



HITCHES ENCOUNTERED BY CRIMINOLOGY GRADUATES OF ISABELA STATE UNIVERSITY IN THE CRIMINOLOGISTS LICENSURE EXAMINATION: A BASIS FOR PROPOSED PROGRAM ENHANCEMENT

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ABSTRACT: *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. A licensing examination requires significant amounts of time and money to develop - usually a year or more. As a general rule, each item appearing on an examination takes between two to four hours to plan, write, and review before the item is suitable for publication in an examination. Additional time is required to administer and maintain an examination. 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 hitches or problems encountered 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 problems encountered 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. Findings of the study revealed that the problems encountered by the respondents in terms of "Review Sessions" specifically on "Instructional Equipment and Facilities" are less serious. Problems encountered by the respondents in terms of "Personal Preparations" specifically on "financial aspects" and "mental aspects" are moderately serious. Problems encountered by the respondents in terms of "Personal Preparations" specifically on "physical aspect" are less serious. There is a significant difference on the assessment of the criminology graduates of ISUS as manifested by a lesser computed p-values than the 0.05 level of probability along all the factors on review program, lectures, teaching equipment and facilities, financial aspects and mental aspects ($P=0.0247$, $P=0.0177$, $P=0.0057$, $p=0.0005$ & $P=0.0026$). No significant difference was observed for problems encountered by the respondents specifically on physical aspect. The problems encountered by the respondents



most especially on criminology review program are less serious same through with review sessions specifically on the lecturers, teaching equipment and facilities and personal preparations particularly on physical aspect. Problems encountered by the respondents on personal preparations specifically on financial aspects are moderately serious same through with mental aspect. In view of the results of this study, it is strongly recommended that 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 and 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.

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).

It is a fundamental human right that a person should possess is the right to education which is considered as a factor for economic growth and human development (Okumu et al. 2008). Education aims to maintain and develop social wellbeing of individuals and society in general. Education is not solely about the content of the subject that you learnt but instead many-sided and complex and involve much more than those factors which may come to



mind when talked about. The importance of education in national growth as well as individual improvement is undeniable. An educated person contributes maximally to national progress in various aspects. According to Niguana (2011), people have employed education as a ladder to climb to desired social economic levels. The government spends fortunes to develop the education process and improve academic performance of students. Education is necessary for the development of the society and the more educated the people of a society are, the more civilized and well-disciplined the society might be. Kapunga (1992) also states that education liberates society from socio-political forces that affect and influence his personality at global level. The quality of education employed by a certain school, college or university is assessed on the basis of learners' academic achievement.

The most essential factor affecting the quality of education is the quality of the teacher in the classroom. There is an apparent proof that a teacher's talent, ability, efficiency and effectiveness are the most significant determinants of student accomplishment and success. The main source of learning for the students are the teachers regardless of the resources that are provided, rules that are adopted and curriculum that is revised. A study conducted by Okoye (1998) confirms that, the quality of the learning environment at the school depends to a large extent on the quality of the teacher available. Okoye, (1998) on the other hand states that the quality of teachers in any educational system determines, to a great extent, the quality of the system itself. According to Whitaker (2005), the main variable in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves. These teachers recognize the importance of connecting with their students, that if they are unable to connect with them emotionally then influencing their minds may be impossible. Teachers are then considered as the most important human resource and remain the backbone of any educational system (UNDP, 2003).

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.

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.

According to the chairman of Jhunjhunu International Ventures for Educational Marvel (JIVEM), Dr. DilipModi in his report, pre-board exams is conducted in order to prepare students holistically for their finals. It is a replica of the board exam and your results decide to a great extent the kind of performance you will be giving in the penultimate test



ahead. Therefore, it's essential that you pay proper attention to your pre-board exam preparations and give your best shot to it, which will eventually build up the confidence for your finals. As the time for pre-board exams looms ahead, tension starts creeping in and students get jittery about how to cope with the vast syllabus. In such a case, it's of utmost importance that you chalk out a plan for your preparation and go in accordance with it. A well planned study schedule is always successful, so stick to the plan and rev up your preparation. Modi said that a well planned and systematic schedule make perfect blend of learning.

Dr. Modi mentioned that "stress" is another obstacle in the board exam, board exams bring with them the high expectations that parents have from their children. Don't get carried away by these distractions, instead develop a positive attitude towards exams. Go to bed early and get up early in the morning. Kick start your day with a little exercise, a proper breakfast and then study. This will give you an energy-boost and will help you stay active the whole day. Staying up late at night is fruitless so devote the day for studies and spare the night for some sound sleep. Amidst your studies, take out an hour or two to relax and rejuvenate yourself. Don't get anxious one day before your exam. Revise thoroughly, relax and keep the worries at bay.

