



THE STATUS OF CRIMINOLOGY GRADUATES OF ISABELA STATE UNIVERSITY IN THE CRIMINOLOGISTS LICENSURE EXAMINATION FOR THE APRIL 2010- OCTOBER 2014 EXAMINATIONS

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ABSTRACT: *The level of knowledge acquired by a person from a higher learning institution cannot be measured only by the course he finished or even the honors he received, but also by his performance on a given examination. Education is the bedrock of the development of any nation. This is the basis that the government invests profoundly in the edification of its citizens. It is helpful to strap up the capabilities and aptitude of an individual to be prolific and valuable constituent of the human race; consequently, the overall progress of an individual is a lifetime process. Constant learning equips student with a larger tapestry of knowledge, a broader understanding of facts, a larger repository of wisdom and a better insight on life that will make better individual responsible and upright human beings. The Professional Regulation Commission (PRC) is the agency of the national government charged with the regulation and licensing profession in the Philippines. It is committed to protect, to fullest, the integrity of the licensure examination and change the public perception from that of doubt and despair to trust and confidence in the licensure examination system (PRC, 2006). Passing the licensure examination given by the PRC is one of the greatest achievements in one's life. This examination is intended to prove the graduates' knowledge, progress, skills and qualification in a particular profession. It needs a lot of time to study, to have self-discipline, patience and determination and this will not be possible without prayers, support and encouragement (Caringal, 2001). This study attempted to determine the status in the Criminologist Licensure Examinations among criminology graduates' of Isabela State University from the April 2010 examination to the October 2014 board examination. The respondents of this study are the ISUS Bachelor of Science in Criminology graduates who have undergone Criminology Board Examination, Instructors and School Administrators represented by the program/department chairperson of criminology in every*



campus. The data gathered in this study came from the individual ratings of the respondents in the board examinations taken from the Professional Regulatory Commission (PRC) April 2010 to October 2014. Since this study determined the implication of Bachelor of Science in Criminology graduates' performance in the Criminologist Licensure Examination for the curriculum enhancement of the program, description of the current status of the ISUS, Bachelor of Science in Criminology Program's performance in the CLE is reflected in the study, hence, a descriptive research in nature. To attain its goal, the descriptive normative research design was utilized in the study. A sample size of two hundred ninety two (292) CLE takers were taken as the primary respondents of this study which were calculated from a population of one thousand eight hundred nine (1,809) using the Slovin's Formula with five (5) percent marginal error from April 2010 to October 2014 testing periods. The samples in each school year were computed using the stratified proportional random sampling. Total enumeration was utilized as the scheme to select the faculty and chairpersons as the secondary respondents of the study. The data obtained from the official records of the PRC which includes the result of Criminologist Licensure Examination (CLE) of each taker per subject area and the school performance of ISUS graduates from April 2010 to October 2014 were also recorded using a devised matrix. The status of the examinees in the CLE was described using the standard norm of PRC. Findings of the study revealed that the status of examinees in the Criminologist Licensure Examination of the five (5) campuses of Isabela State University System from April 2010 up to October 2014 shown that the percentage of passers in Echague campus is 19.00, the percentage of failed is 4.86, the overall percentage of Echague campus is 82.15 while the national passing percentage is 37.88. Angadanan campus shown that the percentage of passers is 4.33, while the percentage of failed is 5.00, the overall percentage of Angadanan campus is 30.61 while the national passing percentage is 35.38. Jones campus shown that the percentage of passers is 9.84, the percentage of failed is 1.00, the overall passing percentage of Jones is 76.34 while the national passing percentage is 38.41. Furthermore, Cauayan campus shown that the percentage of passers is 23.44 while the percentage of failed is 16.56, the overall passing percentage is 43.54 while the national passing percentage is 35.38. Lastly, Cabagan campus shown that the percentage of passers is 23.12 while the percentage of failed is 13.00, the overall passing



percentage is 60.48 while the national passing percentage is 35.84. In view of the results of this study, it is strongly recommended that all criminology chairpersons and faculty members must do a careful and thorough examination of the subjects included in the professional components of the BS Criminology curriculum vis-a-vis competencies for each subject area should be regularly checked and updated to ensure that ISUS curriculum for BS Criminology is keeping pace with developments in the Criminology Education curriculum and the review coordinator, facilitators, instructors and administrators shall encourage all graduates of the institution who will take licensure exam to enroll in the review center before they take the examination.

