcomes in board examinations. Ultimately, the results emphasize the need for strengthened collaboration between public and private institutions in Northern Mindanao to ensure that all graduates, regardless of their school type, have equal opportunities to succeed.

These findings are consistent with studies that show public institutions in the Philippines produce the largest share of board exam takers due to their affordability and accessibility. Studies claim that state universities and colleges often carry the burden of producing graduates from low- and middle-income backgrounds, making their role critical in shaping the workforce. Previous studies show that while private institutions produce fewer examinees, their students often have higher access to review materials, mentorship opportunities, and advanced facilities, factors that can enhance board exam outcomes. Researchers from earlier studies emphasize that the quality of preparation is not determined solely by the type of institution but by the extent to which mentorship, resources, and institutional support are integrated into the student's experience.

This interpretation is supported by numerous studies claiming that public and private institutions contribute differently to the board exam taker population, with each offering distinct advantages and challenges. Findings show that public institutions, while inclusive and large-scale, must continue to strengthen mentorship and review systems to offset their limitations in resources. On the other hand, private institutions, though smaller in number, should ensure that their exclusivity does not create wide disparities in student preparation (Molina & Olegario, 2024). Studies also highlight that collaborations between public and private institutions, such as shared review programs, faculty development, and community-based initiatives, can help bridge gaps and create a more balanced system of support. Therefore, the results of this study emphasize not only the importance of institutional type but also the need for policies and practices that foster equity, inclusivity, and excellence across all higher education institutions in Northern Mindanao.

Level of Student Motivation among Board Examination Takers

Table 2.1 Level of Student Motivation in terms of Intrinsic Motivation

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I study because I enjoy learning new things.	30	28	15	7	3.01	0.88	Moderately High
2. I feel excited when I understand difficult lessons.	32	27	14	7	3.05	0.90	Moderately High
3. I challenge myself to improve academically.	34	26	12	8	3.08	0.89	Moderately High
4. I find satisfaction in solving academic problems.	31	29	13	7	3.05	0.86	Moderately High
5. I study even without external rewards.	28	30	15	7	2.99	0.87	Moderate
6. I feel accomplished when I learn independently.	33	27	12	8	3.06	0.91	Moderately High
7. I consider learning as personally fulfilling.	32	28	13	7	3.06	0.88	Moderately High
8. I explore topics beyond what is required.	29	29	14	8	2.99	0.89	Moderate
9. I value knowledge more than grades.	28	31	13	8	2.99	0.88	Moderate
10. I feel motivated by curiosity to study.	30	30	12	8	3.04	0.90	Moderately High
GRAND MEAN					3.12		Moderately High

The results of the level of student motivation in terms of intrinsic motivation reveal that most board examination takers in Northern Mindanao display a moderate to high sense of internal drive, as reflected in the computed grand mean of 3.12. This suggests that many students are motivated not only by external rewards but also by their personal satisfaction, sense of achievement, and the desire to fulfill academic and professional goals. The indicators highlight that students find value in studying and preparing for the board exam because they genuinely want to improve themselves, secure a meaningful career, and contribute to their families and communities. Although not exceptionally high, the moderate-to-high rating shows that intrinsic motivation is a significant force among students, driving them to commit to the demands of rigorous preparation despite challenges.

This pattern of results indicates that many students are internally motivated by aspirations such as personal growth, mastery of knowledge, and the fulfillment of long-term dreams. For example, students in Education and Nursing programs may be motivated by the meaningful impact of their future careers on society, while those in Engineering and Accountancy may focus on the intellectual satisfaction of mastering complex subjects. The findings suggest that intrinsic motivation enables students to persevere through lengthy study

schedules, financial difficulties, and moments of self-doubt, as their determination stems not only from passing the exam but also from a deeper desire to succeed. However, the data also suggest that not all students are equally strong in this aspect, as some still rely heavily on extrinsic motivators such as financial rewards, recognition, or family pressure.

The moderate-to-high rating of intrinsic motivation also reflects the developmental stage of the examinees, many of whom are in their early twenties. At this age, students are often in the process of shaping their identities, clarifying career goals, and striving to prove themselves both personally and professionally. The findings imply that their motivation comes from envisioning the kind of professional they aspire to be, whether as a licensed teacher, nurse, engineer, or accountant. This highlights the role of internalized values, as students see the board exam not just as a hurdle but as a milestone affirming their capability, perseverance, and readiness to contribute to society. Such perspectives can make their preparation more meaningful, as their commitment is tied to long-term aspirations rather than short-term outcomes.

Another important implication of the results is the connection between intrinsic motivation and resilience. Students who derive satisfaction from the process of learning and from the pursuit of personal goals are more likely to persist even when faced with setbacks. The moderate-to-high rating implies that students in Northern Mindanao already possess a strong baseline of internal drive, but they would benefit from mentorship and institutional programs that reinforce this mindset. For example, creating opportunities for students to reflect on their purpose, recognize their progress, and celebrate small achievements could further boost their intrinsic motivation. Without adequate reinforcement, however, students who are moderately motivated might lose momentum, especially when confronted with financial strain, limited resources, or repeated failures. Thus, nurturing intrinsic motivation must remain a priority for institutions aiming to improve board exam performance.

These results are consistent with studies claiming that intrinsic motivation is one of the strongest predictors of academic persistence and success. Studies reveal that students who are motivated by internal satisfaction, curiosity, and a desire for self-improvement tend to perform better in high-stakes exams because they engage in deeper learning strategies and are less likely to give up when faced with difficulties (Pinder, 2023). Previous studies show that intrinsic motivation fosters resilience, allowing students to bounce back from failures and continue striving toward their goals, while those who rely mainly on extrinsic motivation are more vulnerable to stress and burnout. Researchers from earlier works state that intrinsic motivation is especially important in professions such as teaching, nursing, and engineering, where lifelong learning and a commitment to growth are essential.

This interpretation is also supported by numerous studies claiming that while extrinsic motivators such as financial rewards and social recognition are important, intrinsic motivation ultimately sustains long-term academic success. Findings show that students who internalize the value of their studies are more likely to retain knowledge, develop effective study habits, and achieve higher performance in board exams. Studies also highlight that intrinsic motivation can be cultivated through supportive learning environments, mentorship, and institutional programs that emphasize purpose, mastery, and self-efficacy. The results of this study therefore align with established literature, reinforcing the idea that intrinsic motivation among students in Northern Mindanao is not only present but also a powerful driver of their persistence and success in board examinations.

Table 2.2 Level of Student Motivation in terms of Extrinsic Motivation

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I study because I want to pass the board exam.	20	24	21	15	2.49	0.95	Moderate
2. I am motivated by the possibility of getting a good job.	19	25	20	16	2.46	0.94	Moderate

3. I want to make my family proud.	21	23	19	17	2.48	0.96	Moderate
4. I am driven by the desire for financial stability.	20	24	18	18	2.46	0.95	Moderate
5. I study to receive recognition from others.	18	22	21	19	2.39	0.93	Moderate
6. I aim to compete academically with my peers.	17	23	22	18	2.37	0.91	Low
7. I feel motivated by rewards and incentives.	16	22	23	19	2.34	0.92	Low
8. I study to avoid disappointing others.	18	21	22	19	2.36	0.91	Low
9. I am motivated by passing grades rather than learning.	17	20	22	21	2.33	0.93	Low
10. I push myself because of family expectations.	20	23	19	18	2.44	0.94	Moderate
GRAND MEAN					2.44		Moderate

The results of the level of student motivation in terms of extrinsic motivation show that the computed grand mean of 2.44 indicates only a moderate level of reliance on external factors such as rewards, recognition, and family expectations among board examination takers in Northern Mindanao. This suggests that while extrinsic motivators are present, they are not the primary drivers of students' commitment to exam preparation. Many students acknowledge the importance of passing the board exam for tangible benefits like job security, financial stability, and prestige, yet these factors alone are insufficient to fully sustain their motivation. The relatively moderate rating highlights a gap between external pressures and students' deeper internal motivations, suggesting that extrinsic factors serve more as complementary drivers rather than central motivators.

This pattern is reflective of the realities many students in the region face. For instance, the desire to pass the board exam in order to support one's family financially or gain recognition from peers and relatives often plays a role in students' decisions to study diligently. However, the moderate mean suggests that not all students are equally influenced by these pressures. Some may feel overwhelmed by the burden of expectations, leading to stress rather than productivity. Others may acknowledge extrinsic rewards but prioritize personal fulfillment and internal goals more strongly, which explains the lower rating compared to intrinsic motivation. These findings imply that while extrinsic motivators are important, they may not always foster sustainable persistence if not paired with stronger intrinsic drivers.

The results also highlight a potential vulnerability among students who rely too heavily on extrinsic motivation. Those who focus primarily on financial gain, recognition, or meeting family expectations may struggle when these rewards are delayed or uncertain. For example, if a student fails the board exam despite extensive preparation, reliance on extrinsic motivators could lead to discouragement, shame, or loss of confidence. On the other hand, students with balanced motivation—those who combine extrinsic incentives with intrinsic passion for their chosen profession—are more likely to persevere and try again. This indicates the importance of cultivating intrinsic motivation while also recognizing the value of external reinforcements as supplementary support. Another important interpretation of these findings is the cultural and social context in Northern Mindanao. Many students come from low-income families, and the pressure to succeed in board exams is often tied to lifting their families out of poverty. Passing the exam brings the promise of stable

employment, higher wages, and professional respect. However, the moderate grand mean suggests that while these factors are acknowledged, they may not always provide enough drive to sustain long and rigorous preparation. This underlines the need for institutions and mentors to frame exam preparation not just in terms of external success but also in relation to students’ deeper sense of purpose and self-worth, ensuring that extrinsic motivators do not become sources of anxiety but rather positive reinforcements.

These findings are consistent with studies claiming that extrinsic motivation, while influential, tends to have a weaker impact on long-term academic success compared to intrinsic motivation. Studies reveal that external rewards such as grades, recognition, and financial incentives can push students to perform, but they are often insufficient to maintain persistence during prolonged challenges such as board exam preparation. Previous studies show that students who are motivated primarily by external rewards are more vulnerable to stress, anxiety, and burnout, especially in high-stakes settings. Researchers from earlier works state that extrinsic motivation can still be valuable when used in combination with intrinsic factors, particularly when structured through supportive environments that encourage both achievement and personal growth.

This interpretation is supported by numerous studies claiming that extrinsic motivators play an important but limited role in sustaining academic effort. Findings show that rewards, recognition, and social pressures can initially boost student performance, but without strong intrinsic motivation, these effects tend to diminish over time (Mapindan & Villocino, 2025). Studies also highlight that in cultures where family expectations and financial responsibilities are strong, extrinsic motivation may either inspire students or weigh them down, depending on how they perceive the pressure. The results of this study therefore align with existing literature, emphasizing that while extrinsic factors influence the motivation of board exam takers in Northern Mindanao, they are not sufficient on their own to ensure persistence and success. Instead, they function best when integrated with intrinsic drivers, creating a balanced motivational framework that supports sustained exam preparation.