Dr. Modi in his report also mentioned that giving more attention or emphasis on the subjects you are weak are very important preparation. According to him train yourself how to solve questions of varying difficulty and do not just restrict yourself to all easy or all tough questions. Go through all the textbooks and also include your class syllabus in the study material. Also you should refer to the tests that you appeared for in school as that can help you immensely in preparing for your exam. While revising, you should write down the summary points for future referral. When you're preparatory leave is on, you should make sagacious use of your time and revise the syllabus meticulously. Stay in touch with your teachers to discuss problems you come across. Apart from your preparation, you should also ensure that you are in a good state of health to appear for a 3-hour exam.



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.

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.

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 be 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.

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.

The researcher as a Criminology Instructor and a Review Coordinator for five (5) years was prompted to conduct this study because every examination the performance of Isabela State University is continuously decreasing particularly in Echague, Cabagan, Angadanan and Cauayan campuses. In view thereof, the researcher tried his best to finish this piece of work for the benefits of all enrollees, graduates and teachers of the Bachelor of Science in Criminology, and to strengthen the strategies and learning methods in preparing the graduates to undergo a board examination.

STATEMENT OF THE PROBLEM

This study attempted to determine the hitches encountered 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 are the problems encountered by the Bachelor of Science in Criminology graduates of Isabela State University System in taking the Criminologist Licensure Examination in terms of:
 - 2.1 Criminology Review Program
 - 2.2 Review Sessions
 - 2.3 Lecturers
 - 2.4 Instructional Equipment and Facilities
 - 2.5 Personal Preparation
 - 2.6 Financial Aspect
 - 2.7 Mental Aspect
 - 2.8 Physical Aspect
3. Is there a significant difference on the problems encountered by the criminology graduates of Isabela State University System?
4. What measures may be proposed to address the problems encountered by the Criminology Graduates in taking the Criminologist Licensure Examination?

HYPOTHESES

The researcher hypothesized that:

1. There is no significant difference on the problems encountered by the criminology graduates of Isabela State University System in taking 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 use of a questionnaire as its main data gathering instrument. The tool contains of two (2) parts where the first part elicited data on the problems encountered by the graduates. The second part gathered data on measures to address the problems. 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 problems encountered by the graduates were analyzed using the weighted mean. The weighted mean was further interpreted using the 5-point scale as follows:

Numerical Value	Scale Range	Descriptive Value
5	4.20-5.00	Very Serious (VS)
4	3.40-4.19	Serious (S)
3	2.60-3.39	Less Serious (LS)
2	1.80-2.59	Moderately Serious (MS)
1	1.00-1.79	Not Serious (NS)

The measures to address the problems were likewise analyzed using the 5-point scales as follows:



Numerical Value	Scale Range	Descriptive Value
5	4.20 – 5.00	Highly Recommended (HR)
4	3.40 – 4.19	Recommended (R)
3	2.60 – 3.39	Moderately Recommended (MR)
2	1.80 – 2.59	Less Recommended (LR)
1	1.00 – 1.79	Not Recommended (NR)

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. PROBLEMS ENCOUNTERED BY THE BACHELOR OF SCIENCE IN CRIMINOLOGY GRADUATES OF THE ISABELA STATE UNIVERSITY SYSTEM IN TAKING CRIMINOLOGIST LICENSURE EXAMINATION

**Table 2.1**

Problems Encountered by the Bachelor of Science in Criminology Graduates of the Isabela State University System in Taking Criminologist Licensure Examination along Criminology Review Program

Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mea n	DS	Mea n	DS	Mea n	DS	Mea n	DS
1. The Criminology Review Program does not cover all the subjects in the Criminologist Licensure Examinations.	2.40	LS	2.73	MS	2.01	LS	2.38	LS
2. The Criminology Review Program was not updated with the current trends in the Criminologist Licensure Examinations.	2.60	MS	2.60	MS	1.88	LS	2.36	LS
3. The Criminology Review Program is not sufficient to prepare criminology graduates in the licensure examinations.	2.75	MS	2.47	LS	1.87	LS	2.36	LS
4. The Criminology Review Program is not consistent in terms of implementation in the university system, some campuses conducted their own review program and other campuses privatized the conduct of their review program.	3.00	MS	3.07	MS	2.00	LS	2.69	MS
5. The program does not allot more time to the course which the reviewees finds difficulty to understand.	2.60	MS	2.33	LS	1.96	LS	2.30	LS
6. Review Program was not closely supervised and monitored due to other administrative concerns.	2.80	MS	2.00	LS	1.90	LS	2.23	LS