KEYWORDS: *Commission on Higher Education (CHED), Competency Area, Criminology Review Program, Criminologist Licensure Examination (CLE), Criminology Graduates, Curriculum Enhancement, Isabela State University System (ISUS), Law Enforcement Administration (LEA), Criminologist, Performance in the Criminologist Licensure Examination, Personal Preparation, Professional Regulation Commission (PRC), Republic Act No. 6506 Republic Act No. 7722, Review Sessions, Sociology of Crimes and Ethics (SCE), Status*

INTRODUCTION

The word quality is important especially in the field of education. It simply suggests the highest standard of teaching in every learning institution. The basis of having quality education is upon the capabilities of every education institution to produce professionals (Ditan, 2008).

The level of knowledge acquired by a person from a higher learning institution cannot be measured only by the course he finished or even the honors he received, but also by his performance on a given examination. Education is the bedrock of the development of any nation. This is the basis that the government invests profoundly in the edification of its citizens. It is helpful to strap up the capabilities and aptitude of an individual to be prolific and valuable constituent of the human race; consequently, the overall progress of an



individual is a lifetime process. Constant learning equips student with a larger tapestry of knowledge, a broader understanding of facts, a larger repository of wisdom and a better insight on life that will make better individual responsible and upright human beings. On process of learning, student or learner is the center of education. Thus, schools were established in all feasible areas to douse man's quest for more knowledge and optimum improvement. In effect, consciousness to the significant benefits of education directed the school towards offering different courses, specifically in the tertiary level. One of such education is criminology, a highly intellectual field particularly because majority of the job's responsibilities rely on determining and analyzing criminal patterns. Criminology focuses on the study of crime in terms of law, the causes of crime, the meaning of crime in terms of law, and community reaction to crime. It also deals with the scientific study of criminals and criminal behavior. Nonetheless, worthy to note that criminology is a dynamic profession and also a multi-disciplinary science.

In accordance with the pertinent provisions of Republic Act No. 7722 otherwise known as the "Higher Education Act of 1994", the Criminal Justice Education is established in the Philippines. It aims to provide quality education by strengthening the edification and training of teacher's nationwide through a national system of excellence for criminology education. In addition, the Commission on Higher Education (CHED) issued a Memorandum Order No. 21, series of 2005, which outlined the policies and standards for criminology program for the implementation for the academic year 2005-2006. The memorandum envisions engaging higher educational institutions to produce graduates with knowledge and skills to meet the test of globalization in the field of criminology. The reliable assessment how prepared the students in the criminology education is to apply their preferred profession as future criminologists. It is in the course of passing the Criminologist Licensure Examination for which is the lone means of acquiring a license to practice the profession.

The Professional Regulation Commission (PRC) is the agency of the national government charged with the regulation and licensing profession in the Philippines. It is committed to



protect, to fullest, the integrity of the licensure examination and change the public perception from that of doubt and despair to trust and confidence in the licensure examination system (PRC, 2006). Passing the licensure examination given by the PRC is one of the greatest achievements in one's life. This examination is intended to prove the graduates' knowledge, progress, skills and qualification in a particular profession. It needs a lot of time to study, to have self-discipline, patience and determination and this will not be possible without prayers, support and encouragement (Caringal, 2001).

Furthermore, passing the board examination in criminology known as the Criminologist Licensure Examination (CLE) is the only means to get the license to practice the profession as criminologist in the Philippines. This is mandated under Republic Act 6506, known as the law creating the board of criminology of the Professional Regulation Commission (PRC). Once licensed as a criminologist, it gives the holder an open door to enter several options of employment in the private and public sector as well as in the international arena. A licensed criminologist is said to be a generalist as he can perform services offered in law enforcement and public safety administration, forensic sciences, security industries, training and education sectors, and other related services.

Bachelor of Science in Criminology is one of the newfangled program in Isabela State University System (ISUS), it is offered in the following campuses; Isabela State University Cauayan City Campus, Angadanan Campus, Jones Campus, Echague Campus, Cabagan Campus and Roxas Campus. Bachelor of Science in Criminology was first offered in ISU Cauayan City and Angadanan campuses in the School Year 2003-2004. After one (1) year of operation of the said program in the two (2) campuses in ISU, it was also offered in Jones campus in S.Y. 2004-2005 for better accessibility and convenience of those students interested to enroll in this program. Another priority of the ISU is the assurance of quality and affordable education that's why after two (2) years of operation of the said program in the three (3) campuses, the said program was also offered in ISU Cabagan and Echague campuses in S.Y. 2006-2007 and lastly, ISU Roxas campus also offered Bachelor of Science in Criminology on S.Y. 2008 – 2009.