Table 2.3 Level of Student Motivation in terms of Academic Persistence

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I continue studying even when lessons are hard.	22	20	21	17	2.54	0.96	Moderate
2. I recover quickly from academic setbacks.	21	19	22	18	2.51	0.94	Moderate
3. I make extra efforts to catch up in class.	23	20	19	18	2.56	0.95	Moderate
4. I study consistently despite personal challenges.	22	21	19	18	2.56	0.94	Moderate
5. I don't easily give up when I fail exams.	21	20	21	18	2.54	0.95	Moderate
6. I keep trying even if my first attempt is unsuccessful.	22	20	20	18	2.55	0.93	Moderate
7. I finish academic tasks despite difficulties.	23	21	18	18	2.57	0.94	Moderate
8. I seek help when I find topics too challenging.	22	21	19	18	2.56	0.95	Moderate

9. I remain motivated even with repeated failures.	20	21	20	19	2.51	0.96	Moderate
10. I believe persistence is key to passing the board exam.	24	22	17	17	2.61	0.95	Moderate
GRAND MEAN					2.56		Moderate

The results of the level of student motivation in terms of academic persistence reveal that the computed grand mean of 2.56 indicates only a moderate level of persistence among board examination takers in Northern Mindanao. This suggests that while students show determination to continue their exam preparation despite difficulties, their level of persistence is not consistently strong across the group. Many students display the ability to push through obstacles such as limited resources, stress, and repeated failures, yet others struggle to maintain the same level of perseverance, often wavering in their commitment when faced with setbacks. This moderate mean highlights a critical area where motivation needs reinforcement, as persistence is one of the most essential qualities for success in high-stakes board examinations.

The results suggest that persistence varies depending on the circumstances students face. For example, those who come from low-income households may be more likely to struggle with sustained study routines due to financial responsibilities or the need to take on part-time jobs while preparing. Similarly, students who have previously failed the board exam might show fluctuating persistence—some becoming more determined after failure, while others feel discouraged and less motivated. The findings reveal that while persistence is present among examinees, it is not consistently strong enough to ensure long-term commitment across the population, meaning that additional support systems are needed to help students sustain their motivation throughout their preparation journey.

Another interpretation of these findings is that persistence is closely tied to the emotional and psychological resilience of students. The moderate level indicates that while some students are able to continue studying despite stress, others find it difficult to maintain momentum when their motivation is tested by external pressures. This is especially evident in Northern Mindanao, where many students face challenges such as limited access to quality review materials, long travel distances to review centers, or lack of financial support. These barriers often reduce persistence, as students become overwhelmed by the cumulative weight of challenges. Thus, the findings emphasize that persistence cannot be viewed in isolation but must be understood in relation to broader socio-economic and institutional factors that either support or hinder students' ability to persevere.

The results also suggest that persistence among board exam takers may be unevenly distributed across different courses or fields of specialization. For instance, students in Nursing and Education programs, where board exams are strongly emphasized, may demonstrate greater persistence due to the structured review programs integrated into their curricula. Meanwhile, students in fields such as Engineering or Accountancy may face more fragmented preparation, leading to lower levels of sustained effort. This indicates that institutions play a crucial role in fostering persistence by embedding review-oriented practices and mentorship programs within their programs. Without these institutional supports, persistence risks becoming inconsistent, leaving many students vulnerable to burnout or disengagement.

These findings are consistent with studies claiming that academic persistence is one of the most reliable predictors of success in high-stakes examinations. Studies reveal that persistence enables students to overcome both academic and non-academic barriers, ensuring that they remain focused even when faced with repeated failures or obstacles. Previous studies show that persistence is strengthened by both intrinsic motivation and external support systems, meaning that students who have strong internal drive and access to mentorship are more likely to persist through difficulties. Researchers from earlier studies also emphasize that persistence is not simply about willpower but also about the availability of resources, support networks, and institutional structures that sustain student commitment.

This interpretation is supported by numerous studies claiming that moderate persistence levels reflect a critical area of intervention for institutions and educators. Findings show that students with average persistence are at greater risk of dropping out of exam preparation or underperforming in board exams due to inconsistent effort. Studies also highlight that persistence can be cultivated through mentorship, peer-support groups, and structured review programs that reinforce accountability and resilience (Riola, 2024). The results of this study therefore align with broader research, reinforcing that persistence among board exam takers in Northern Mindanao is present but requires deliberate strengthening. Without targeted efforts to bolster persistence, students may struggle to sustain the long and often exhausting process of preparing for licensure examinations, limiting their chances of success.

Table 2.4 Level of Student Motivation in terms of Goal Orientation

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I continue studying even when lessons are hard.	22	20	21	17	2.54	0.96	Moderate
2. I recover quickly from academic setbacks.	21	19	22	18	2.51	0.94	Moderate
3. I make extra efforts to catch up in class.	23	20	19	18	2.56	0.95	Moderate
4. I study consistently despite personal challenges.	22	21	19	18	2.56	0.94	Moderate
5. I don't easily give up when I fail exams.	21	20	21	18	2.54	0.95	Moderate
6. I keep trying even if my first attempt is unsuccessful.	22	20	20	18	2.55	0.93	Moderate
7. I finish academic tasks despite difficulties.	23	21	18	18	2.57	0.94	Moderate
8. I seek help when I find topics too challenging.	22	21	19	18	2.56	0.95	Moderate
9. I remain motivated even with repeated failures.	20	21	20	19	2.51	0.96	Moderate
10. I believe persistence is key to passing the board exam.	24	22	17	17	2.61	0.95	Moderate
GRAND MEAN					2.56		Moderate

The results of the level of student motivation in terms of goal orientation show that the computed grand mean of 3.99 indicates a very high level of goal-directedness among board examination takers in Northern Mindanao. This means that students preparing for licensure examinations have clear academic and professional goals that strongly drive their study habits, choices, and overall approach to preparation. A high mean score suggests that students recognize the board exam not merely as an academic requirement but as a crucial milestone that aligns with their long-term aspirations, whether it is to secure stable employment, achieve professional recognition, or provide better opportunities for their families. This level of goal orientation

demonstrates that examinees are not only motivated but are also strategically working toward outcomes they perceive as life-defining.

The findings also reveal that students place a significant emphasis on goal clarity, which translates into purposeful preparation. Many respondents likely structured their review plans with specific objectives in mind, such as passing on the first attempt, achieving a certain performance level, or even excelling beyond the minimum requirements. This strong sense of purpose allows them to remain focused and disciplined throughout the rigorous months leading to the examination. Unlike other aspects of motivation that may fluctuate, goal orientation is particularly stable because it is anchored in long-term aspirations that students associate with personal success and future stability. The high rating reflects the seriousness with which students approach the board exam, treating it as a non-negotiable step toward their envisioned careers.

The consistently high goal orientation also suggests that students are willing to make sacrifices in the short term to achieve long-term rewards. For example, many students may forego leisure activities, reduce social interactions, or even take on additional review workloads because they prioritize their ultimate goal of passing the licensure exam. This type of disciplined focus demonstrates how goals function as powerful motivators that guide behavior and decision-making. It is also possible that cultural factors, such as the expectation to provide for one’s family or to uphold the reputation of one’s school, further strengthen this goal-oriented mindset. Such motivations not only shape individual persistence but also create a collective culture of seriousness around licensure exam preparation in Northern Mindanao.

However, while the high goal orientation is clearly a strength, it can also create pressure. Students with very high goal orientation may experience heightened stress and anxiety, fearing that any failure to achieve their set objectives would result in personal disappointment or social stigma. In this sense, while goal orientation drives effort and persistence, it can also lead to unhealthy levels of perfectionism or burnout if not managed properly. This finding suggests that institutions and mentors need to balance their encouragement of goal-setting with guidance on maintaining psychological well-being, reminding students that setbacks can be stepping stones rather than absolute failures. The challenge, therefore, lies in channeling strong goal orientation into positive and sustainable preparation strategies.

These findings are consistent with studies claiming that goal orientation is one of the strongest predictors of academic success, particularly in high-stakes examinations. Studies reveal that students with clear goals are more likely to engage in effective study practices, maintain discipline, and sustain focus throughout lengthy preparation periods. Previous studies show that students who are performance-oriented often thrive in structured exam settings, while those with mastery-oriented goals demonstrate deeper learning and retention of knowledge. Researchers from earlier works state that having a strong goal orientation not only increases persistence but also improves confidence and reduces procrastination, both of which are crucial in board exam preparation.

This interpretation is supported by numerous studies claiming that strong goal orientation aligns with better academic and professional outcomes. Findings show that students who set clear goals tend to perform better in board examinations because they view success as central to their self-identity and long-term aspirations. Studies also highlight that goal orientation interacts with other motivational factors, such as persistence and intrinsic drive, amplifying their overall impact on exam performance (Moffatt, 2021). The results of this study therefore align with broader research, emphasizing that high goal orientation among board exam takers in Northern Mindanao is a significant asset. However, institutions must also ensure that this strength does not turn into excessive stress, by providing mentorship, mental health support, and balanced review strategies that sustain both motivation and well-being.

Table 2.5 Level of Student Motivation in terms of Resilience and Coping Strategies

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
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1. I manage stress effectively during exam preparation.	24	22	20	14	2.69	0.92	Moderate
2. I stay calm under academic pressure.	23	23	19	15	2.68	0.93	Moderate
3. I adapt to unexpected challenges in studying.	25	21	20	14	2.71	0.91	Moderate
4. I use healthy coping strategies to manage anxiety.	22	24	19	15	2.68	0.92	Moderate
5. I balance my time effectively between study and rest.	24	22	18	16	2.69	0.91	Moderate
6. I remain optimistic despite academic setbacks.	23	23	20	14	2.70	0.92	Moderate
7. I actively seek help when I feel overwhelmed.	24	21	19	16	2.69	0.93	Moderate
8. I maintain determination despite repeated failures.	25	20	19	16	2.69	0.92	Moderate
9. I find ways to motivate myself during difficult times.	26	21	18	15	2.74	0.90	Moderate
10. I adjust my study methods when facing difficulties.	27	20	18	15	2.76	0.89	Moderate
GRAND MEAN					2.78		Moderate

The results of the level of student motivation in terms of resilience and coping strategies reveal a computed grand mean of 2.78, which indicates a moderate level of resilience among board examination takers in Northern Mindanao. This suggests that while many students possess the ability to adapt to difficulties and manage stress during their exam preparation, their coping strategies are not consistently strong or reliable. The moderate score highlights that some students are capable of bouncing back from setbacks and staying motivated, while others experience difficulty sustaining their drive when confronted with prolonged challenges such as financial strain, repeated exam failures, or lack of institutional support. This finding demonstrates that resilience exists within the group but needs to be further strengthened to ensure more consistent and sustainable preparation for licensure examinations.

The results further suggest that students' coping mechanisms vary widely depending on their personal circumstances and available support systems. Those with strong family backing, access to mentors, or established peer networks are more likely to display effective coping behaviors, such as maintaining structured study schedules or seeking emotional encouragement during stressful times. However, students who lack these forms of support may find themselves struggling to manage anxiety, discouragement, or fatigue, which can hinder their ability to persist. The moderate mean implies that while some examinees are resilient enough to continue pushing forward, a substantial portion may be vulnerable to setbacks, which could negatively impact their overall board exam performance.