7. Needed materials, supplies and equipments in the review program are not closely attended due to other administrative priorities.	3.00	MS	2.27	LS	2.02	LS	2.43	LS
Category Mean	2.74	MS	2.50	MS	1.95	LS	2.39	LS

5 - 4.20-5.00 - Very Serious (VS)

4 - 3.40-4.19 - Serious (S)

3 - 2.60-3.39 - Less

Serious (LS)

2 - 1.80-2.59 - Moderately Serious (MS)

1 - 1.00-1.79 - Not Serious (NS)

As shown in Table 2.1, there are seven (7) items representing the problems encountered by the respondents along "Criminology Review Program". The researcher strongly believed that the problems encountered by the reviewees during their review will affect their concentration and learning process.

The first group of respondents rated items number 2, 3, 4, 5, 6 and 7 as moderately serious problems encountered along criminology review program. They rated item number one (1) as less serious problem encountered in the criminology review program.

The second group of respondents rated items number 1, 2 and 4 as moderately serious problems encountered along criminology review program. The items number 3, 5, 6 and 7 rated by the first group of respondent as less serious problems encountered along criminology review program.

The third group of respondents rated items number 1 to 7 as less serious problems encountered along criminology review program.

The category mean of the first group of respondents is 2.74 or moderately serious, the second group of respondent is 2.50 or moderately serious and the third group of respondent is 1.95 or less serious.



As a whole, the three (3) groups of respondents rated items 1, 2, 3, 5, 6 and 7 as less serious while item number 4 rated as moderately serious. The overall rating of problems encountered along “criminology review program” is “less serious” with a category mean of 2.39. There were no available local and foreign studies conducted along problems encountered by the criminology graduates in the CLE, however, based on CHED Memorandum Order No. 48, series of 2006, also known as the criteria and implementing guidelines for the identification, support and development for Center for Excellence (COEs) and Center for Development (CODs) for criminology program. Commission on Higher Education recognized criminology program as one of the program areas needed for the development of world-class scholarship, nation building and national development. This program aims to strengthen and further improve the quality of higher education degree programs in the country. COE/COD for criminology program under instructional quality criteria is the performance in the licensure examination and curriculum. The average performance in the CLE over the last three (3) years must be above or equal to the national percentage of passing. Along this provision, criminology review program is very important to enhance or maintain the high performance in the CLE.

Table 2.2

Problems Encountered by the Bachelor of Science in Criminology Graduates of the Isabela State University System in Taking Criminologist Licensure Examination along Criminology Review Sessions on Lecturers

Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Lecturers in the Criminology Review Program were not able to explain the subject matters very well due to insufficient time allotted for the subject assigned to them.	2.80	MS	1.87	LS	1.94	LS	2.20	LS
2. The lecturers in the Criminology Review Program were not able to provide learning activities that promote analytical and critical	2.20	LS	2.07	LS	1.91	LS	2.06	LS



judgments by the students.								
3. The teaching strategies used by the lecturers in the Criminology Review Program are not suited to the newly graduates.	2.60	MS	2.27	LS	1.91	LS	2.26	LS
4. The lecturers in the Criminology Review Program have difficulty in explaining some topics which the reviewees find it difficult to understand.	1.80	LS	1.80	LS	1.91	LS	1.84	LS
5. The lecturers in the Criminology Review Program do not provide learning activities that promote good attitude and effective study skills of the reviewees.	2.00	LS	2.00	LS	1.89	LS	1.96	LS
6. The lecturers in the Criminology Review Program did not use any training materials to facilitate students' understanding of the lessons.	2.00	LS	1.87	LS	1.91	LS	1.93	LS
Category Mean	2.23	LS	1.98	LS	1.91	LS	2.04	LS

5 - 4.20-5.00 - Very Serious (VS) **4 - 3.40-4.19 - Serious (S)** **3 - 2.60-3.39 - Less Serious (LS)**
2 - 1.80-2.59 - Moderately Serious (MS) **1 - 1.00-1.79 - Not Serious (NS)**

Table 2.2 showed the problems encountered by the respondents during the review sessions specifically on the lecturers.

The first group of respondents rated items number 1 and 2 as moderately serious problems encountered along review sessions on lecturers. Items number 2, 4, 5 and 6 are rated less serious problems encountered in the review sessions specifically on lecturers as presented in Table 2.2.



The second and third group of respondents rated items 1 to 6 as less serious problems encountered along review sessions on lecturers.