Licensure Examinations according to Norman R. Hertz and Roberta N. Chinn (2000) describes as one of the last hurdles that a candidate must face in the licensing process. A board has the ultimate responsibility to ensure that the examination meets technical, professional, and legal standards, and, protects the health, safety and welfare of the public by assessing candidates' abilities to practice competently. Once a candidate has passed a licensing examination, the board must be comfortable granting the license, thus assuring the public that the licensee is minimally qualified to practice at the time of initial licensure.

Lastly, Hertz and Chinn said that the purpose of licensing examination is to identify persons who possess the minimum knowledge and experience necessary to perform tasks on the job safely and competently - not to select the "top" candidates or ensure the success of licensed persons. Therefore, licensing examinations are very different from academic or employment examinations. Academic examinations assess how well a person can define and comprehend terms and concepts. Employment examinations can rank order candidates who possess the qualifications for the job.

As criminology profession continuously developed in the Philippines and abroad due to the demand of criminology work-related like investigation services, law enforcement services, intelligence services, security services, arson investigation services, correctional and rehabilitation services and etc, the government constantly monitor Higher Educational Institutions (HEIs) in the Philippines through the Commission on Higher Education (CHED) to ensure the quality of graduates in the Criminology Education. The quality of graduates in the Criminology Education will proved through the number of passers in the licensure examinations conducted by the Professional Regulation Commission (PRC).

As a final note, Higher Education Institutions (HEIs) offering criminology are responsible to update their curriculum based on the standard set by the Commission on Higher Education (CHED). In this manner, the greater chances to pass the licensure examination of the graduates in the said program are expected.



Assessing all the points of view of the different authors on the various studies related to the performance of graduates in the Licensure Examination as basis for curriculum enhancement done both locally and abroad are comprehensively discussed in the review of literature and studies.

The study of Manwong (2008) about the different preparations or strategies on how to pass the licensure examination gives the researcher a better insight in his present investigation regarding the performance of the criminology graduates in Isabela State University System in the Criminology Licensure Examination.

In the report presented by Angeles during the 17th SEAMEO RIHED Governing Board Meeting in Kuala Lumpur, Malaysia motivated the researcher to pursue his present investigation because one of the important criteria in applying for Center of Excellence (COE) or Center of Development (COD) in the criminology education is the good performance in the criminology licensure examination. This statement pronounced by Angeles is also stipulated under CMO No. 48, series of 2006. The updated curriculum and good performance in the licensure examination give important role to any Higher Education Institutions (HEI's) applying for CED/COD.

According to Grubb, students who are very successful in their desired career have good study habits. This statement is also related to the study conducted by Palm Beach Community College (PBCC). The said school suggested some tips on how to develop good study habits of the students. In this study, the researcher comes up with better insight on how to prepare students in their licensure examination to ensure greater chances in passing the said examination.

In the study conducted by De Luca about the impact of examination system on curriculum development, she mentioned about the important relationship between curriculum development and examination system.



STATEMENT OF THE PROBLEM

This study attempted to determine the status of the Criminology graduates of Isabela State University System in the Criminologist Licensure Examinations administered by the Professional Regulation Commission. Specifically, the study sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of the following:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Civil status
 - 1.4 Highest educational attainment
2. What is the status of the examinees of Isabela State University System in the Criminologist Licensure Examinations from April 2010 to October 2014?
3. Is there a significant difference on the status of the examinees of Criminology Graduates of Isabela State University System in the Criminologist Licensure Examination?

HYPOTHESIS

The researcher hypothesized that:

1. There is no significant difference on the status of the examinees of Isabela State University System in the Criminologist Licensure Examination.

RESEARCH METHODOLOGY

The study determined the implication of Bachelor of Science in Criminology graduates' performance in the Criminologist Licensure Examination for the curriculum enhancement of the program. As such, description of the current status of the ISUS, Bachelor of Science in Criminology Program's performance in the CLE is reflected in the study, hence, a descriptive research in nature. To attain its goal, the descriptive normative research design was utilized in the study.



THE SETTING

The study was conducted in Isabela State University System. Specifically, it only involved campuses in the university that offer BS Criminology program with at least nine (9) batches of graduates for the board examinations.

THE RESPONDENTS

The respondents of this study are the Graduates of the Bachelor of Science in Criminology at Isabela State University System who took the Criminologist Licensure Examinations from April 2010 to October 2014 testing periods through the Professional Regulation Commission (PRC) official records and the roster of graduates taken from the campus registrars were used as bases in the identification of the respondents.