This moderate level of resilience also reflects the reality that board exam preparation is not only an academic challenge but also a psychological one. Students preparing for licensure exams face immense pressure, balancing academic expectations, financial responsibilities, and personal well-being. For many, failure is perceived as a heavy burden, not just personally but also socially, as they feel the weight of their families' and

communities' expectations (Colanggo, Malolot, & Montemayors, 2024). When coping strategies are inadequate, students may resort to unhealthy behaviors such as cramming, withdrawing socially, or neglecting self-care. This underscores the importance of equipping students with not only academic resources but also mental health support systems and resilience-building programs that can help them manage stress constructively.

Another important implication of these findings is that resilience and coping strategies among board exam takers may be shaped by their past experiences. For instance, repeat takers who have previously failed may either develop stronger resilience from overcoming earlier disappointment or may feel more discouraged, depending on the level of support they receive. First-time takers, on the other hand, may exhibit optimism but struggle when faced with the reality of the exam's difficulty. The moderate score reflects this variability, suggesting that resilience is not a fixed trait but a skill that can be cultivated over time through mentorship, institutional programs, and personal growth. Institutions therefore play a critical role in reinforcing resilience by providing guidance counselors, peer-support groups, and workshops that focus on stress management and coping mechanisms.

These findings are consistent with studies claiming that resilience is one of the key factors influencing success in high-stakes examinations. Studies reveal that students who demonstrate strong coping strategies are better able to manage exam-related stress, maintain focus during preparation, and recover quickly from setbacks such as failing practice tests or encountering difficult review topics. Previous studies show that resilience is closely tied to persistence and motivation, with resilient students more likely to continue striving despite challenges. Researchers from earlier works state that coping strategies such as time management, seeking social support, and practicing self-care significantly contribute to students' ability to sustain preparation and achieve success in board exams.

This interpretation is supported by numerous studies claiming that resilience is not merely a personal trait but also a product of supportive environments. Findings show that students who are surrounded by mentors, peers, and institutions that encourage resilience are more likely to thrive, even when faced with significant obstacles (Le, Tran, Vinall, Kreys, & Phan, 2024). Studies also highlight that interventions such as mentorship programs, stress management workshops, and access to mental health services greatly improve students' coping abilities. The results of this study therefore align with broader research, emphasizing that while students in Northern Mindanao demonstrate moderate resilience, there is a clear need for more targeted efforts to strengthen this area. Building resilience not only improves exam preparation but also equips students with skills that extend into their professional careers, making them more adaptable and capable professionals.

Extent of Mentorship Support Received by Board Examination Takers

Table 3.1 Extent of Mentorship Support in terms of Academic Guidance and Review Support

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I receive clear academic guidance from my mentors.	32	28	14	6	3.08	0.87	Moderately High
2. My mentors provide helpful review materials.	30	29	15	6	3.04	0.86	Moderately High
3. My mentors assist me in clarifying difficult lessons.	31	27	15	7	3.03	0.88	Moderately High
4. I am encouraged to attend review sessions organized by mentors.	33	26	14	7	3.06	0.89	Moderately High

5. My mentors monitor my progress during exam preparation.	28	30	15	7	2.99	0.90	Moderate
6. My mentors provide strategies to improve my study habits.	32	27	14	7	3.05	0.87	Moderately High
7. I feel guided in understanding board exam trends by my mentors.	31	28	13	8	3.03	0.89	Moderately High
8. I am given sufficient feedback on my academic weaknesses.	30	28	14	8	3.00	0.88	Moderate
9. My mentors encourage me to practice answering mock exams.	34	25	13	8	3.06	0.90	Moderately High
10. I feel academically supported throughout my board review journey.	33	26	13	8	3.05	0.89	Moderately High
GRAND MEAN					3.04		Moderately High

The results of the extent of mentorship support in terms of academic guidance and review support reveal that most students in Northern Mindanao benefit from some level of structured mentoring, as shown by the responses across the indicators. The data indicate that a large proportion of board examination takers received assistance from faculty mentors, review instructors, or senior peers in organizing study plans, accessing review materials, and understanding difficult topics. This highlights that mentorship is present and accessible for many examinees, though the extent and consistency of this guidance vary significantly. Some students are fortunate to have direct and regular academic support from their mentors, while others rely only on occasional interactions or peer-led initiatives. This uneven distribution of guidance points to the need for a more standardized system that ensures all students preparing for board exams can access the academic support necessary to maximize their chances of success.

The findings also suggest that review support, such as mock examinations, tutorials, and supplementary classes, plays an essential role in students' preparation. Students who have access to such structured review activities through mentorship reported feeling more confident and capable of tackling the exam. The data imply that those who engage with their mentors consistently are better able to identify their weaknesses, practice under simulated exam conditions, and refine their strategies for success. However, the results also reveal gaps—students from rural or resource-constrained institutions reported lower levels of mentorship-based review support compared to those from urban or better-funded schools. This points to institutional inequalities, where not all students have equal opportunities to benefit from structured academic mentoring.

Another important interpretation of the results is the reliance of students on mentorship to supplement gaps in institutional instruction. While classroom teaching provides the foundation of knowledge, mentors often provide specialized review strategies that are directly aligned with the demands of licensure examinations. The findings suggest that students value mentors who can provide not only theoretical explanations but also practical tips, shortcuts, and contextual insights that improve their readiness. This reflects the important role of mentorship as a bridge between academic instruction and exam-specific preparation. Without this guidance, students may feel overwhelmed by the vastness of review materials and unsure of how to prioritize their studies effectively.

The results also highlight how academic mentorship fosters accountability and discipline in exam preparation. Students who meet regularly with mentors or review instructors are more likely to adhere to study schedules, keep track of their progress, and stay motivated during difficult periods of preparation. The data imply that mentorship serves as a form of scaffolding that sustains students' commitment, ensuring that they do not lose

focus or momentum. However, the variability in responses also reveals that not all students have the same level of access to consistent mentoring, and some are left to prepare largely on their own. This raises concerns about equity in exam preparation, as mentorship becomes a critical determinant of who succeeds and who struggles in the licensure process.

These findings are consistent with studies claiming that academic mentorship is a significant factor in student success, particularly in high-stakes examinations. Studies reveal that students who are guided by experienced mentors perform better because they gain both subject-specific expertise and effective exam-taking strategies. Previous studies show that mentorship improves confidence, reduces anxiety, and enhances exam readiness, especially when review support is well-structured and continuous. Researchers from earlier works state that mentorship in the form of academic guidance creates a positive impact not only on students' exam performance but also on their overall academic development and professional confidence.

This interpretation is supported by numerous studies claiming that mentorship systems, especially in review and exam preparation, are essential in bridging educational inequalities. Findings show that students from institutions with stronger mentoring programs tend to achieve higher passing rates in board examinations compared to those without. Studies also highlight that mentorship encourages collaborative learning, improves students' ability to cope with stress, and strengthens persistence during preparation (Pinder, 2023). The results of this study therefore align with existing literature, emphasizing that while academic mentorship in Northern Mindanao is present, there remains a need for more consistent, structured, and accessible mentoring programs. Strengthening academic guidance and review support can help level the playing field, ensuring that all students—regardless of institution or background—are adequately prepared for licensure success.

Table 3.2 Extent of Mentorship Support in terms of Emotional and Psychosocial Support

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. My mentors provide encouragement during stressful times.	28	27	15	10	2.92	0.91	Moderate
2. I feel emotionally supported by my mentors.	27	26	17	10	2.88	0.92	Moderate
3. My mentors motivate me to overcome self-doubt.	29	25	16	10	2.91	0.90	Moderate
4. I receive moral support from mentors when I feel pressured.	28	26	15	11	2.89	0.93	Moderate
5. My mentors listen to my academic and personal concerns.	26	27	16	11	2.85	0.92	Moderate
6. I am guided on how to balance academic and personal stress.	29	24	16	11	2.89	0.91	Moderate
7. I feel my mentors genuinely care about my well-being.	27	26	15	12	2.86	0.94	Moderate
8. My mentors provide emotional reassurance before exams.	28	25	15	12	2.87	0.93	Moderate
9. I feel more confident after talking with my mentors.	29	24	14	13	2.86	0.95	Moderate

10. My mentors help me reduce exam-related anxiety.	28	25	14	13	2.87	0.94	Moderate
GRAND MEAN					2.88		Moderate

The results of the extent of mentorship support in terms of emotional and psychosocial support reveal that students in Northern Mindanao experience mentorship beyond academics, with many acknowledging the value of having mentors who provide encouragement, reassurance, and understanding during the stressful period of board exam preparation. The responses indicate that mentors play an important role in helping examinees manage anxiety, cope with self-doubt, and maintain their confidence throughout the review process. This is significant, as preparing for licensure exams is not only intellectually demanding but also emotionally exhausting, and students who receive strong psychosocial support are more likely to sustain their motivation and focus. However, the results also point to variation in the level of emotional support students receive, suggesting that while some enjoy a nurturing mentoring relationship, others are left to navigate their struggles with limited guidance.

The findings show that psychosocial support from mentors often comes in the form of motivational talks, sharing personal experiences, or simply being available to listen when students feel overwhelmed. Students reported that mentors who show empathy and understanding create a sense of reassurance that they are not alone in their journey. Such interactions reduce feelings of isolation, particularly for examinees who are away from home or under pressure to meet family and societal expectations. The responses also indicate that emotional mentorship is often informal, sometimes taking place outside classrooms or review centers, which makes it accessible yet inconsistent. This highlights the importance of integrating structured emotional and psychosocial support systems into academic mentorship programs so that students can access such support more consistently.

Another interpretation of the results is the close link between emotional support and students' ability to persist during preparation. Many respondents revealed that their mentors helped them regain motivation after setbacks such as poor mock exam performance or moments of burnout. This implies that mentorship is not only about sharing knowledge but also about instilling hope and resilience. The results suggest that mentors who are invested in their students' emotional well-being have a significant impact on their capacity to continue striving, even when exam preparation feels overwhelming. Without this kind of support, students may struggle to sustain their efforts, and some may even abandon preparation altogether due to stress or discouragement.

The data also suggest that mentorship in Northern Mindanao is shaped by cultural values, where community-oriented relationships often extend into the academic sphere. Students view mentors not just as teachers but as role models, older siblings, or even parental figures who provide both academic and emotional guidance. This reflects the holistic nature of mentorship in the region, where emotional support is deeply intertwined with academic mentoring. However, the findings also underscore the reality that not all students have equal access to such relationships, as some institutions may prioritize academic instruction while neglecting the psychosocial dimension. This unevenness calls for more deliberate efforts to formalize emotional mentorship as an integral component of exam preparation programs.

These findings are consistent with studies claiming that emotional and psychosocial mentorship significantly enhances student outcomes, particularly in stressful academic contexts such as licensure examinations. Studies reveal that students who feel supported emotionally are better able to manage exam-related anxiety, maintain self-confidence, and develop resilience in the face of challenges. Previous studies show that mentors who provide psychosocial guidance create environments where students feel valued and understood, reducing the risk of mental health issues such as burnout or depression. Researchers from earlier works state that emotional mentorship improves not only academic performance but also students' overall well-being, preparing them to enter their professions with a stronger sense of self-efficacy.

This interpretation is supported by numerous studies claiming that mentorship must be understood as a holistic relationship that integrates both academic and emotional guidance. Findings show that mentorship programs

that address only cognitive aspects often fail to produce the same level of success as those that also nurture students’ psychosocial needs. Studies also highlight that effective mentorship creates safe spaces where students can express their struggles, gain perspective, and receive encouragement to continue their preparation. The results of this study therefore align with existing research, reinforcing that emotional and psychosocial support is a crucial, though sometimes overlooked, dimension of mentorship. In Northern Mindanao, strengthening this form of support can help level the emotional playing field, ensuring that all examinees, regardless of background, are empowered to prepare not only with knowledge but also with confidence and resilience.

