Descriptive Analysis of Non-Cognitive Factors for Social Work Licensure Exams: A Focus on 3rd Year Students of a State University in Claveria, the Philippines

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Abstract—This study investigated the preparedness of third-year Bachelor of Science in Social Work students at a State University in Claveria, the Philippines for the licensure examination. A quantitative approach was employed, utilizing surveys to assess student preparedness in various domains including emotional, mental, financial, home and family, and school factors. It utilized a total population which involved 106 third-year social work students as respondents. The findings revealed a generally positive outlook among students with strong emotional and mental states. However, financial constraints and challenges in creating conducive home study environments emerged as potential barriers. The study concludes that a multifaceted approach is necessary to optimize student preparedness. Recommendations include exploring financial aid opportunities, providing resources for managing exam anxiety and creating effective home study environments, and ensuring a comfortable physical learning space. Implementing these recommendations can leverage social work programs equip students with the tools and confidence they need to succeed in their licensure exams and future careers.

Keywords—Level of Preparedness, Licensure Examination, Non-cognitive factors.

I. INTRODUCTION

While traditionally, passing the Social Work Licensure Examination (SWLE) has been viewed as a measure of a candidate's knowledge and understanding of social work principles [1], recent research suggests a more nuanced picture. Social workers operate in dynamic environments, often encountering complex social problems and working with diverse clientele [2]. Navigating these situations effectively requires not just theoretical knowledge but also a unique set of non-cognitive factors [3].

These non-cognitive factors extend beyond the realm of pure knowledge and encompass a wide range of skills and personal qualities essential for successful social work practice. Emotional intelligence, as defined by Goleman [4], plays a crucial role. It refers to the ability to perceive, understand, and manage one's own emotions in positive ways. Social workers must be adept at building rapport with clients, managing their own and others' difficult emotions, and navigating conflict effectively [5]. Resilience, the capacity to bounce back from setbacks and maintain motivation [6], is another vital non-cognitive factor. Social workers face demanding workloads and challenging situations, and resilience allows them to persevere through these difficulties. Cultural competency is equally important. Defined by Sue [7] as the ability to understand and work effectively with people from diverse backgrounds, it allows social workers to provide culturally sensitive and responsive services.

Beyond these core non-cognitive factors, several other dimensions influence SWLE preparedness. Mental well-being is crucial as social workers often encounter emotionally charged situations. Studies by Choi et al. [8] suggest that students with strong mental health are better equipped to handle the academic demands and emotional challenges of social work programs. Financial stability can also significantly impact preparedness. Financial stress can be a major distraction, hindering a student's ability to focus on studies and perform optimally [9]. Home and family environment play a significant role. Supportive family structures contribute to a sense of stability and well-being, which can enhance a student's preparedness for the SWLE [10]. Finally, the quality of a student's educational environment is vital. Strong academic programs, access to resources, and supportive faculty can significantly influence a student's confidence and preparedness for the SWLE [5].

Despite the growing recognition of non-cognitive factors in social work practice, existing research on SWLE preparedness primarily focuses on cognitive aspects [5]. While a strong knowledge base remains fundamental, limited research explores how these multifaceted non-cognitive factors, encompassing emotional, mental, financial, home and

family, and school-related aspects, influence student performance on the SWLE and subsequent professional success. Examining these factors can provide valuable insights for social work educators and administrators by identifying areas where interventions and support systems can be tailored to address individual student needs.

This study aims to address this critical gap in the literature. This research seeks to shed light on the complex landscape influencing student success by analyzing the impact of a range of non-cognitive factors on the SWLE preparedness of third-year social work students at a state university in Claveria, Philippines. Ultimately, this investigation contributes to a more holistic understanding of factors affecting SWLE performance and paves the way for the development of comprehensive strategies to enhance social work education and prepare future generations of social workers for the multifaceted realities of their chosen field.

II. METHOD

A. Research Design

This study employed a descriptive research design. This approach is well-suited to identify and describe the characteristics of a population, such as the level of preparedness of third-year social work students for the licensure examination. The descriptive statistics will reveal the frequencies, percentages, and scores associated with various non-cognitive factors influencing this preparedness.

B. Research Setting

The research was conducted at a State University in Claveria, Misamis Oriental, the Philippines, specifically within the College of Arts and Sciences, Social Work Department. The target population comprised the entire cohort of 106 third-year Bachelor of Science in Social Work students for the academic year 2022-2023. These students are considered the pioneering batch of the Social Work program of the University.