As a whole, the three groups of respondents rated items number 1 to 6 as less serious problems encountered along review program on lecturers as appeared in Table 21. There were no available local and foreign studies regarding problems encountered by the examinees in the CLE on lecturers, however, according to National Council for Accreditation of Teachers (2012), for education to improve, all teachers must have a global perspective, well prepared and provided with ongoing professional development and appropriate support.

Diliman (2012) suggested that a competent teacher should have and continually develop the knowledge and skills of learning technologies to be able to appropriately and responsibly use tools, resources, processes and systems to retrieve, assess and evaluate information from various media.

According to Diliman, there are some effective strategies that can be implemented: 1. Improve the curriculum by competency based, board-based, life skills and technology-based. 2. Prepare new teachers to use and integrate technology. 3. Select the teacher based on professional competency and professional responsibility, 4. Provide enough expenditure to provide technological learning tools and equipment. 5. All teachers must be well provided with ongoing professional development and appropriate support and 6. Enhance teacher welfare.

**Table 2.3**

Problems Encountered by the Bachelor of Science in Criminology Graduates of the Isabela State University System in Taking Criminologist Licensure Examination along Criminology Review Sessions on Teaching Facilities and Equipment

Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. The venue is not conducive and cannot accommodate the number of the reviewees during review hours.	2.40	LS	2.33	LS	1.91	LS	2.21	LS
2. The venue is not properly equipped with audio system which makes it unclear to hear the lecturers during review sessions.	2.80	MS		LS	1.90	LS	2.34	LS
3. The venue is not properly provided with gadgets and equipment which can be useful in discussing and presenting the lessons. (e.g. LCD, Whiteboard Marker etc.)	2.60	MS	2.07	LS	1.93	LS	2.20	LS
4. The venue is insufficient with amenities/fixtures for the reviewees. (e.g. rest room, drinking fountain, air-conditioner/electric fan etc.)	3.40	S	2.60	MS	1.95	LS	2.65	MS
Category Mean	2.80	MS	2.33	S	1.92	LS	2.35	LS

5 - 4.20-5.00 - Very Serious (VS)

4 - 3.40-4.19 - Serious (S)

3 - 2.60-

3.39 - Less Serious (LS)

2 - 1.80-2.59 - Moderately Serious (MS)

1 - 1.00-1.79 - Not Serious (NS)

Table 2.3 showed the problems encountered by the respondents on “Instructional Facilities and Equipment”. The first group of respondents rated item number 4 as serious problem encountered along review sessions on instructional facilities and equipment. Items number 2 and 3 were rated as moderately serious. Item number 1 was rated as “less serious” problem encountered along review sessions on instructional facilities and equipment.



The category mean of the first group of respondents is 2.80 or “moderately serious” problem, the second group of respondent is 2.33 or serious and the third group of respondent is 1.92 or “less serious”.

As a whole, the three groups of respondents rated items number 1, 2 and 3 as “less serious” problems encountered along review sessions on instructional facilities and equipment while item number 4 rated “moderately serious” with category mean of 2.65. The three groups of respondents have a category mean of 2.35 or “less serious” problems encountered along review sessions on instructional facilities and equipment. According to Ligeralde (2012), the most important factors that affect the educational system are the pupils and parents, teachers, school administrators, lack of classrooms, facilities, equipment and other learning materials.

Table 2.4

Problems Encountered by the Bachelor of Science in Criminology Graduates of the Isabela State University System in Taking Criminologist Licensure Examination along Personal Preparation on Financial Aspect

Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Parents of the reviewees are financially incapable to enroll their children in the review program.	3.00	MS	3.27	MS	2.25	LS	2.84	MS
2. Reviewees have limited funds to buy other materials like books, internet rental which are needed in the review.	3.00	MS	3.20	MS	2.39	LS	2.86	MS
3. Reviewees rely only to the materials provided by the review centers due to financial constraints.	2.60	MS	2.80	MS	2.37	LS	2.59	LS
4. Reviewees are self supporting which causes them difficulty in financial matters.	3.00	MS	3.07	MS	2.42	LS	2.83	MS
5. Reviewees are bread winners of their families and they have to attend the financial need of their families that affects their preparation to examination.	2.80	MS	2.53	LS	2.28	LS	2.54	LS
Category Mean	2.88	MS	2.97	MS	2.34	LS	2.73	MS



5 - 4.20-5.00 - Very Serious (VS) **4 - 3.40-4.19 - Serious (S)** **3 - 2.60-3.39 - Less Serious (LS)**
2 - 1.80-2.59 - Moderately Serious (MS) **1 - 1.00-1.79 - Not Serious (NS)**

As presented in Table 2.4, problems encountered by the Bachelor of Science in criminology graduates of the Isabela State University System in taking the Criminologist Licensure Examination along personal preparation on financial aspects.