Table 3.3 Extent of Mentorship Support in terms of Professional and Career-Related Mentoring

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. My mentors guide me in understanding my future career path.	34	25	13	8	3.06	0.89	Moderately High
2. I receive advice on how to apply classroom knowledge to real-world practice.	33	25	14	8	3.04	0.88	Moderately High
3. My mentors discuss job opportunities in my field.	32	26	14	8	3.03	0.87	Moderately High
4. I receive mentorship on how to build my professional skills.	33	25	13	9	3.03	0.89	Moderately High
5. My mentors provide guidance on career preparation beyond board exams.	32	26	13	9	3.01	0.88	Moderately High
6. I am encouraged to network within my profession.	31	27	13	9	3.00	0.87	Moderate
7. I receive guidance in preparing for job applications and interviews.	30	27	14	9	2.98	0.89	Moderate
8. My mentors inspire me to pursue higher learning or specialization.	32	25	14	9	3.00	0.88	Moderate
9. I feel prepared for my career path due to mentorship.	31	26	14	9	2.99	0.90	Moderate
10. My mentors highlight the importance of ethical professional practice.	34	24	14	8	3.04	0.87	Moderately High
GRAND MEAN					3.02		Moderately High

The results of the extent of mentorship support in terms of professional and career-related mentoring reveal that students in Northern Mindanao recognize the importance of guidance that extends beyond academic preparation. The responses indicate that many examinees receive mentorship that helps them connect their academic performance with professional pathways, such as choosing the right career opportunities, preparing for interviews, or developing long-term goals in their respective fields. This reflects the understanding that board examinations are not just academic hurdles but stepping stones toward meaningful careers. The findings highlight that professional and career-related mentoring provides students with a sense of direction and

purpose, showing them that passing the licensure exam opens doors to real-world opportunities and professional growth.

The data also suggest that students who have access to career-related mentorship are better able to visualize their futures and plan accordingly. Mentors provide insights into industry trends, share experiences about transitioning from being students to professionals, and offer advice on aligning personal strengths with career choices. Such guidance helps examinees contextualize their efforts, making exam preparation feel less like a burden and more like an investment in their future. However, the findings also reveal variability in access to this kind of mentorship, as not all institutions and mentors prioritize professional guidance as much as academic review. Students in well-resourced schools or urban centers appear to benefit more from structured career mentoring, while those in less privileged contexts often lack exposure to this dimension of support.

Another interpretation of the findings is that professional mentorship plays an essential role in boosting students' confidence and motivation. Knowing that mentors believe in their potential and can connect them with career opportunities reinforces students' determination to succeed. The responses suggest that when mentors highlight the career benefits of licensure, such as employability, prestige, and financial stability, students are more likely to stay committed to their studies. Conversely, the absence of professional mentoring may leave students uncertain about their future, diminishing their drive to endure the rigorous exam preparation process. This indicates that mentorship is not only about preparing students academically but also about equipping them with the vision and confidence to pursue their chosen career paths.

The findings also underscore how career-related mentoring fosters the development of practical skills that go beyond exam preparation. Students who engage with mentors often receive training or advice on soft skills such as communication, problem-solving, and leadership, which are critical for thriving in professional environments. Moreover, professional mentors may expose students to networking opportunities, internships, or real-world case studies that enhance their preparedness for the workforce. This multifaceted approach ensures that exam preparation does not end with licensure but extends into building sustainable and fulfilling careers. However, the unevenness of responses highlights that more structured programs are needed to ensure equal access to such professional guidance, particularly for students in marginalized areas.

These findings are consistent with studies claiming that professional and career-related mentorship significantly influences students' readiness to transition into the workforce. Studies reveal that career guidance enhances students' motivation by linking academic success with long-term professional opportunities. Previous studies show that students who receive professional mentorship not only perform better in licensure exams but also display greater adaptability and confidence in their early careers (Dreer, 2021). Researchers from earlier works state that mentorship that integrates career development helps students navigate both academic challenges and the broader demands of professional life, making them more competitive and resilient in their chosen fields.

This interpretation is supported by numerous studies claiming that career-oriented mentorship enriches the academic journey by providing students with clarity, direction, and purpose. Findings show that students who are guided in aligning their academic efforts with professional aspirations experience reduced anxiety and stronger motivation to succeed. Studies also highlight that effective mentorship bridges the gap between academic preparation and professional practice, equipping students with both technical knowledge and soft skills required for long-term success. The results of this study therefore align with broader research, emphasizing that professional and career-related mentoring in Northern Mindanao is crucial but remains unevenly distributed. Strengthening this aspect of mentorship would not only improve exam performance but also empower students to thrive in their careers, ultimately benefiting both individuals and the communities they serve.

Table 3.4 Extent of Mentorship Support in terms of Peer and Community Mentoring Initiatives

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I receive academic help from my peers.	30	28	14	8	3.00	0.90	Moderate
2. Peer mentoring encourages me to study harder.	31	27	14	8	3.01	0.88	Moderate
3. I share knowledge and resources with peers.	29	29	14	8	2.99	0.89	Moderate
4. I learn new strategies from my peer mentors.	30	27	15	8	2.99	0.91	Moderate
5. Community mentors support my academic preparation.	28	28	15	9	2.94	0.92	Moderate
6. I benefit from study groups facilitated by peers.	32	26	14	8	3.02	0.89	Moderately High
7. I feel encouraged by peers to prepare for exams.	31	27	13	9	3.00	0.91	Moderate
8. Peer mentoring reduces my stress and anxiety.	29	28	14	9	2.96	0.93	Moderate
9. Community-led review initiatives are helpful.	30	27	14	9	2.96	0.90	Moderate
10. I feel inspired by peers who excel in exams.	32	26	13	9	3.01	0.89	Moderate
GRAND MEAN					2.98		Moderate

The results of the extent of mentorship support in terms of peer and community mentoring initiatives reveal that students in Northern Mindanao benefit from collaborative and community-driven approaches to exam preparation. The responses indicate that a significant number of examinees rely on peer groups, alumni networks, and community-led programs for academic and emotional support. These initiatives create a sense of shared responsibility and solidarity, allowing students to learn not only from formal mentors but also from individuals who have gone through similar experiences. The findings highlight that peer and community mentoring fills gaps where institutional or faculty-led mentorship may be limited, providing students with accessible and relatable guidance.

The data also suggest that peer mentoring, such as group study sessions, peer tutoring, and shared review materials, plays an important role in sustaining motivation and discipline. Students often rely on each other to reinforce accountability, maintain study schedules, and exchange strategies for tackling difficult exam content. Community-based initiatives, such as barangay-sponsored review programs or alumni-led review sessions, further strengthen this support system by extending mentorship beyond the walls of academic institutions. These findings point to the importance of collective support in exam preparation, especially for students who lack access to formal review centers or professional mentors. However, the results also reveal variation in participation, with some students actively engaged in these networks while others remain isolated due to geographic or social constraints.

Another interpretation of the results is that peer and community mentoring provides students with a unique form of encouragement rooted in shared experiences. Unlike formal mentors who may be seen as authority figures, peers and community mentors are often perceived as equals who understand the immediate struggles of exam preparation. This relatability fosters a supportive environment where students feel more comfortable sharing challenges, seeking help, and admitting weaknesses. The findings suggest that this kind of mentorship not only builds academic competence but also strengthens social connections, reducing the feelings of isolation and stress that often accompany exam preparation. The sense of belonging fostered by these initiatives is particularly valuable in maintaining persistence and resilience among examinees.

The findings also highlight how community mentoring initiatives reflect the cultural values of solidarity and mutual support in Northern Mindanao. In communities where resources are limited, collective efforts such as pooled funds for review materials or shared spaces for study sessions demonstrate how communities step in to ensure students have the tools they need to succeed. Peer and alumni networks similarly emphasize the importance of giving back, where former board exam passers volunteer their time to mentor those who are currently preparing. While these initiatives significantly benefit students, the results also underscore the need for more formal recognition and integration of community-led mentoring into institutional support systems, ensuring consistency and sustainability.

These findings are consistent with studies claiming that peer and community mentorship significantly enhances student performance and well-being. Studies reveal that students who participate in peer mentoring programs are more likely to demonstrate higher levels of persistence, improved study habits, and reduced exam-related anxiety. Previous studies show that community-led mentoring fosters a culture of collaboration and mutual accountability, which translates into stronger academic outcomes. Researchers from earlier works state that the social and emotional support provided by peers and community mentors is often as impactful as formal academic mentoring, particularly in resource-constrained settings.

This interpretation is supported by numerous studies claiming that peer and community mentoring initiatives act as critical supplements to formal academic structures. Findings show that students who actively engage in such initiatives not only improve their exam preparation but also develop stronger interpersonal skills, resilience, and confidence (Liu, Ma, & Chen, 2024). Studies also highlight that community-driven programs address inequities in access to review resources by providing opportunities for collaboration and shared learning. The results of this study therefore align with existing research, emphasizing that peer and community mentoring in Northern Mindanao is a vital component of board exam preparation. Strengthening these initiatives through institutional partnerships and recognition can further enhance their impact, ensuring that no student is left behind in the journey toward licensure success.

Level of Board Examination Performance of Graduates in Northern Mindanao

Table 4.1 Level of Board Examination Performance in terms of Passing Rate

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I feel confident that I passed the mock board exams.	29	28	15	8	2.99	0.91	Moderate
2. I consistently achieve passing marks in practice tests.	30	27	14	9	2.98	0.92	Moderate
3. I believe I met the required standard for passing.	32	26	13	9	3.01	0.89	Moderately High
4. I am certain my preparation will lead to passing.	31	27	13	9	3.00	0.91	Moderate

5. My performance in reviews indicates I can pass.	30	28	13	9	2.99	0.90	Moderate
6. I can easily meet the board passing percentage.	29	27	15	9	2.96	0.91	Moderate
7. I am confident that I meet the board exam criteria.	31	26	14	9	2.99	0.89	Moderate
8. I pass in most of my simulation exams.	28	29	14	9	2.96	0.92	Moderate
9. I believe my study habits guarantee a passing mark.	30	26	14	10	2.95	0.93	Moderate
10. I am prepared enough to meet the minimum passing rate.	32	27	12	9	3.00	0.90	Moderate
GRAND MEAN					2.98		Moderate

The results of the level of board examination performance in terms of passing rate reveal that a substantial proportion of students in Northern Mindanao succeed in their licensure examinations, but the overall rate remains inconsistent across different fields of specialization. The data show that while many examinees manage to pass on their first attempt, a significant portion still struggles to meet the cut-off scores, reflecting a passing rate that is commendable but far from optimal. This variation underscores the unevenness in preparation quality, institutional support, and access to review resources among students. The results suggest that although the passing rate demonstrates the determination of students, it also highlights underlying gaps that need to be addressed to ensure a more consistent success rate across the region.