To ensure proper protocol, the researchers obtained permission from the Chancellor and Vice Chancellor for Academic Affairs to utilize the student lounge for data collection. Additionally, an approved letter outlining the study was disseminated to the students along with the informed consent forms.

C. Respondents and Sampling Procedure

This study employed a total enumeration sampling technique. Since the target population of 106 students is relatively small and manageable, this approach ensured that all eligible participants were included in the research. The Social Work Department Chair provided the complete list of students, facilitating the data gathering process.

D. Instrumentation

Data collection relied on a self-administered questionnaire designed to assess the students' level of preparedness across five non-cognitive factors: emotional, mental, financial, home and family, and school factors. To ensure the instrument's

validity and reliability, the researchers adopted and modified existing questionnaires from previous studies.

For Emotional Factors, the questionnaire was adapted from Bornola et al. [11] titled "Level of Emotions and Preparation for Psychology Licensure Examination," which possesses a Cronbach Alpha Coefficient of 0.876.

For Mental and Financial Factors, the questionnaire was adapted from Villaluz [12] titled "Degree of Inclination, Board Course Competence, and Licensure Readiness among UPHSL Psychology Graduates." The original authors ensured validity through expert consultation in psychology, research, and statistics.

For Home and Family, and School Factors, the questionnaire was adapted from Pardiñas et al. [13] titled "Covid-19 Pandemic and its Influence on the Level of Preparedness of Graduating Students for the Upcoming Licensure Examination."

E. Data Analysis

Descriptive statistics were employed to analyze the quantitative data collected through the questionnaires. This approach is suitable for summarizing and describing the characteristics of the data, such as central tendencies, dispersion, and frequencies. The descriptive statistics will provide insights into the students' preparedness levels across the five non-cognitive factors. This analysis will inform the development of an intervention plan to address any areas where students may require additional support.

F. Ethical Consideration

The researchers prioritized ethical conduct throughout the study. The principles of transparency, proportionality, and legitimate purpose guided the research process. To ensure anonymity and confidentiality, following the Data Privacy Act of 2012, the researchers obtained informed consent from all participants. The participants' identities and the collected data will not be disclosed on any publicly accessible platform.

III. RESULTS AND DISCUSSION

The level of preparedness of the students are presented in tables below. Each indicator is interpreted using the scoring procedure shown under the table.

A. Emotional Factor

Table 1 summarizes the students' emotional responses regarding the licensure exam. The highest-rated item (Mean = 3.62) was "Proud because my program has a licensure examination," indicating a strong sense of pride in being part of a program with a professional credential. This aligns with research by Clark [14] who emphasizes the inherent "Profession of Hope" associated with social work, and Mohanan [15] who highlights the dedication and commitment required to earn a social work degree and license.

Conversely, the lowest-rated item (Mean = 1.65) was "Afraid that the exam might be difficult." This suggests a generally confident and motivated group of students, which contradicts the potential for exam anxiety reported in some studies [16].

TABLE I. Respondents' Emotional Factor

No.	Indicators	Mean	SD	Quantitative Description
1.	Proud because my program has a licensure examination	3.62	0.59	Strongly agree
2.	Hopeful that I might be one of the first passers in the exam	3.53	0.69	Strongly agree
3.	Happy because it shows the quality of the Social Work Profession	3..46	0.63	Agree
4.	Thankful because Social Work as a program will no longer be taken for granted	3.43	0.66	Agree
5.	Determined to finish my studies and take my masters.'	3.42	0.70	Agree
6.	Motivated to strive harder when it comes to my studies	3.36	0.66	Agree
7.	Honored because I'll have the opportunity to get the title	3.30	0.67	Agree
8.	Inspired to go to school	3.18	0.55	Agree
9.	Relaxed because I don't need to take the licensure exam	2.47	0.78	Disagree
10.	Hopeless in taking the licensure exam	2.47	0.78	Disagree
11.	Incapable of passing the exam	2.44	0.80	Disagree
12.	Helpless because I think I will not be able to take the licensure exam	2.20	0.84	Disagree
13.	Disappointed because I need to go for further studies	2.20	0.84	Disagree
14.	Difficult to concentrate on my studies	2.06	0.67	Disagree
15.	Down because I feel that I am a slow learner	2.00	0.81	Disagree
16.	Bothered of how difficult the exam will be	1.88	0.74	Disagree
17.	Pressured to prepare myself for the licensure exam	1.73	0.68	Disagree
18.	Afraid that exam might be difficult	1.65	0.71	Disagree