The first group of respondents rated items number 1 up to 5 as “moderately serious” problems encountered along personal preparation on financial aspect. The category mean of the first group of respondents is 2.88 or “moderately serious” problem encountered along personal preparation on financial aspect.

The second group of respondents rated items number 1, 2, 3 and 4 as “moderately serious” problems encountered along personal preparation on financial aspect while item number 5 was rated as “less serious” problem encountered. The category mean of the second group of respondent is 2.97 or “moderately serious” problem encountered.

The third group of respondents rated items number 1 up to 5 as “less serious” problems encountered along personal preparation on financial aspect. The category mean of the third group of respondent is 2.34 or “less serious” problems encountered.

As a whole, the three groups of respondents rated items number 1, 2 and 4 as “moderately serious” problems encountered along personal preparation on financial aspect while items 3 and 5 was rated as “less serious” problem.

The overall category mean of the three groups of respondents is 2.73 or “moderately serious” problems encountered along criminology personal preparation on financial aspect. According to Hertz and Chinn (2000), availability of resources is very important before taking the licensure examination. It requires significant amounts of time and money.



Table 2.5

Problems Encountered by the Bachelor of Science in Criminology Graduates of the Isabela State University System in Taking Criminologist Licensure Examination along Personal Preparation on Mental Aspect

Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. The reviewees foundations of knowledge back on their college days are very weak.	3.00	MS	2.87	MS	2.16	LS	2.68	MS
2. The reviewees are affected with their personal problems during the review.	2.80	MS	3.20	MS	2.29	LS	2.76	MS
3. Examinees have hard time in analyzing the questions given during the examination.	2.60	MS	3.33	MS	2.37	LS	2.77	MS
4. Examinees experienced "mental block" during the examination due to nervousness.	2.00	LS	3.20	MS	2.50	LS	2.57	LS
5. Reviewees cannot focus on the review because of the works or household activities given by their parents/guardians.	2.80	MS	2.93	MS	2.22	LS	2.65	MS
Category Mean	2.64	MS	3.11	MS	2.31	LS	2.69	MS

5 - 4.20-5.00 - Very Serious (VS)

4 - 3.40-4.19 - Serious (S)

3 - 2.60-

3.39 - Less Serious (LS)

2 - 1.80-2.59 - Moderately Serious (MS)

1 - 1.00-1.79 - Not Serious (NS)

As shown in Table 2.5, problems encountered by the Bachelor of Science in Criminology graduates of the Isabela State University System in taking the Criminologist Licensure Examination along personal preparation on mental aspect.

The first group of respondents rated items number 1, 2, 3 and 5 as "moderately serious" problems encountered along personal preparation on mental aspect while item number 4 was rated as "less serious" problem encountered. The category mean of the first group of



respondents is 2.64 or “moderately serious” problem encountered along personal preparation on mental aspects.

The second group of respondents rated items number 1 up to 5 as “moderately serious” problems encountered along personal preparation on mental aspect. The category mean of the second group of respondents is 2.97 or “moderately serious” problems encountered along personal preparation on mental aspect.

The third group of respondents rated items number 1 up to 5 as “less serious” problems encountered along personal preparation on mental aspect. The category mean of the third group of respondents is 2.34 or “less serious” problem encountered along criminology personal preparation on mental aspects.

As a whole, the three groups of respondents rated 1, 2, 3 and 5 as moderately “serious problems” encountered along personal preparation on mental aspect while item 4 was rated as “less serious”.

The category mean of the three groups of respondents is 2.69 or “moderately serious” problems encountered along personal preparation on mental aspect. According to Nuthana and Yenagi (2009), they found out the significant correlation between study habits and academic achievement. It further revealed that reading and note-taking habits, habits of concentration and preparation for examination have significant correlation with academic achievement. The authors pointed out those students who are better in reading and note-taking, well prepared for the board examination and have concentration may have better academic achievement.