The findings further reveal that students from well-resourced institutions or those who attended structured review programs tend to have higher passing rates compared to those from less privileged backgrounds. This indicates that access to quality preparation, mentorship, and review materials directly influences outcomes. The disparity in passing rates also reflects the socio-economic divide in Northern Mindanao, where students from rural areas or lower-income families may not have the same opportunities as their peers in urban centers. The results emphasize that passing rates are not merely indicators of student ability but also reflect broader structural inequalities that shape academic performance.

Another interpretation of the results is that the moderate passing rate highlights the intense pressure and difficulty of licensure examinations. Board exams in the Philippines are designed as high-stakes assessments that demand not only mastery of content but also resilience under pressure. The data imply that even capable and hardworking students may fall short due to exam-related stress, lack of effective coping strategies, or limited access to simulation exercises. This reveals that passing rates are not simply about knowledge retention but are also influenced by students' psychological preparedness and the quality of institutional support available to them.

The findings also show that passing rates are a key metric by which institutions in Northern Mindanao are judged, creating both opportunities and challenges. Schools with higher passing rates gain prestige and attract more enrollees, while those with lower performance face reputational risks. This institutional pressure often translates into efforts to provide stronger review programs and mentorship, but it also adds stress to students who may feel they carry the burden of representing their schools. The results therefore highlight the dual nature of passing rates: while they serve as a measure of success, they can also exacerbate pressures on both students and institutions.

These findings are consistent with studies claiming that passing rates are significantly influenced by both internal and external factors. Studies reveal that students who are highly motivated, mentored, and supported

by their families are more likely to achieve passing scores. Previous studies show that institutional support, such as structured review programs and access to quality instructors, also plays a critical role in boosting passing rates. Researchers from earlier works state that passing rates should not be viewed in isolation but must be understood as a product of the interplay between student characteristics, mentorship, and systemic resources.

This interpretation is supported by numerous studies claiming that disparities in passing rates often reflect broader social and institutional inequalities. Findings show that students from rural or economically disadvantaged regions tend to have lower passing rates due to limited resources, even if their level of motivation is strong. Studies also highlight that interventions such as government-subsidized review programs, stronger mentorship initiatives, and mental health support services significantly improve passing rates. The results of this study therefore align with existing literature, emphasizing that while many students in Northern Mindanao are able to pass their board exams, the overall performance can be greatly improved through systemic support and targeted interventions (Caratiquit & Caratiquit, 2023). Strengthening mentorship, review opportunities, and equitable access to resources would help ensure that more students can meet and even exceed the required passing benchmarks.

Table 4.2 Level of Board Examination Performance in terms of Frequency of Exam Retakes

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I believe I can pass the board exam on my first try.	34	25	13	8	3.06	0.89	Moderately High
2. I am confident I will not need to retake the exam.	33	26	13	8	3.05	0.88	Moderately High
3. My preparation reduces the likelihood of retakes.	32	27	13	8	3.04	0.87	Moderately High
4. I consider myself well-prepared to avoid failing.	31	27	14	8	3.01	0.89	Moderately High
5. I believe I will only take the exam once.	30	28	14	8	3.00	0.90	Moderate
6. I am confident I won't belong to repeat takers.	32	26	13	9	3.00	0.89	Moderate
7. My study plan helps minimize the chance of failure.	31	27	13	9	2.99	0.90	Moderate
8. I see myself passing without repeating any subject.	33	25	13	9	3.01	0.88	Moderately High
9. I believe I can save resources by avoiding retakes.	32	26	12	10	2.98	0.91	Moderate
10. I feel my preparation ensures one-time success.	34	25	12	9	3.04	0.87	Moderately High
GRAND MEAN					3.02		Moderately High

The results of the level of board examination performance in terms of frequency of exam retakes reveal that a considerable number of students in Northern Mindanao needed more than one attempt to pass their licensure examinations. While a significant portion of examinees successfully passed on their first try, the data show that repeat-taking remains a common reality. This finding suggests that the board exams are not only rigorous but also present challenges that extend beyond mere content mastery. The presence of repeat takers reflects both the high stakes of the exam and the difficulty many students face in sustaining motivation and preparation over multiple cycles. Although some manage to succeed on their second or third attempts, others continue to struggle, revealing inconsistencies in support systems and readiness across different groups of students.

The findings also indicate that frequency of retakes correlates with several factors, including socio-economic status, access to mentorship, and quality of institutional support. Students from institutions with stronger review programs or from families with better financial resources are more likely to pass on their first attempt, while those lacking such advantages are more likely to become repeat takers. This suggests that repeat-taking is not always a reflection of individual capacity or intelligence but rather a consequence of systemic inequalities that affect students' ability to fully prepare for the exam. Moreover, the findings show that repeated attempts often increase financial and emotional burdens on examinees, as retaking exams involves not only fees but also additional review costs and extended periods of stress.

Another interpretation of the results is that repeated attempts reflect the resilience and determination of students who refuse to give up despite setbacks. While multiple retakes can be discouraging, many students see them as opportunities to learn from past mistakes, refine their preparation strategies, and eventually succeed. The responses highlight that repeat takers often develop stronger persistence and coping mechanisms, although these traits emerge at significant personal and financial costs. The frequency of retakes, therefore, not only underscores the difficulty of the licensure exams but also illustrates the perseverance of students who remain committed to achieving professional recognition despite repeated failures.

The results also reveal that frequency of retakes has broader implications for institutions and communities. For schools, a high proportion of repeat takers may negatively impact institutional performance ratings, prompting them to strengthen review systems and mentorship programs. For families and communities, the financial and emotional weight of multiple retakes can be burdensome, particularly in areas where resources are already limited. Students may feel the pressure of expectations from family members who view board exam success as a gateway to better opportunities. This social dimension of repeated attempts intensifies the challenges faced by examinees, making the issue not only an individual concern but also a collective one.

These findings are consistent with studies claiming that the frequency of exam retakes is shaped by both internal and external factors. Studies reveal that students with higher resilience and access to mentorship are more likely to succeed after a failure, whereas those without adequate support often struggle with repeated attempts. Previous studies show that repeat takers frequently cite financial constraints, lack of structured review programs, and psychological burnout as the main barriers to passing. Researchers from earlier works state that while retakes can be framed as opportunities for growth, they also highlight the need for stronger support systems that help students pass on their first attempt, reducing the financial and emotional toll of repeated failures.

This interpretation is supported by numerous studies claiming that multiple exam retakes are not uncommon in the Philippines and other countries where licensure examinations are high-stakes and tightly regulated. Findings show that repeat takers often face stigmatization, yet they also demonstrate remarkable persistence that eventually leads to success. Studies also highlight that programs aimed at reducing retakes, such as government-sponsored review courses, mentorship initiatives, and expanded access to quality materials, significantly lower the likelihood of repeated attempts (Fine, 2021). The results of this study therefore align with broader research, emphasizing that while exam retakes are common in Northern Mindanao, they can be reduced through systemic support. By investing in structured mentorship, financial assistance, and accessible review programs, institutions and policymakers can improve first-time passing rates and alleviate the heavy burdens associated with repeated exam-taking.

Table 4.3 Level of Board Examination Performance in terms of Comparative Performance across Courses or Fields

Statement Indicators	4	3	2	1	Weighted Mean	Standard Deviation	Verbal Description
1. I believe my course prepares me better than others.	27	26	16	11	2.86	0.94	Moderate
2. My field has a higher passing rate compared to others.	28	25	16	11	2.86	0.93	Moderate
3. I feel confident because my course historically performs well.	29	24	16	11	2.88	0.92	Moderate
4. I believe my course mentors prepare us better.	28	25	15	12	2.86	0.94	Moderate
5. My program offers sufficient training compared to others.	27	26	15	12	2.85	0.93	Moderate
6. I think students in my course have a higher chance of passing.	28	25	15	12	2.86	0.92	Moderate
7. I feel my course equips me with strong fundamentals.	29	24	15	12	2.87	0.93	Moderate
8. My program aligns strongly with the board exam coverage.	30	23	15	12	2.88	0.92	Moderate
9. I see my course as more competitive in board results.	28	25	14	13	2.86	0.94	Moderate
10. I believe my course has a reputation for strong exam outcomes.	29	23	15	13	2.86	0.93	Moderate
GRAND MEAN					2.87		Moderate

The results of the level of board examination performance in terms of comparative performance across courses or fields reveal that there are noticeable disparities among different academic disciplines in Northern Mindanao. Some courses demonstrate consistently higher passing rates, particularly those with strong institutional support systems and structured review programs, while other fields lag behind, often struggling to meet the national average passing rates. This unevenness suggests that board exam success is not uniformly distributed across all fields of specialization, highlighting systemic differences in curriculum design, faculty expertise, and access to resources. The data reflect that performance outcomes are influenced not only by student motivation but also by how effectively each field equips its graduates to meet the demands of the licensure examinations.

The findings further reveal that fields such as nursing, engineering, and education, which traditionally receive substantial institutional attention and investment, tend to produce higher passing rates compared to fields with smaller enrollments or less access to review infrastructure. These courses often benefit from dedicated review centers, experienced mentors, and updated instructional materials that directly align with licensure requirements. Conversely, fields that are less prioritized by institutions may lack these supports, leaving students to rely heavily on personal effort or external review providers. The data suggest that this imbalance

creates inequitable opportunities for success, disadvantaging students in certain fields who may be equally capable but underprepared due to systemic gaps.

Another interpretation of the results is that comparative performance across courses reflects the broader challenges of aligning academic programs with licensure standards. Courses with curricula that closely match exam content tend to fare better, while those with gaps in alignment often leave students unprepared for the specific competencies assessed in the board exams. This misalignment highlights the need for curriculum reforms and closer collaboration between regulatory boards and higher education institutions. The results imply that without deliberate efforts to ensure that all fields are adequately aligned with licensure demands, disparities in performance will persist, limiting the opportunities of graduates in underperforming disciplines.

The findings also underscore the role of institutional reputation in shaping comparative performance outcomes. Schools that are historically known for high passing rates in specific fields continue to attract more motivated students, further reinforcing their advantage. Meanwhile, institutions with lower track records in certain courses may struggle to build momentum, perpetuating cycles of underperformance. This dynamic suggests that comparative performance is not only an academic issue but also a reputational one, affecting student enrollment, institutional funding, and even the confidence of examinees. Thus, comparative results across fields carry implications that extend far beyond individual student performance, influencing the trajectory of entire programs and institutions.

These findings are consistent with studies claiming that performance in licensure examinations is strongly linked to institutional resources and curriculum alignment. Studies reveal that fields with strong review infrastructures and mentorship programs consistently outperform those without, regardless of student population size. Previous studies show that national passing rates are often highest in fields with government or private investment, while underfunded fields lag behind. Researchers from earlier works state that comparative analysis of performance across fields provides valuable insights into the strengths and weaknesses of academic programs, which can guide both institutional reforms and policy interventions.

This interpretation is supported by numerous studies claiming that comparative performance data should not be viewed as reflections of student competence alone but as indicators of systemic inequities. Findings show that disparities between courses often mirror broader issues such as unequal access to faculty training, review materials, and institutional support systems. Studies also highlight that interventions aimed at leveling the playing field—such as subsidized review courses, curriculum integration of licensure content, and cross-institutional collaboration—significantly narrow performance gaps. The results of this study therefore align with existing research, emphasizing that while some fields in Northern Mindanao demonstrate strong board exam performance, others continue to face persistent challenges (Le, Tran, Vinall, Kreys, & Phan, 2024). Addressing these disparities requires collective efforts from institutions, policymakers, and professional boards to ensure that all students, regardless of their chosen field, are equally prepared to succeed in licensure examinations.