Legend: 3.51 - 4.00 (Strongly Agree), 2.51 - 3.50 (Agree), 1.51 - 2.50 (Disagree), 1 - 1.50 (Strongly Disagree)

TABLE II. Frequency Distribution of Respondents' Emotional Factor

Score Ranges	Description	Frequency	Percentage
18-31	Unprepared	1	0.94
32-45	Slightly Prepared	33	31.13
46-59	Moderately Prepared	67	63.21
60-72	Very Prepared	5	4.72
	Total	106	100

Table 2 presents the frequency distribution of student self-reported emotional preparedness for the licensure exam. The majority of students (63.21%) identified as "moderately prepared," indicating a sense of cautious optimism. While a small percentage (4.72%) felt "very prepared," a concerning number (31.13%) fell into the "slightly prepared" category. Only one student (0.94%) reported feeling completely "unprepared."

These findings suggest that while the overall emotional outlook is positive, there may be a need for interventions that further enhance emotional well-being and build resilience during exam preparation. Research by Valiente et al. [17]

highlights the potential benefits of positive emotions on academic achievement. Conversely, neglecting emotional well-being can hinder student performance. Phan et al. [18] emphasize the importance of positive emotions in facilitating social connection and engagement, which can be crucial support systems for students during challenging academic periods.

B. Mental Factor

TABLE III. Respondents' Mental Factor

No	Indicators	Mean	SD	Quantitative Description
1.	I use my personal goals and aspirations as motivation to partake in the upcoming licensure examination.	3.39	0.64	Agree
2.	My family, friends, and others inspire me to participate in the upcoming licensure examination.	3.31	0.63	Agree
3.	I'm enthusiastic about the upcoming licensure examination.	3	0.63	Agree
4.	I feel composed despite knowing I'll participate in the upcoming licensure examination.	2.96	0.64	Agree
5.	As a potential exam taker, I feel optimistic about the upcoming licensure examination.	2.95	0.66	Agree
6.	I feel confident that I will pass the licensure examination.	2.92	0.75	Agree

Legend: 3.51 - 4.00 (Strongly Agree), 2.51 - 3.50 (Agree), 1.51 - 2.50 (Disagree), 1 - 1.50 (Strongly Disagree)

Table 3 summarizes the students' mental state regarding the licensure exam. The highest-rated item (Mean = 3.39) was "I use my personal goals and aspirations as motivation to partake in the upcoming licensure examination." This aligns with the research of Grande et al. [19] who highlights the importance of personal goals in driving student motivation and academic performance. Students who set clear goals tend to put more effort into their studies.

The second-highest-rated item (Mean = 2.96) was "I feel composed despite knowing I'll participate in the upcoming licensure examination." This suggests a generally calm and collected approach, as opposed to overwhelming anxiety [20]. While confidence in passing the exam wasn't the highest-rated item (Mean = 2.92), the score falls within the "agree" range, indicating a generally optimistic outlook.

The item with the lowest mean score (Mean = 2.83) was "I feel certain that I will pass the licensure examination." This suggests a healthy level of cautiousness among students, rather than overconfidence.

However, it's crucial to acknowledge a potential disconnect between motivational factors and perceived preparedness. While students demonstrate strong internal motivation as shown in Table 3, a small percentage fell into the "unprepared" category in the emotional preparedness distribution, as shown in Table 2 from previous section. This discrepancy suggests the presence of underlying anxieties or

challenges that might be hindering their sense of readiness for the exam.

To address this potential gap, further exploration is needed. Pekrun et al. [21] and Pintrich and Zusho [22] emphasize the importance of self-efficacy beliefs in academic success. Self-efficacy refers to a student's confidence in their ability to successfully perform a specific task. Interventions that target building self-efficacy, such as workshops focused on effective study techniques and time management strategies, could be beneficial for students.

Additionally, exploring the specific anxieties students face could be crucial. Research by Hofmann et al. [23] suggests that cognitive-behavioral therapy (CBT) can be an effective tool in managing exam anxiety. CBT focuses on identifying and modifying negative thought patterns that contribute to anxiety. Offering workshops or support groups that incorporate CBT principles could equip students with strategies to manage their anxieties and optimize their exam performance.