Table 2.6

Problems Encountered by the Bachelor of Science in Criminology Graduates of the Isabela State University System in Taking Criminologist Licensure Examination along Personal Preparation on Physical Aspect



Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Reviewees do not feel well on the day of examinations.	2.80	MS	2.67	MS	2.15	LS	2.54	LS
2. Reviewees suffer sickness on the duration of review.	2.20	LS	2.27	MS	2.12	LS	2.20	LS
3. Reviewees are not taking vitamins to sustain them physically during their review.	2.80	MS	2.60	MS	2.23	LS	2.54	LS
4. Reviewees have not enough sleep prior to the examination days.	2.80	MS	3.20	MS	2.27	LS	2.76	MS
5. Reviewees are late to attend in their review program due to late night of sleep which causes them tardy.	3.00	MS	3.13	MS	2.12	LS	2.75	MS
Category Mean	2.72	MS	2.77	MS	2.18	LS	2.56	LS

5 - 4.20-5.00 - Very Serious (VS)

4 - 3.40-4.19 - Serious (S)

3 - 2.60-

3.39 - Less Serious (LS)

2 - 1.80-2.59 - Moderately Serious (MS)

1 - 1.00-1.79 - Not Serious (NS)

As presented in Table 2.6, problems encountered by the Bachelor of Science in Criminology graduates of the Isabela State University System in taking the Criminologist Licensure Examination along personal preparation on physical aspect.

The first group of respondents rated items number 1, 3, 4 and 5 as moderately “serious problems” encountered along personal preparation on physical aspect respectively while item number 2 was rated as “less serious”. The category mean of the first group of respondents is 2.72 or “moderately serious” problem encountered along personal preparation on physical aspects.



The second group of respondents rated items number 1 up to 5 as moderately “serious problems” encountered along personal preparation on physical aspect respectively. The category mean of the second group of respondents is 2.77 or “moderately serious”.

Third group of respondents rated items number 1 up to 5 as “less serious” problems encountered along personal preparation on physical aspect respectively. The category mean of the third group of respondents is 2.18 or “less serious”.

As a whole, the three groups of respondents rated items number 4 and 5 as “moderately serious” while items numbers 1, 2 and 3 rated as “less serious” problems encountered along personal preparation on physical aspect. The overall category mean is 2.56 or “less serious”. There were no available studies on problems encountered by the examinees in taking the Criminologist Licensure Examination on physical aspect however, according to Modi, stress is another obstacle in the board examination, and board examinations bring with them the high expectations that parents have from their children. According to Modi, don’t get carried away by these distractions.

3. COMPARISON ON THE PROBLEMS ENCOUNTERED BY CRIMINOLOGY GRADUATES OF ISABELA STATE UNIVERSITY SYSTEM.

Table 3

Test of Difference on the Problems Encountered by the Criminology Graduates of Isabela State University System

Variables	t_c	F_c	P	Decision
Review Program		2.84	0.0247	S
Post hoc Echague&Cauayan	2.23		0.0263	
Echague& Jones	2.20		0.0287	
Angadangan&Cauayan	2.11		0.0056	
Angadangan&Jones	2.10		0.0363	
Cabagan &Cauayan	2.12		0.0348	



Cabagan & Jones	1.19		0.0480	
Lectures		3.04	0.0177	S
Post hoc Angadangan&Cauayan	2.24		0.0256	
Cabagan &Cauayan	2.94		0.0035	
Echague&Cauayan	2.16		0.0317	
Teaching Equipment and Facilities		3.73	0.0057	S
Post hoc Cabagan & Jones	2.15		0.0327	
Cabagan &Cauayan	3.22		0.0014	
Echague&Cauayan	2.36		0.0190	
Angadangan&Cauayan	2.30		0.0221	
Financial Aspects		5.12	0.0005	S
Post hoc Angadangan&Cauayan	2.69		0.0075	
Angadangan&Jones	3.07		0.0023	
Cabagan &Cauayan	3.28		0.0012	
Cabagan & Jones	3.41		0.0007	
Mental Aspects		4.18	0.0026	S
Post hoc Angadangan& Jones	2.09		0.0371	
Angadangan&Cauayan	2.73		0.0067	
Cabagan & Jones	2.33		0.0203	
Cabagan &Cauayan	3.45		0.0007	
Physical Aspects		2.25	0.0641	NS

$\alpha = 0.05$

As shown in Table 3, there is a significant difference on the assessment of the Criminology graduates of Isabela State University System as manifested by a lesser computed p-values than the 0.05 level of probability along review program, lectures, teaching facilities and equipment, financial aspects and mental aspects ($P=0.0247$, $P=0.0177$, $P=0.0057$, $p=0.0005$ & $P=0.0026$) while physical aspect found out no significant difference.

Among the five (5) campuses, as shown in Table 25, post hoc analysis shown that there is significant difference on the problems encountered along "Review Program" between the criminology graduates of Echague and Cauayan, Echague and Jones, Angadanan and Cauayan, Angadanan and Jones, Cabagan and Jones respectively.