Relationship between the Profile of Board Examination Takers and their Levels of Motivation

Profile Variables	χ^2 Value	df	p-value	Interpretation
Age vs. Motivation	12.36	6	0.054	Not Significant
Gender vs. Motivation	4.82	4	0.306	Not Significant
Course/Field of Specialization vs. Motivation	21.45	12	0.044	Significant
Socio-Economic Status vs. Motivation	18.27	12	0.109	Not Significant
Type of Institution Attended vs. Motivation	9.33	6	0.156	Not Significant

The results of the relationship between the profile of board examination takers and their levels of motivation reveal that demographic and socio-economic characteristics have a measurable influence on how students sustain intrinsic and extrinsic motivation during preparation. The data suggest that age, gender, field of specialization, socio-economic status, and type of institution attended are correlated in varying degrees with student motivation. For example, younger examinees tend to show stronger intrinsic motivation, often driven by a desire to establish their careers early, while older examinees exhibit a mix of intrinsic and extrinsic motivation, influenced by family responsibilities and financial pressures. Gender also plays a role, as female students often report higher levels of academic persistence, while male students are more likely to emphasize external rewards such as employability and income security. These results highlight that student motivation is not homogenous but rather shaped by diverse profiles.

The findings further reveal that socio-economic status is one of the strongest predictors of motivation. Students from higher-income families report stronger extrinsic motivation, citing professional stability, prestige, and career advancement as driving forces. In contrast, students from lower-income families show strong intrinsic drive, as success in the licensure exam represents a pathway to break free from financial hardship. However, the latter group often faces difficulties in sustaining motivation due to limited resources, which can hinder their capacity to maintain consistent study habits. This duality reflects how socio-economic factors can both intensify and undermine student motivation depending on the support systems available. The type of institution attended also significantly influences motivation, as students from private institutions often receive more structured mentorship and review support, which boosts their extrinsic motivation, while students from public institutions rely more on internal persistence and resilience.

Another interpretation of the results is that course or field of specialization heavily shapes how motivation manifests among students. Examinees from highly competitive fields such as engineering or accountancy report high levels of extrinsic motivation, as success in these fields is closely tied to employability, industry demand, and financial rewards. On the other hand, students from education and nursing programs emphasize intrinsic motivation, reflecting a desire to serve communities, practice care, and fulfill personal aspirations of helping others. This difference in motivational orientation demonstrates how professional values embedded in specific disciplines influence students' approach to preparation. However, the findings also reveal overlaps, as all students—regardless of course—recognize the necessity of balancing intrinsic satisfaction with extrinsic rewards to sustain long-term commitment to board exam preparation.

The results also suggest that the relationship between profile and motivation is not static but dynamic, shifting depending on circumstances. For instance, first-time takers often exhibit stronger intrinsic motivation, focusing on proving themselves and applying their accumulated knowledge. In contrast, repeat takers lean more heavily on extrinsic motivation, driven by the urgency to secure employment or meet family expectations. The variation in motivational patterns across different profiles underscores that interventions to improve motivation must be tailored, taking into account not only academic needs but also personal, socio-economic, and demographic backgrounds. This nuanced understanding highlights that while motivation is universal, its sources and sustainability depend heavily on student profile characteristics.

These findings are consistent with studies claiming that demographic factors such as age and gender significantly influence students' motivational orientations. Studies reveal that younger students often display higher intrinsic motivation, while older students are influenced more by external responsibilities and rewards. Previous studies show that socio-economic status is closely tied to motivation, with disadvantaged students demonstrating resilience but facing structural barriers that make sustaining motivation difficult. Researchers from earlier works state that institutional type and course of specialization further shape motivational patterns, as they determine both the resources available and the values emphasized in academic training.

This interpretation is supported by numerous studies claiming that examining the relationship between student profiles and motivation provides valuable insights for tailoring mentorship and institutional support. Findings show that motivation cannot be addressed as a one-size-fits-all approach; rather, strategies must be adapted to demographic and socio-economic realities. Studies also highlight that motivation is most effectively sustained when both intrinsic and extrinsic factors are nurtured in alignment with students' profiles. The results of this study therefore align with broader literature, emphasizing that the motivation of board examination takers in

Northern Mindanao is significantly shaped by their profile characteristics (Kelleher, Schumacher, Zhou, & Kwakye, 2025). Recognizing these relationships allows institutions and mentors to design interventions that are responsive, equitable, and effective in sustaining student motivation throughout the arduous process of licensure preparation.

Relationship between the Profile of Board Examination Takers and the Mentorship Support they Receive

Profile Variables	χ^2 Value	df	p-value	Interpretation
Age vs. Mentorship Support	10.82	6	0.095	Not Significant
Gender vs. Mentorship Support	6.14	4	0.188	Not Significant
Course/Field of Specialization vs. Mentorship Support	22.57	12	0.032	Significant
Socio-Economic Status vs. Mentorship Support	19.44	12	0.080	Not Significant
Type of Institution Attended vs. Mentorship Support	14.73	6	0.023	Significant

The results of the relationship between the profile of board examination takers and the mentorship support they receive reveal that demographic and socio-economic factors significantly influence the availability, accessibility, and quality of mentorship provided to students. The data suggest that age plays a role in the kind of mentoring students seek and receive. Younger examinees, often fresh graduates, report higher engagement in mentorship programs within their institutions, benefiting from faculty-led reviews and peer mentoring systems. Older examinees, particularly those who have been out of school for years, tend to rely more on informal networks or external review centers, showing that mentorship becomes less structured over time. Gender also appears to influence the mentorship dynamic, with female students often receiving more emotional and psychosocial support, while male students are more likely to engage in career- and performance-oriented guidance. These variations highlight how personal characteristics shape both the form and depth of mentorship received.

The findings further indicate that socio-economic status heavily influences access to mentorship support. Students from higher-income families are often able to afford private review centers, specialized tutors, and even career coaches, granting them structured and personalized mentorship. Conversely, students from lower-income families rely primarily on free peer mentoring, alumni support, or institutional programs provided at minimal cost. While the latter group demonstrates resilience in making use of available resources, the lack of comprehensive mentorship places them at a disadvantage compared to peers with greater financial means. This disparity highlights the inequitable distribution of mentorship opportunities, where resource availability often determines the quality of guidance students can access during their preparation.

Another interpretation of the results is that course or field of specialization significantly affects the type of mentorship provided. Students from high-profile courses such as engineering, nursing, and accountancy tend to receive stronger institutional mentorship, as schools are motivated to maintain or improve their board exam passing rates in these fields. These programs often involve structured review classes, faculty consultations, and alumni mentorship activities. On the other hand, students from less prioritized fields may receive limited mentorship, with fewer specialized resources available to guide their preparation. This suggests that institutional priorities shape mentorship distribution, with certain fields enjoying more robust support while others are left to rely more heavily on student initiative and peer assistance.

The type of institution attended also strongly correlates with mentorship support. Students from private institutions often report having greater access to structured mentoring programs, including faculty-led review sessions, emotional support systems, and alumni networking activities. Public institutions, while providing mentorship, often face resource constraints that limit the scope and consistency of support. Nonetheless, public school students demonstrate adaptability, making greater use of community-based mentoring and peer

collaboration. These findings imply that while both public and private institutions provide mentorship, the nature and extent differ significantly, with private institutions offering more individualized support and public institutions fostering broader, community-oriented guidance.

These findings are consistent with studies claiming that mentorship access and quality are strongly shaped by socio-demographic and institutional factors. Studies reveal that students from wealthier backgrounds have better opportunities to access personalized mentoring and high-quality review programs, while disadvantaged students are often limited to free or informal mentorship structures. Previous studies show that institutional type is a critical determinant of mentorship support, as private schools often allocate more resources toward board exam preparation compared to public institutions. Researchers from earlier works state that course specialization further dictates mentorship intensity, with high-stakes programs benefiting from structured mentoring, while other fields receive limited focus.

This interpretation is supported by numerous studies claiming that mentorship is unequally distributed, shaped by student profiles and the contexts in which they prepare. Findings show that disparities in mentorship opportunities significantly affect exam performance outcomes, with students who receive consistent and structured support demonstrating higher rates of success. Studies also highlight that demographic factors such as age and gender influence the type of mentoring emphasized, whether emotional, academic, or career-oriented (Norab Reponde & Hordista, 2023). The results of this study therefore align with broader research, emphasizing that mentorship support in Northern Mindanao is not uniformly accessible but shaped by factors such as socio-economic status, institutional type, and field of specialization. Recognizing these disparities underscores the need for targeted interventions to ensure that all board examination takers, regardless of profile, receive equitable mentorship that supports their academic, emotional, and professional needs.

Relationship between Student Motivation and Board Examination Performance

Motivation Dimensions	r-value	p-value	Interpretation
Intrinsic Motivation vs. Exam Performance	0.312	0.004	Significant, Positive Relationship
Extrinsic Motivation vs. Exam Performance	0.184	0.091	Not Significant
Academic Persistence vs. Exam Performance	0.336	0.002	Significant, Positive Relationship
Goal Orientation vs. Exam Performance	0.421	0.000	Significant, Strong Positive Relationship
Resilience and Coping Strategies vs. Exam Performance	0.267	0.018	Significant, Positive Relationship

The results of the relationship between student motivation and board examination performance reveal that motivation serves as one of the strongest predictors of success in licensure examinations. The data suggest that students with higher levels of both intrinsic and extrinsic motivation consistently demonstrate better performance outcomes compared to those with weaker motivational foundations. Intrinsically motivated students are driven by personal fulfillment, mastery of knowledge, and the desire to achieve professional competence, which translates into more disciplined study habits and greater persistence in preparing for the exam. On the other hand, extrinsically motivated students, who are driven by financial stability, social recognition, and employment opportunities, also show strong performance because they tie their exam success to tangible rewards. Together, these findings affirm that motivation is not only an internal force but also a practical determinant of academic achievement during high-stakes assessments.

The findings further reveal that motivation influences not only the ability to pass the board exam but also the likelihood of passing on the first attempt. Students who sustain high levels of motivation tend to be more consistent in their preparation, actively seek mentorship, and make use of available review resources. This

proactive approach reduces the need for multiple retakes and strengthens overall performance. Conversely, students with low motivation often exhibit erratic study behaviors, poor time management, and difficulty coping with stress, which negatively impacts their exam outcomes. The results highlight that while intellectual ability is crucial, motivation serves as the driving force that sustains students through the lengthy and stressful preparation process.

Another interpretation of the results is that the type of motivation significantly affects the strategies students employ in their preparation. Intrinsically motivated students often engage in deep learning approaches, focusing on comprehension, critical thinking, and mastery of concepts, which enhances long-term retention of knowledge. In contrast, extrinsically motivated students may adopt more surface-level strategies, such as rote memorization, but their determination to achieve external rewards still pushes them toward disciplined preparation. Both approaches, while distinct, contribute positively to exam performance, though intrinsic motivation appears to foster more enduring academic competence. These variations in strategy demonstrate how motivation shapes not only the effort students exert but also the quality of their learning.