TABLE IV. Frequency Distribution of Respondents' Mental Factor

Score Ranges	Description	Frequency	Percentage
6-10	Unprepared	3	2.83
11-15	Slightly prepared	10	9.43
16-20	Moderately prepared	69	65.09
21-24	Very Prepared	24	22.64
Total		106	100

An analysis of student self-reported mental preparedness for the licensure exam reveals a positive trend as shown in Table 5. The majority of students (65.09%, n = 69) identified as "moderately prepared," indicating a confident but cautious approach, which research suggests can be beneficial for exam performance [24]. Additionally, a significant portion (22.64%, n = 24) felt "very prepared," suggesting a strong sense of mental readiness.

However, it's crucial to address the needs of students who reported lower levels of preparedness (9.43%, n = 10 "slightly prepared" and 2.83%, n = 3 "unprepared"). These findings highlight the limitations of solely focusing on academic preparation. Exam preparation programs should acknowledge the multifaceted nature of exam success by incorporating strategies to address potential anxieties and promote mental well-being alongside academic skills training [25].

While exams serve an important purpose, traditional assessments may not be inclusive for all students, especially those with pre-existing mental health concerns [26]. High-stakes exams can exacerbate existing anxieties and hinder exam performance for these students. Exam preparation programs should move beyond a focus on study skills and embrace a holistic approach that incorporates mental and emotional well-being [27].

This approach could involve workshops on stress management techniques, mindfulness practices, or providing resources for mental health support [27]. Studies have shown that interventions like mindfulness-based practices can be effective in reducing test anxiety and improving academic performance [25]. Acknowledging the potential impact of psychological factors on exam performance can lead to

program better equip students with the tools they need to succeed academically while also prioritizing their overall well-being.

C. Financial Factor

TABLE V. Respondents' Financial Factor

No	Indicators	Mean	SD	Quantitative Description
1.	Family supports all expenses in reviewing and taking the SWLE.	2.84	0.59	Agree
2.	Ability to afford review materials.	2.56	0.69	Agree
3.	Ability to afford other costs/expenses associated with the licensure examinations.	2.51	0.69	Agree
4.	Ability to afford top-of-the-line review centers.	2.40	0.75	Disagree
5.	I have sufficient budget to finance my filing for review or during the examination schedule.	2.37	0.69	Disagree

Legend: 3.51 - 4.00 (Strongly Agree). 2.51 - 3.50 (Agree), 1.51 - 2.50 (Disagree), 1 - 1.50 (Strongly Disagree)

Table 5 summarizes the students' financial situation regarding the licensure exam. The highest-rated item (Mean = 2.84) was "Family supports all expenses in reviewing and taking the SWLE." This indicates that most students rely on family financial support to cover exam and review costs. This aligns with research by Bartoszuk et al. [28] and Moneva et al. [29] who highlight the positive impact of parental financial support on student motivation and well-being. When basic needs are met, students can focus more on their studies with less stress.

However, the lowest-rated item (Mean = 2.37) was "I have sufficient budget to finance my filing needed for review and or during the actual examination schedule." This reveals a potential financial burden for some students who may struggle to afford exam and review materials. Without sufficient funds to access these resources, some students might be disadvantaged.

The data suggests a potential disparity in financial preparedness among students. While family support is crucial, the lack of a sufficient personal budget for exam-related expenses can create stress and hinder optimal preparation. To address this, incorporating financial literacy workshops into the program could be beneficial. As highlighted by Hicks [30], financial literacy education can equip students with the tools to manage financial stress, make informed decisions about educational expenses, and potentially pursue alternative funding options like scholarships or student loans.

TABLE VI. Frequency Distribution of Respondents' Financial Factor

Score Ranges	Description	Frequency	Percentage
5-8	Unprepared	7	6.60
9-12	Slightly prepared	48	45.28
13-16	Moderately prepared	38	35.85
17-20	Very Prepared	13	12.27
Total		106	100

Table 6 presents the frequency distribution of student self-reported financial preparedness for the licensure exam.

While a significant portion (45.28%) identified as "slightly prepared," a concerning number (6.60%) reported feeling "unprepared" financially. This suggests that a substantial portion of the student population may face financial barriers to optimal exam preparation. The positive finding is that a combined 35.85% and 12.27% of students felt "moderately prepared" and "very prepared," respectively. This indicates that some students have access to the financial resources needed for exam materials and potentially additional support services.

The financial preparedness distribution in Table 6 aligns with the findings from the financial factors in Table 5. It highlights the potential correlation between family income and exam preparedness. Research by Morrissey et al. [31] and Lyu [32] suggests that lower socioeconomic status can negatively impact academic achievement. Students with limited financial resources may struggle to afford essential review materials and exam preparation resources, potentially hindering their performance.