All regular and part-time faculty having regular loads from School Years 2010 – 2011 to 2014 – 2015 were considered as secondary respondents of this study. A total of seventeen (17) respondents were included and five (5) chairpersons of the criminology program in the five (5) campuses were considered as members of the administration in this study. The distribution of respondents is shown in Table 1.

Table 1

Frequency and Percentage Distribution of the Classification of Respondents of the Study

Target Groups of Respondents		Population	Sample Size	Percentage
Group 1	Criminology Program/Department Chair	5	5	2.00
Group 2	Criminology Faculty	17	17	5.00
Group 3	CLE Takers of ISUS	1,433	292	93.00
Totals		1,455	314	100.00

Table 1 presents the classification of respondents of the study. The first group of respondents is the ISUS administrators represented by the criminology program/department chairs with a total sample size of five (5) or 2.00 percent. The second group of respondents is the criminology faculty of ISUS with a total sample size of seventeen (17) or five (5) percent. The third group of respondents of the study is the criminology



graduates of ISUS who took the licensure examinations from April 2010 to October 2014 testing periods with a sample size of 292 or 93 percent.

RESEARCH INSTRUMENTS

This study made used of documentary analysis that were obtained from the official records of the PRC which includes the result of Criminologist Licensure Examination (CLE) of each taker per subject area and the school performance of ISUS graduates from April 2010 to October 2014 were also recorded using a devised matrix. Further, a documentary guide was used to obtain personal information from the faculty members and administrators. Said data guide was taken from the CHED Memorandum Order No. 21, series of 2005.

STATISTICAL TREATMENT OF DATA

This study utilized the frequency, percentage in the treatment of the profile variables of the respondents. The status of the examinees in the CLE was described using the standard norm of PRC. The F-test (ANOVA) was utilized to ascertain or compare the performance of the graduates of the Bachelor of Science in Criminology of the ISUS in the different competency areas.

RESULTS AND DISCUSSIONS

1. PROFILE OF THE RESPONDENTS

Table 2:

Frequency and Percentage Distribution of the Respondents according to age

AGE	GRADUATES		FACULTY		ADMIN		TOTAL	
	F	P	F	P	F	P	F	P
18-25	221	75.68	7	0.00	0	0.00	228	72.61
26-30	70	23.97	5	40.00	2	40.00	77	24.52
31-35	1	0.34	4	20.00	1	20.00	6	1.91
36-40	0	0.00	1	40.00	2	40.00	3	0.96
41-45	0	0.00	0	0.00	0	0.00	0	0.00
46-Above	0	0.00	0	0.00	0	0.00	0	0.00
total	292	100.00	17	100.00	5	100.00	314	100.00



Table 2 shows that there are 228 or 72.61 percent for 18 – 25 years old; 77 or 24.52 percent for 26 – 30 years old; 6 or 1.91 percent for 31 – 35 years old; 3 or 0.96 percent for 36 – 40 years old while 41 – 45 and 46 and above is zero percent.

Table 3:

Frequency and Percentage Distribution of the Respondents according to sex

SEX	GRADUATES		FACULTY		ADMIN		TOTAL	
	F	P	F	P	F	P	F	P
FEMALE	68	23.29	4	23.53	0	0.00	72	22.93
MALE	224	76.71	13	76.47	5	100.00	242	77.07
Total	292	100.00	17	100.00	5	100.00	314	100.00

Table 3 presents the distribution of respondents according to sex. As presented in the table, there are 72 or 22.93 percent female respondents while 242 or 77.07 percent male respondents out of 314 sampled subjects of the study.

Table 4:

Frequency and Percentage Distribution of the Respondents according to civil status

CIVIL STATUS	GRADUATES		FACULTY		ADMIN		TOTAL	
	F	P	F	P	F	P	F	P
SINGLE	242	82.88	11	64.71	1	20.00	254	80.89
MARRIED	50	17.12	6	35.29	3	60.00	59	18.79
SEPARATED	0	0.00	0	0.00	1	20.00	1	0.32
Total	292	100.00	17	100.00	5	100.00	314	100.00

As presented in Table 4, there are 254 or 80.89 percent single; 59 or 18.79 percent married; 1 or 0.32 percent separated.