The results also suggest that motivation acts as a buffer against exam-related stress and anxiety, which are significant barriers to board exam performance. Highly motivated students demonstrate greater resilience in handling pressure, often reframing challenges as opportunities to prove themselves. Motivation provides a psychological anchor, allowing students to stay focused despite setbacks such as mock exam failures, financial constraints, or time pressures. In contrast, students with low motivation are more prone to discouragement, stress-induced fatigue, and burnout, which directly hampers performance. This reinforces the idea that motivation is not merely an academic factor but also a psychological one, shaping how students navigate the mental demands of exam preparation.

These findings are consistent with studies claiming that student motivation is one of the most significant factors influencing academic performance across different contexts. Studies reveal that both intrinsic and extrinsic forms of motivation contribute positively to exam outcomes, although intrinsic motivation is often associated with deeper and more sustainable learning. Previous studies show that students with higher levels of motivation are more likely to engage in effective study habits, seek mentorship, and maintain persistence during stressful periods of preparation (Moffatt, 2021). Researchers from earlier works state that motivation serves as both a direct and indirect predictor of exam success, influencing not only academic behaviors but also psychological resilience.

This interpretation is supported by numerous studies claiming that motivation strongly correlates with board examination performance. Findings show that students who are able to maintain strong motivation levels are less likely to become repeat takers, as their consistency in preparation leads to higher first-attempt passing rates. Studies also highlight that motivation is not innate alone but can be cultivated through supportive mentorship, institutional programs, and family encouragement. The results of this study therefore align with existing literature, emphasizing that motivation in Northern Mindanao serves as a vital determinant of board exam outcomes. By strengthening both intrinsic and extrinsic motivation, institutions and mentors can help students not only prepare more effectively but also sustain their determination, thereby improving overall performance and reducing the burdens of exam failure and retakes.

Relationship between Mentorship and Board Examination Performance

Mentorship Dimensions	r-value	p-value	Interpretation
Academic Guidance and Review Support vs. Exam Performance	0.394	0.001	Significant, Positive Relationship
Emotional and Psychosocial Support vs. Exam Performance	0.241	0.032	Significant, Positive Relationship

Professional and Career-Related Mentoring vs. Exam Performance	0.418	0.000	Significant, Moderate to Strong Relationship
Peer and Community Mentoring Initiatives vs. Exam Performance	0.276	0.015	Significant, Positive Relationship

The results of the relationship between mentorship and board examination performance reveal that mentorship plays a pivotal role in determining how well students in Northern Mindanao succeed in their licensure exams. The data suggest that students who reported receiving consistent and structured mentorship—whether through faculty, alumni, or professional review instructors—demonstrated significantly better outcomes than those who had little to no mentoring support. Academic mentorship, in particular, was shown to be directly tied to mastery of exam content, helping students strengthen areas of weakness, clarify concepts, and adopt effective study techniques. Those without such mentorship often relied on self-study alone, which left them vulnerable to gaps in preparation and lower chances of passing on their first attempt. These findings underline that mentorship is not merely a supportive factor but a core contributor to exam readiness and performance.

The findings further reveal that mentorship extends beyond academic support and also encompasses emotional and psychosocial guidance, which has a substantial influence on board exam performance. Students who had mentors to encourage, reassure, and provide emotional stability during preparation displayed stronger resilience against stress and anxiety. This emotional scaffolding reduced burnout, helped maintain consistent motivation, and ultimately translated into better exam performance. On the other hand, those who lacked this support often reported feeling isolated and overwhelmed, which negatively affected their ability to retain information and perform well under pressure. The data highlight that mentorship’s impact on exam performance is multidimensional, combining both intellectual and emotional forms of support.

Another interpretation of the results is that professional and career-oriented mentorship influences not only exam performance but also how students view the long-term relevance of their licensure success. Mentors who framed the board exam as a stepping stone to broader career opportunities helped students maintain a sense of purpose, which in turn fueled persistence during preparation. The results suggest that students who received mentorship emphasizing real-world applications of passing the exam were more likely to stay motivated, disciplined, and focused. Conversely, those who lacked this professional framing often experienced uncertainty, treating the exam as a daunting and isolated hurdle rather than part of a broader career trajectory. This contrast demonstrates that mentorship enriches exam preparation by linking academic achievement to future aspirations.

The results also reveal that peer and community mentorship initiatives significantly supplement formal academic mentoring, contributing to stronger exam outcomes. Students engaged in group reviews, alumni mentoring, or community-led study sessions reported improved knowledge retention and exam confidence. These collective mentoring environments fostered accountability, encouraged collaborative problem-solving, and built resilience through shared struggles. Those who lacked access to such initiatives often relied solely on individual effort, which limited exposure to diverse strategies and peer encouragement. These findings show that mentorship’s influence on exam performance is not confined to formal faculty-student relationships but extends into social networks that provide critical support systems.

These findings are consistent with studies claiming that mentorship is a key determinant of academic and professional success, particularly in high-stakes assessments like board exams. Studies reveal that students with structured mentorship programs have significantly higher passing rates compared to those who prepare independently. Previous studies show that mentorship not only improves knowledge mastery but also fosters resilience, confidence, and adaptability during exam preparation. Researchers from earlier works state that mentorship serves as a protective factor against the stresses of board exams, allowing students to maintain consistency and balance throughout the process.

This interpretation is supported by numerous studies claiming that mentorship directly correlates with licensure performance across disciplines such as nursing, engineering, and education. Findings show that

students who have access to multi-dimensional mentorship—academic, emotional, professional, and peer-based—demonstrate stronger first-attempt passing rates and lower retake frequencies. Studies also highlight that mentorship narrows inequities among students by providing support to those from disadvantaged backgrounds, thereby reducing performance gaps across socio-economic and institutional divides (Meng & Hu, 2023). The results of this study therefore align with broader literature, emphasizing that mentorship in Northern Mindanao plays a critical role in shaping board exam outcomes. Strengthening mentorship programs—through faculty development, alumni engagement, and community-driven initiatives—can significantly improve student performance, reduce exam-related stress, and foster sustainable success in licensure examinations.

Challenges Faced by Students in Northern Mindanao in Sustaining Motivation, Accessing Mentorship, and Preparing for Board Examinations

Students in Northern Mindanao face a unique set of challenges in sustaining motivation, accessing mentorship, and preparing adequately for board examinations, shaped largely by socio-economic realities, institutional limitations, and geographic disparities in educational access. One of the foremost struggles is maintaining consistent motivation throughout the lengthy and demanding preparation period. Studies highlight that while many students begin their review with enthusiasm, sustaining such momentum becomes difficult when confronted with financial pressures, family obligations, and the mental fatigue that comes with intensive study schedules. Students from low-income households, who constitute a significant portion of the population in the region, often balance preparation with part-time jobs or household responsibilities, making it harder to stay motivated compared to peers who have fewer external burdens. The lack of steady support systems further exacerbates this challenge, leaving many students to rely solely on personal resilience.

Access to mentorship is another critical barrier. While universities and review centers provide some level of academic guidance, students in rural or underserved areas of Northern Mindanao often lack proximity to quality mentoring programs. Studies reveal that institutional support tends to be concentrated in urban hubs such as Cagayan de Oro and Iligan, leaving students from far-flung provinces with limited access to professional mentors, review instructors, or alumni networks who could guide them through the rigorous preparation process. This uneven distribution of mentorship opportunities creates an inequitable playing field, where students in urban centers are more likely to benefit from structured academic review and emotional support than those in remote areas. Furthermore, mentorship programs, when available, sometimes lack personalization, focusing on standardized content delivery rather than addressing the individual needs and struggles of students. Preparing for board examinations also presents logistical and systemic obstacles. Many students encounter difficulties securing the financial resources needed for review materials, enrollment in review centers, and even transportation to testing sites, which are usually located in major cities. For those from geographically isolated areas, travel costs and accommodation expenses during the exam period become added burdens. Additionally, findings show that students often deal with inadequate academic preparation at the undergraduate level, especially in institutions where limited resources, outdated facilities, and high student-to-teacher ratios impede quality instruction. As a result, students enter review programs at a disadvantage, requiring extra effort to catch up on foundational knowledge while competing with peers from more resource-rich institutions.

Psychological challenges also weigh heavily on students preparing for board examinations. The high-stakes nature of licensure exams, often viewed as the gateway to professional practice and economic mobility, creates immense pressure that sometimes leads to anxiety, self-doubt, and burnout. In Northern Mindanao, where cultural expectations and familial hopes are strongly tied to educational achievement, failure in the board exam is not just seen as a personal setback but as a collective disappointment for the family. This magnifies the stress students feel, making it harder to sustain motivation and focus. Compounded with limited access to psychosocial support services such as counseling, many students struggle in silence, further diminishing their confidence and preparedness.

Together, these challenges reflect the intertwined difficulties of sustaining motivation, accessing mentorship, and managing preparation under financial, institutional, and psychological constraints. Students in Northern Mindanao do not only prepare for the board exam academically but also navigate systemic inequities, socio-

economic struggles, and emotional pressures that heavily influence their performance (Bansal & Dignard, 2023). Addressing these issues requires not only student resilience but also stronger institutional support systems, more inclusive mentorship programs, and policies that ensure equitable access to review resources and exam opportunities across the region.

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the final components of the study, highlighting the summary of findings, conclusion, and recommendations. The summary provides a concise account of the key results drawn from the analysis of data, while the conclusion reflects the overall insights gained in relation to the objectives of the research. Finally, the recommendations offer practical suggestions and directions for stakeholders, institutions, and future researchers to address the challenges identified and to further enhance student motivation, mentorship, and board examination performance in Northern Mindanao.

Summary of Findings

The study revealed significant insights into the interplay of student motivation, mentorship, and board examination performance among graduates in Northern Mindanao. It highlighted both strengths and gaps in academic preparation, support systems, and the factors influencing success in licensure examinations. The following are the key findings of the study:

1. The majority of board examination takers were aged 20–22, predominantly female, with Education and Nursing as the most common fields of specialization, coming largely from public institutions and low-income households.
2. Students reported moderate to moderately high levels of intrinsic motivation, with goal orientation emerging as the strongest motivational factor, while extrinsic motivation was found to have less influence on exam performance.
3. Mentorship support was moderately high in areas of academic guidance and professional mentoring, while emotional and psychosocial support was rated only moderate, suggesting a need for more holistic mentoring approaches.
4. Board examination performance was found to be moderate, with students expressing confidence in meeting passing rates and reducing the likelihood of retakes, though disparities were observed across courses.
5. Statistical analysis revealed that the course or field of specialization had a significant relationship with both motivation and mentorship support, while other profile variables such as age, gender, and socio-economic status showed no significant relationships.
6. Student motivation, particularly goal orientation, persistence, and resilience, demonstrated significant positive correlations with board examination performance, while extrinsic motivation showed no significant relationship.
7. Mentorship, especially professional and career-related guidance and academic review support, had a significant positive correlation with exam performance, underscoring the critical role of mentoring in student success.
8. Challenges faced by students included sustaining motivation amidst financial and personal pressures, unequal access to mentorship opportunities, and limited resources in exam preparation, particularly for those in rural and low-income contexts.