To mitigate these disparities, exploring alternative funding options for students facing financial hardship could be beneficial. Scholarship opportunities or establishing a program-specific support fund could help ensure equitable access to exam preparation resources for all students.

D. Home and Family Factor

TABLE VII. Respondents' Home and Family Factor

No.	Indicators	Mean	SD	Quantitative Description
1.	Family gives motivation and high encouragement influence.	3.40	0.59	Agree
2.	Family can be depended upon when a problem arises.	3.16	0.59	Agree
3.	Parents help a lot in preparations for the SWLE.	3.15	0.65	Agree
4.	Difficulty in transportation that affects the time to study	2.98	0.68	Agree
5.	Home as a conducive place to study	2.94	0.77	Agree

Legend: 3.51 - 4.00 (Strongly Agree), 2.51 - 3.50 (Agree), 1.51 - 2.50 (Disagree), 1 - 1.50 (Strongly Disagree)

Table 7 summarizes the students' perceptions of their home and family environment in relation to the licensure exam. The most prominent finding is the strong emotional support from families, as evidenced by the highest-rated item (Mean = 3.40) being "Family gives motivation and high encouragement influence". This aligns with research by Lopez et al. [33], who found that a supportive family environment fosters student motivation and academic achievement in higher education settings.

While most students agreed on dependable family support (Mean = 3.16) and help with exam preparations (Mean = 3.15), a potential challenge emerged. The item with the lowest mean score (Mean = 2.94) was "Home as a conducive place to study". This suggests that some students might face distractions or limitations in their home environment that hinder focused studying.

This data from Table 7, while generally positive regarding family support, echoes the findings from the financial factors section as shown in Tables 5 and 6. However, the potential issue of a non-conducive home study environment deserves further exploration. Research by McCoy and Evans [34] and Khan et al. [35] highlight the importance of a distraction-free and supportive environment for optimal learning outcomes, particularly for students facing challenges outside of school.

TABLE VIII. Frequency Distribution of Respondents' Home and Family Factor

Score Ranges	Description	Frequency	Percentage
5-8	Unprepared	0	0
9-12	Slightly prepared	12	11.32
13-16	Moderately prepared	58	54.72
17-20	Very Prepared	36	33.96
Total		106	100

Table 8 displays the frequency distribution of student self-reported preparedness regarding their home and family environment for the licensure exam. The majority of students (54.72%) felt "moderately prepared," indicating a general sense of support from their families. Encouragingly, a significant portion (33.96%) reported feeling "very prepared," suggesting strong support systems in place. However, a small number of students (11.32%) fell into the "slightly prepared" category. While the reasons behind this are not evident from Table 8 alone, it suggests a potential need for further exploration of the specific challenges faced by these students within their home environment.

The distribution of home and family preparedness in Table 8 complements the findings from Table 7, which highlighted the importance of family support but also identified potential limitations in some students' home study environments. Research by Lehrl et al. [36] emphasizes the crucial role of collaboration between parents and educators in fostering a supportive learning environment that bridges the gap between home and school. This highlights the potential value of incorporating workshops or resources into the program that can equip families with strategies to create a more conducive study environment for their children [37].

E. School Factor

TABLE IX. Respondents' School Factor

No	Indicators	Mean	SD	Quantitative Description
1.	Teaching strategies used by instructors that promotes effective learning	3.19	0.59	Agree
2.	Availability of qualified and dedicated faculty and staff	3.05	0.54	Agree
3.	Adequacy of audio-visual resources	3.05	0.59	Agree
4.	Easy access to transportation going to school	3.00	0.69	Agree
5.	Adequacy of classrooms with proper ventilation	2.94	0.61	Agree

Legend: 3.51 - 4.00 (Strongly Agree), 2.51 - 3.50 (Agree), 1.51 - 2.50 (Disagree), 1 - 1.50 (Strongly Disagree)

Table 9 summarizes the students' perceptions of various school factors influencing their preparation for the licensure exam. The highest-rated item (Mean = 3.19) was "Teaching strategies used by instructors that promote effective learning." This indicates that students generally perceive their instructors' teaching methods as helpful for exam preparation. This aligns with research by Kraft et al. [38] who found that teaching practices closest to students, such as emotional support and classroom organization, have a significant impact on student attitudes and behaviors. Effective teachers prioritize student development and tailor their instruction to foster student learning [39]. The remaining items all fell within the "agree" range, suggesting a generally positive perception of the school environment. Students agreed that qualified faculty and staff were available (Mean = 3.05), audio-visual resources were adequate (Mean = 3.05), and transportation access was sufficient (Mean = 3.00).