Table 5:

Frequency and Percentage Distribution of the Respondents according to highest educational attainment

HIGHEST EDUCATIONAL ATTAINMENT	GRADUATES		FACULTY		ADMIN		TOTAL	
	F	P	F	P	F	P	F	P
With PhD Units	0	0.00	2	11.76	1	20.00	3	0.96
Master's Graduate	0	0.00	7	41.18	4	80.00	11	3.50
With Master's Units	2	0.68	4	23.53	0	0.00	6	1.91



College Graduate	290	99.32	4	23.53	0	0.00	294	93.63
Total	292	100.00	17	100.00	5	100.00	314	100.00

As manifested in Table 5, there are 294 or 93.63 percent college graduates; 6 or 1.91 percent with master's units; 11 or 3.50 percent master's graduates; 3 or 0.96 percent with Ph.D. units.

2. STATUS OF THE BACHELOR OF SCIENCE IN CRIMINOLOGY GRADUATES OF ISABELA STATE UNIVERSITY SYSTEM IN CRIMINOLOGIST LICENSURE EXAMINATION FROM APRIL 2010 TO OCTOBER 2014 TESTING PERIODS.

Table 2:

Status of the Bachelor of Science in Criminology Graduates of Isabela State University System in Criminologist Licensure Examination from April 2010 to October 2014

Campus	Year of Exam	Passed	Failed	School Percentage (%)	National Passing Percentage (%)
ECHAGUE	April 10	No Examinees			
	August 10	3	1	75.00	35.33
	April 11	No Examinees			
	October 11	27	1	96.43	43.77
	March 12	9	3	75.00	32.58
	October 12	36	9	80.00	32.17
	April 13	2	0	100.00	42.28
	October 13	53	19	73.61	45.27
	April 14	3	1	75.00	33.79
	Mean		19.00	4.86	82.15
ANGADANAN	April 10	0	1	0.00	31.67
	August 10	8	9	47.06	35.33
	April 11	1	0	100.00	21.58
	October 11	1	3	25.00	43.77
	March 12	0	3	0.00	32.58
	October 12	9	12	42.86	32.17
	April 13	0	1	0.00	42.28



	October 13	20	13	60.61	45.27
	April 14	0	3	0.00	33.79
	Mean	4.33	5.00	30.61	35.38
JONES	April 10	0	1	0.00	31.67
	August 10	10	0	100.00	35.33
	April 11	No Examinees			
	October 11	14	1	93.33	43.77
	March 12	No Examinees			
	October 12	10	0	100.00	32.17
	April 13	7	3	70.00	42.28
	October 13	18	1	94.74	45.27
	April 14	No Examinees			
	Mean	9.84	1.00	76.34	38.41
CAUAYAN	April 10	5	6	45.45	31.67
	August 10	36	34	51.43	35.33
	April 11	0	4	0.00	21.58
	October 11	51	40	56.04	43.77
	March 12	0	3	0.00	32.58
	October 12	45	33	57.69	32.17
	April 13	3	1	75.00	42.28
	October 13	70	26	72.92	45.27
	April 14	1	2	33.33	33.79
	Mean	23.44	16.56	43.54	35.38
CABAGAN	April 10	No Examinees			
	August 10	15	5	75.00	35.33
	April 11	1	0	100.00	21.58
	October 11	53	20	72.60	43.77
	March 12	4	6	40.00	32.58
	October 12	33	25	56.90	32.17
	April 13	4	10	28.57	42.28
	October 13	72	34	67.92	45.27
	April 14	3	4	42.86	33.79
	Mean	23.12	13.00	60.48	35.84

Source: PRC Record



Table 2.1 showed the Institutional Performance of ISUS including the national percentage from 2010 to 2014 CLE. As a result, the percentage of passers in Echague campus from April 2010 to April 2014 testing period is 19.00 and the percentage of failed is 4.86. The overall percentage of the campus in the Criminologist Licensure Examination from April 2010 to April 2014 testing periods is 82.15 while the national percentage from April 2010 to April 2014 is 37.88. Echague campus has no examinees for April 2010 and April 2011 CLE.

The percentage of passers in Angadanan campus from April 2010 to April 2014 testing periods is 4.33 and the percentage of failed is 5.00. The overall percentage of the campus in the CLE from April 2010 to April 2014 testing periods is 30.61 while the national percentage is 35.38.

Jones campus obtained the percentage of 9.84 while the percentage of failed is 1.00. The overall percentage of ISU Jones campus from April 2010 to April 2014 testing period is 76.34 while the national percentage from April 2014 to April 2014 testing period is 38.41. Jones Campus had no examinees for April 2011, March 2012 and April 2014 Criminology Licensure Examination.