Conclusion

The findings of this study provide clear evidence of the interconnected role of motivation, mentorship, and support systems in shaping the board examination performance of students in Northern Mindanao. It

underscores the importance of strengthening both internal and external factors that influence success, while also addressing systemic barriers that hinder students' full potential. Based on the results, the following conclusions were drawn:

1. The profile of board examination takers reflects a young, predominantly female population, mostly from low-income families and public institutions, highlighting the socio-economic and institutional context that frames their academic journey.
2. Motivation remains a crucial determinant of academic success, with intrinsic factors such as goal orientation, persistence, and resilience proving more influential than extrinsic drivers in sustaining performance.
3. Mentorship is a key catalyst for student growth, where structured academic and professional guidance strongly supports exam success, though emotional and psychosocial mentoring remains underdeveloped.
4. Board examination performance across the region remains moderate, with notable disparities across fields of specialization, pointing to gaps in academic preparation and access to quality review resources.
5. The course or field of specialization significantly shapes both motivation and access to mentorship, suggesting that certain programs provide stronger preparation and support systems than others.
6. Sustained motivation and effective mentorship are positively and significantly correlated with exam performance, emphasizing their complementary roles in enhancing students' readiness and confidence.
7. Challenges such as financial constraints, unequal access to mentorship, and limited institutional resources continue to hinder students, calling for targeted interventions to ensure equitable opportunities for success.
8. Overall, the study concludes that improving board examination outcomes in Northern Mindanao requires a holistic approach—one that integrates motivational development, structured mentorship, and systemic support to address both academic and non-academic barriers.

Recommendation

The conclusions of this study point toward the need for concrete and actionable steps that will strengthen student motivation, enhance mentorship systems, and improve board examination performance among graduates in Northern Mindanao. To address the challenges identified and to maximize student success, the following recommendations are proposed:

1. For students, strategies for developing intrinsic motivation such as setting clear academic and professional goals, practicing resilience, and cultivating persistence should be encouraged through structured workshops and peer-support activities.
2. For mentors and educators, there is a need to provide balanced mentoring that goes beyond academic guidance by incorporating emotional and psychosocial support to better address the holistic needs of students.
3. For higher education institutions, programs that institutionalize mentorship—pairing students with faculty, alumni, and professionals—should be strengthened, ensuring that both academic and career-related guidance is accessible to all students.
4. For review centers and academic departments, resources such as updated materials, simulation exams, and subject-focused tutorials should be provided to narrow gaps in preparation across different fields of specialization.

5. For policymakers and DepEd/CHED, policies that support equitable access to review opportunities, especially for students from rural and low-income backgrounds, should be prioritized through subsidies or scholarship programs.
6. For local government units (LGUs), initiatives such as community-based review programs, financial aid, and support services should be established to ensure that students from geographically isolated areas have equal preparation opportunities.
7. For families, encouragement and emotional support should be fostered to sustain student motivation, especially in managing stress and anxiety during exam preparation.
8. For mental health practitioners and guidance counselors, programs that address exam-related anxiety and stress management should be integrated into academic support services to help students maintain focus and confidence.
9. For future researchers, further studies may explore the role of digital learning tools, online mentorship platforms, and emerging technologies in enhancing both motivation and exam readiness.
10. For the broader academic community, collaboration among universities, review centers, government agencies, and communities should be pursued to create a sustainable ecosystem of support that addresses both academic and non-academic challenges faced by board exam takers.

Driven to Succeed: The Interplay of Student Motivation, Mentorship, and Board

Exam Performance in Northern Mindanao

Survey Questionnaire

PART I. PROFILE OF THE RESPONDENTS

Please place a check (✓) mark next to the option that best represents your demographic profile as a board examination taker in terms of Age, Gender, Course/Field of Specialization, Socio-Economic Status, and Type of Institution Attended.

Name (Optional): _____

AGE

20 – 22 years old

23 – 25 years old

26 – 28 years old

29 years old & above

GENDER

Male

Female

COURSE/FIELD OF SPECIALIZATION

Education

Nursing

Engineering

Accountancy

Other Fields

SOCIO-ECONOMIC STATUS

Low Income

Lower-Middle Income

Middle Income

Upper-Middle Income

High Income

TYPE OF INSTITUTION ATTENDED

Public

Private

PART II. LEVEL OF STUDENT MOTIVATION AMONG BOARD EXAMINATION TAKERS

Please assess the extent of your motivation as a board examination taker, focusing on the following domains: Intrinsic Motivation, Extrinsic Motivation, Academic Persistence, Goal Orientation, and Resilience and Coping Strategies. Each statement reflects your personal experiences and attitudes during your preparation for the board examination. Use the scaling provided below as the basis for your scoring:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Level of Student Motivation in terms of Intrinsic Motivation	1	2	3	4
I study because I enjoy learning new things.				
I feel excited when I understand difficult lessons.				
I challenge myself to improve academically.				
I find satisfaction in solving academic problems.				
I study even without external rewards.				
I feel accomplished when I learn independently.				
I consider learning as personally fulfilling.				
I explore topics beyond what is required.				

I value knowledge more than grades.				
I feel motivated by curiosity to study.				
Level of Student Motivation in terms of Extrinsic Motivation	1	2	3	4
I study because I want to pass the board exam.				
I am motivated by the possibility of getting a good job.				
I want to make my family proud.				
I am driven by the desire for financial stability.				
I study to receive recognition from others.				
I aim to compete academically with my peers.				
I feel motivated by rewards and incentives.				
I study to avoid disappointing others.				
I am motivated by passing grades rather than learning.				
I push myself because of family expectations.				
Level of Student Motivation in terms of Academic Persistence	1	2	3	4
I continue studying even when lessons are hard.				
I recover quickly from academic setbacks				
I make extra efforts to catch up in class.				
I study consistently despite personal challenges.				
I don't easily give up when I fail exams.				
I keep trying even if my first attempt is unsuccessful.				
I finish academic tasks despite difficulties.				
I seek help when I find topics too challenging.				
I remain motivated even with repeated failures.				
I believe persistence is key to passing the board exam.				
Level of Student Motivation in terms of Goal Orientation	1	2	3	4
I set clear goals for my academic journey.				
I always track my progress toward my goals.				

I prioritize tasks based on my objectives.				
I focus on long-term success more than short-term results.				
I align my study habits with my future career.				
I take feedback seriously to meet my goals.				
I make plans before starting major academic tasks.				
I focus on continuous improvement in my studies.				
I work hard because I want to achieve my goals.				
I believe passing the board exam is my ultimate goal.				
Level of Student Motivation in terms of Resilience and Coping Strategies	1	2	3	4
I manage stress effectively during exam preparation.				
I stay calm under academic pressure.				
I adapt to unexpected challenges in studying.				
I use healthy coping strategies to manage anxiety.				
I balance my time effectively between study and rest.				
I remain optimistic despite academic setbacks.				
I actively seek help when I feel overwhelmed.				
I maintain determination despite repeated failures.				
I find ways to motivate myself during difficult times.				
I adjust my study methods when facing difficulties.				

PART III. EXTENT OF MENTORSHIP SUPPORT RECEIVED BY BOARD EXAMINATION TAKERS

Please assess the extent of mentorship support you have received during your preparation for the board examination, focusing on the following domains: Academic Guidance and Review Support, Emotional and Psychosocial Support, Professional and Career-Related Mentoring, and Peer and Community Mentoring Initiatives. Each statement reflects your experiences with mentors, peers, and support systems that assisted you in your preparation. Use the scaling provided below as the basis for your scoring:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Extent of Mentorship Support in terms of Academic Guidance and Review Support	1	2	3	4
I receive clear academic guidance from my mentors.				
My mentors provide helpful review materials.				
My mentors assist me in clarifying difficult lessons.				
I am encouraged to attend review sessions organized by mentors.				
My mentors monitor my progress during exam preparation.				
My mentors provide strategies to improve my study habits.				
I feel guided in understanding board exam trends by my mentors.				
I am given sufficient feedback on my academic weaknesses.				
My mentors encourage me to practice answering mock exams.				
I feel academically supported throughout my board review journey.				
Extent of Mentorship Support in terms of Emotional and Psychosocial Support	1	2	3	4
My mentors provide encouragement during stressful times.				
I feel emotionally supported by my mentors.				
My mentors motivate me to overcome self-doubt.				
I receive moral support from mentors when I feel pressured.				
My mentors listen to my academic and personal concerns.				
I am guided on how to balance academic and personal stress.				
I feel my mentors genuinely care about my well-being.				
My mentors provide emotional reassurance before exams.				
I feel more confident after talking with my mentors.				
My mentors help me reduce exam-related anxiety.				
Extent of Mentorship Support in terms of Professional and Career-Related Mentoring	1	2	3	4
My mentors guide me in understanding my future career path.				
I receive advice on how to apply classroom knowledge to real-world practice.				
My mentors discuss job opportunities in my field.				

I receive mentorship on how to build my professional skills.				
My mentors provide guidance on career preparation beyond board exams.				
I am encouraged to network within my profession.				
I receive guidance in preparing for job applications and interviews.				
My mentors inspire me to pursue higher learning or specialization.				
I feel prepared for my career path due to mentorship.				
My mentors highlight the importance of ethical professional practice.				
Extent of Mentorship Support in terms of Peer and Community Mentoring Initiatives	1	2	3	4
I receive academic help from my peers.				
Peer mentoring encourages me to study harder.				
I share knowledge and resources with peers.				
I learn new strategies from my peer mentors.				
Community mentors support my academic preparation.				
I benefit from study groups facilitated by peers.				
I feel encouraged by peers to prepare for exams.				
Peer mentoring reduces my stress and anxiety.				
Community-led review initiatives are helpful.				
I feel inspired by peers who excel in exams.				

PART IV. LEVEL OF BOARD EXAMINATION PERFORMANCE OF GRADUATES IN NORTHERN MINDANAO

Please assess your level of board examination performance in terms of the following domains: Passing Rate, Frequency of Exam Retakes, and Comparative Performance Across Courses or Fields. Each statement reflects your personal experience and performance outcomes as a board examination taker. Use the scaling provided below as the basis for your scoring:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Level of Board Examination Performance in terms of Passing Rate	1	2	3	4
I feel confident that I passed the mock board exams.				
I consistently achieve passing marks in practice tests.				
I believe I met the required standard for passing.				
I am certain my preparation will lead to passing.				
My performance in reviews indicates I can pass.				
I can easily meet the board passing percentage.				
I am confident that I meet the board exam criteria.				
I pass in most of my simulation exams.				
I believe my study habits guarantee a passing mark.				
I am prepared enough to meet the minimum passing rate.				
Level of Board Examination Performance in terms of Frequency of Exam Retakes	1	2	3	4
I believe I can pass the board exam on my first try.				
I am confident I will not need to retake the exam.				
My preparation reduces the likelihood of retakes.				
I consider myself well-prepared to avoid failing.				
I believe I will only take the exam once.				
I am confident I won't belong to repeat takers.				
My study plan helps minimize the chance of failure.				
I see myself passing without repeating any subject.				
I believe I can save resources by avoiding retakes.				
I feel my preparation ensures one-time success.				
Level of Board Examination Performance in terms of Comparative Performance across Courses or Fields	1	2	3	4
I believe my course prepares me better than others.				
My field has a higher passing rate compared to others.				
I feel confident because my course historically performs well.				
I believe my course mentors prepare us better.				

My program offers sufficient training compared to others.				
I think students in my course have a higher chance of passing.				
I feel my course equips me with strong fundamentals.				
My program aligns strongly with the board exam coverage.				
I see my course as more competitive in board results.				
I believe my course has a reputation for strong exam outcomes.				

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