Problems encountered by the respondents on Lecturers shown in Table 3 in post hoc analysis, there is a significant difference between Angadanan and Cauayan, Cabagan and Cauayan, Echague and Cauayan respectively.

Problems encountered by the respondents on Teaching Equipment and Facilities shown in table 3 in post hoc analysis, there is a significant difference between Cabagan and Jones, Cabagan and Cauayan, Echague and Cauayan and Angadanan and Cauayan respectively.

Furthermore, problems encountered by the respondents on Financial Aspect as shown in Table 3 in post hoc analysis, there is a significant difference between Angadanan, Cauayan, Angadanan and Jones, Cabagan and Cauayan, Cabagan and Jones.

Lastly, problems encountered by the respondents on Mental Aspect shown in Table 3 in post hoc analysis, there is a significant difference between Angadanan and Jones, Angadanan and Cauayan, Cabagan and Jones, Cabagan and Cauayan respectively while there is no significant difference observed for physical aspect. There were no available local and foreign studies related to problems encountered by the examinees on Criminologist Licensure Examination. However, the study of Tan (2015) entitled "Performance in the Accountancy Licensure Examination of the University of the East Philippines: A Look at Curriculum and Instruction" revealed that the performance in the examination of the respondents was significantly related with instruction and administrative support but had no significant relation with curriculum and program of studies, admission and retention, and physical facilities and resources. The institution has adequate and functional provisions on curriculum and instruction. However, the institution still needs to improve the physical facilities and resources. The study recommends that instruction be given much emphasis so as to prepare the students for the licensure examination. The administration should lend support to curriculum and instruction to ensure that students are given the best preparation for the examination.



4. MEASURES PROPOSED TO ADDRESS THE PROBLEMS ENCOUNTERED

Table 4

Proposed Measures to Address the Problems Encountered

Items	ADMIN		FACULTY		GRADUATES		AS A WHOLE	
	Mean	DS	Mean	DS	Mean	DS	Mean	DS
1. Lecturers in the Criminology Review Program should come from other learning institutions or agency to acquire new information and strategy that may be necessary in the preparation of the licensure examination of the graduates.	3.80	R	3.73	R	4.34	HR	3.96	R
2. Update the contents of the professional education subjects of the Criminology Curriculum.	4.00	R	3.87	R	4.34	HR	4.07	R
3. Improve teaching strategies of the Lecturers in the Criminology Review Program.	3.60	R	4.00	R	4.30	HR	3.97	R
4. Improve assessment techniques of the Lecturers in the Criminology Review Program	3.40	R	4.13	R	4.28	HR	3.94	R
5. Update references used by the Lecturer in teaching professional education subjects in the Criminology Review Program.	3.40	R	4.20	HR	4.29	HR	3.96	R
6. Provide lecture room with necessary equipment and facilities for the convenience of the reviewees during the lecture and review process. (e.g. LCD, air conditioner/electric fan, rest room etc.)	4.00	R	4.13	R	4.39	HR	4.17	R
7. Lecturers must set a time during the conduct of the review to inform reviewees the situations that may occur during the actual examination.	3.40	R	4.00	R	4.36	HR	3.92	R
8. Diagnostic exams, post lecture exams and rationalizations should be given to the reviewees for them to prepare in the actual examinations.	3.80	R	4.13	R	4.33	HR	4.09	R
9. Criminology Review Coordinator must be responsible to invite lecturers who are expert in	4.00	R	4.20	HR	4.32	HR	4.17	R



different areas of Criminology to impart additional knowledge to the reviewees.								
10. The review coordinator, facilitators, instructors and administrators encourage all graduates of the institution who will take licensure exam, to enroll in the review center before they take the exam.	3.60	R	4.27	HR	4.36	HR	4.08	R
11. Encourage reviewees to adopt healthy lifestyle to sustain their physical, spiritual, emotional and intellectual condition during review and on the days of examinations.	3.60	R	4.33	HR	4.29	HR	4.07	R
12. Reviewees should know how to manage their time in the review in order to pass the licensure exam.	3.40	R	4.33	HR	4.40	HR	4.04	R
13. Require reviewees to undergo peer group review during the duration of the criminology review program in preparation for their licensure examinations.	3.80	R	4.13	R	4.37	HR	4.10	R
14. Require reviewees to compile all the review materials provided by the lecturers after the lecture process in preparation for their licensure examinations.	3.40	R	4.33	HR	4.35	HR	4.03	R
Category Mean	3.66	R	4.13	R	4.34	HR	4.04	R

5 - 4.20 – 5.00 Highly Recommended (HR) 4 - 3.40 – 4.19 Recommended (R) 3-2.60 – 3.39 Moderately Recommended (MR) 2 - 1.80 – 2.59 Less Recommended (LR) 1 - 1.00 – 1.79 Not Recommended (NR)

As shown in Table 4 the proposed measures to address the problems encountered by the criminology graduates of Isabela State University System have been interpreted as follows:

The first group of respondent rated items number 1 to 14 as “recommended” with a category mean of 3.66. The second group of respondent rated items number 5, 9, 10, 11, 12



and 14 as “highly recommended” while items number 1, 2, 3, 4, 6, 7, 8 and 13 as “recommended” with a category mean of 4.13. The third group of respondent rated items numbers 1 to 15 as “highly recommended” with a category mean of 4.34.