Furthermore, Cauayan campus obtained 20.44 percentage of passers while the percentage of failed is 16.56. The overall percentage of Cauayan campus is 43.54 while the national overall percentage is 35.38 for April 2010 to April 2014 Criminology Licensure Examinations.

Lastly, Cabagan campus obtained overall percentage of 23.12 while the percentage of failed is 13.00. The overall percentage of passers in Cabagan campus is 60.48 while the national overall passing percentage from April 2010 to April 2014 is 35.84.

The passing percentage of Isabela State University System for April 2010 to October 2014 is higher than the national passing percentage except Isabela State University Angadanan Campus who obtained lower percentage than the national overall passing percentage for April 2010 to October 2014 criminology licensure examinations. In the study of Taguba



(2013) entitled “Correlates of the Performance in the Licensure Examination of Criminology Graduates” revealed that since the first participation of CSU-A in the LEC in September 2009, CSU-A’s performance had always been higher than the National passing rate by 40 or more percent. Moreover, of the six testing periods September 2009 to October 2012 to which CSU-Aparri participated, school performance is 100%, namely; April 2010, March 2012 and October 2012. According to Taguba, the evidence of success of a particular academic program is reflected in the school’s performance in the licensure examination taken by their graduates.

3. COMPARISON OF THE STATUS OF THE BACHELOR OF SCIENCE IN CRIMINOLOGY GRADUATES OF ISABELA STATE UNIVERSITY SYSTEM IN THE CRIMINOLOGIST LICENSURE EXAMINATION FROM APRIL 2010 TO OCTOBER 2014

Table 3:

Comparison of the Status of the Bachelor of Science in Criminology Graduates of Isabela State University System in the Criminologist Licensure Examination from April 2010 to October 2014

Campus	Mean	SD
ECHAGUE	63.893	37.5016
ANGADANAN	30.614	35.2048
JONES	50.897	49.0815
CAUAYAN	43.540	27.7736
CABAGAN	53.761	29.5538
Total	48.541	36.6588

$F_c = 1.03$

$P = 0.4024$

$\alpha = 0.05$ NS

National Passing = 35.38

Table 3 presents the test of difference on the status of the examinees of criminology graduates of Isabela State University System in the Criminologist Licensure Examination from April 2010 to October 2014 testing periods compared to national passing percentage.



Table 3 showed that there is no significant difference in the status among the five (5) campuses offering criminology in Isabela State University System in terms of board examination performance from April 2010 to October 2014 testing periods. Azurin revealed in his study that among selected variables, “major” was found to be significantly related as to passing or failing in the LET for the BSEd takers while the rest (campus, age, and sex) have no significant relationship with the LET result. As such, the null hypothesis is also rejected.

CONCLUSIONS

In the light of the findings of this study, it is therefore concluded that the passing percentage of the five (5) campuses offering BS Criminology in ISUS is higher than the national passing percentage in the nine (9) examination periods of CLE from April 2010 to October 2014 except ISU Angadanan who obtained lower passing percentage compared to the national passing percentage from April 2010 up to October 2015 Criminologist Licensure Examinations. This is evidence that the university is competent enough to continue offering this program but needed more improvement especially the identified campus that obtained lower passing percentage.

RECOMMENDATIONS

In the light of the conclusions, the following are recommended:

1. All criminology chairperson and faculty members must do a careful and thorough examination of the subjects included in the professional components of the BS Criminology curriculum. Competencies for each subject area should be regularly checked and updated to ensure that ISUS curriculum for BS Criminology is keeping pace with developments in the Criminology Education curriculum.

2. The review coordinator, facilitators, instructors and administrators shall encourage all graduates of the institution who will take licensure exam to enroll in the review center before they take the examination.

3. Enhance the instructional facilities and equipment of the school to address the problems encountered by the examinees most especially the classroom ventilations, audio



visual room for the review classes, conducive room that can accommodate big number of reviewees.

4. The university shall establish a review center exclusively catering their graduates so that they will be able to monitor the individual performance of the reviewees.

5. Provide more review materials, supplies and equipment to be used in the criminology review program.

6. Organize a highly competent line up of lecturers for the criminology review program.

7. Updated references being used by lecturers in the criminology review program.

8. Offer an affordable review fee.

9. Future researchers may look on other problems influencing the performance in the licensure examination which may include profile of the examinees, review/study habits, economics status, time management, coping mechanisms, and teacher-related variables.

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