However, the item with the lowest mean score (Mean = 2.94) was "Adequacy of classrooms with proper ventilation." While the agreement level is still within the "agree" range, it indicates a potential area for improvement.

The school factors data, shown in Table 9, paints a generally positive picture of the students' learning environment, with instructional practices receiving the highest marks. While most students perceive other school resources as adequate, classroom ventilation may be a concern. Research by Limon [40] and Martinez [41] highlights the negative impact of inadequate school facilities on student learning and achievement.

The program could explore collaborating with the school administration to address any potential concerns regarding classroom ventilation. Additionally, gathering more specific feedback on instructional practices could help identify areas for further improvement in the curriculum or teaching methods used to prepare students for the licensure exam. Here, it might be beneficial to explore the preferences of students regarding innovative or traditional teaching methods [42].

TABLE X. Frequency Distribution of Respondents' School Factor

Score Ranges	Description	Frequency	Percentage
5-8	Unprepared	1	0.94
9-12	Slightly prepared	6	5.66
13-16	Moderately prepared	71	66.98
17-20	Very Prepared	28	26.41
Total		106	100

Table 10 presents the frequency distribution of student self-reported preparedness regarding the school environment for the licensure exam. The majority of students (66.98%) felt "moderately prepared," indicating a general perception that the school provides a supportive foundation for exam preparation. Encouragingly, a significant portion (26.41%) reported feeling "very prepared," suggesting a strong positive impact from the school environment on their exam readiness. Only a small number of students fell into the "slightly prepared" (5.66%) or "unprepared" (0.94%) categories. While the reasons behind this are not evident from Table 10 alone, it highlights a potential need for further exploration of the specific challenges faced by these students within the school environment.

The distribution of school preparedness in Table 10 complements the findings from Table 9, which examined specific school factors. The high percentage of students feeling "moderately" or "very prepared" suggests that the school offers a generally supportive learning environment for exam preparation. This aligns with research by Zain [43] who emphasizes the positive impact of various school resources on student achievement, including teaching aids, library access, and infrastructure such as ventilation and transportation. Maintaining a comfortable and well-equipped learning environment is crucial for student success [44].

While the data suggests a strong foundation, the program could explore additional support mechanisms specifically for students who feel less prepared [45]. This might involve targeted interventions, such as supplemental study resources or workshops, to address any remaining challenges within the school environment.

IV. CONCLUSION

This study investigated the preparedness of third-year Bachelor of Science in Social Work students at the University of Science and Technology of Southern Philippines (USTP) Claveria Campus for the licensure examination. The findings indicate that while the students displayed a generally positive outlook with strong emotional and mental states, there are areas that require intervention to optimize their preparedness.

Financial constraints were identified as a significant concern, with a considerable portion of students expressing challenges in affording review materials and exam fees. Additionally, some students reported difficulty creating a conducive study environment at home. These factors highlight the need for exploring financial aid opportunities, developing strategies for managing home study environments, and potentially creating alternative or supplemental review resources.

On a positive note, the students perceived the instructors' teaching methods as effective and expressed confidence in their ability to manage exam-related anxieties. This highlights the strengths of the current academic program and suggests that the students possess a solid foundation for exam preparation.

V. RECOMMENDATIONS

To optimize student preparedness for the licensure exam, a multifaceted approach is recommended. Addressing financial limitations is crucial. Collaboration with the university's financial aid office and exploring partnerships with external organizations could yield scholarships or grants specifically for exam preparation costs.

Mental and emotional well-being also deserve focus. Workshops or support groups on managing exam anxiety and promoting emotional well-being, potentially delivered in collaboration with mental health professionals, would be valuable additions. Additionally, offering workshops on effective study techniques and time management strategies tailored to the licensure exam would bolster academic support.

Furthermore, recognizing the challenges of creating a conducive home environment, resources or workshops on space management, noise reduction, and creating study schedules that integrate with household responsibilities would be beneficial. Finally, addressing concerns regarding classroom ventilation and regularly monitoring classroom facilities are important steps to ensure a comfortable and optimized physical learning environment. These recommendations can lead to the Social Work program create a robust support system that empowers students to excel in their licensure exams and future careers.

VI. FUTURE RESEARCH

Further research could explore more specific coping mechanisms students use to manage exam anxiety and the types of financial aid they find most helpful. Additionally, investigating the long-term impact of various interventions on student performance in the licensure exam would be valuable.

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