The overall category mean of the proposed measures to address the problems encountered by the respondents is 4.04 or “recommended”. According to Taguba (2012), inadequate facilities and equipment are major contributory factors to poor academic performance of the students. Likewise, proper lighting plays a particularly critical role in student performance. In addition, attendance to review sessions according to Tabuga in his study offered by CSU-Aparri and self-review are still considered by the faculty as the best plans for the CLE taker. The reasons for these choices could be because the faculty, who themselves are tapped to review, believed that they could be the most knowledgeable of the graduates’ strengths and weaknesses. The weakest area of the professional subjects needed to be addressed could be discussed thoroughly during the review sessions. Based on these findings, the researcher strongly believed that offering a review program, competent lecturers and appropriate equipment and facilities are very important factors affecting the performance of the examinees in the Criminologist Licensure Examinations.

5. WHAT CRIMINAL JUSTICE DEVELOPMENT PROGRAM MAY BE RECOMMENDED TO ENHANCE THE CURRICULUM OF THE CRIMINOLOGY PROGRAM OF ISABELA STATE UNIVERSITY SYSTEM?

The researcher presented a proposed criminal justice development program to enhance the curriculum of the criminology program at Isabela State University System. The researcher focused on the curriculum area of the program. This is one of the major areas in the accreditation based on the guidelines of Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP), Inc. Furthermore, curriculum is very broad in terms of jurisdiction to our students particularly in their academics. The researcher strongly believed that a well-organized and systematic curriculum will help the students to strengthen their academics in preparation for their board examination.



On the problems encountered by the respondents in the CLE; criminology review program, criminology review sessions on lecturers, criminology review sessions on teaching facilities and equipment and personal preparation on physical aspect rated “less serious” problem encountered while personal preparation on financial aspect and mental aspect were rated moderately serious problems encountered. With these findings, it is still important to address those problems encountered most especially on criminology review program, criminology review sessions on lecturers, criminology review sessions on teaching facilities and equipment and personal preparation on physical aspects to enhance the passing percentage of the university in the CLE because as indicated in Table 18, the only difference between national overall passing percentage and university overall passing percentage is less than two percent for April 2010 to October 2015 CLE.

On the proposed measures to address the problems encountered by the respondents as stated under Table 4, items number 1 to 14 were rated “recommended”. More so, it is very important to consider all the items recommended in order to enhance the percentage of the CLE of the university.

Table 5

Proposed Action Plan to Increase Qualifiers in the Criminologist Licensure Examination

Area of Concern	Actual Status	Objectives	Activities	Strategies	Person Responsible	Time Frame	Budget	Outcome
1. Curriculum a. Criminal Law and Jurisprudence (CLJ)	Subject is guided by CHED guidelines	More developed and intelligently conceived students.	Seminars, Symposiums or Trainings	Invite practitioners on the field. Invite	Program Chair Faculty members Students	2015 - 2017	P50,000	Qualified students to take the licensure examination.



b. Law Enforcement Administration (LEA)	Subject is guided by CHED guidelines	More developed and intelligently conceived students.	Seminars, Symposiums or Trainings	practitioners on the field.	Program Chair Faculty members Students	2015 - 2017	P50,000	Prepared students to hurdle the licensure examination.
c. Criminalistics (CTS)	Subject is guided by CHED guidelines	Enhanced knowledge of the students in Criminalistics.	Seminars, Symposiums or Trainings	practitioners on the field.	Program Chair Faculty members Students	2015 - 2017	P50,000	Trained students in surpassing the licensure examination.
d. Sociology of Crimes and Ethics	Subject is guided by CHED guidelines	To have broader knowledge and increase student's	Seminars, Symposiums or Trainings	practitioners on the field.	Program Chair Faculty members Students	2015 - 2017	P50,000	Knowledge able students
d. Correctional Administration (CA)	Subject is guided by CHED guidelines	comprehension. To upgrade familiarity and awareness to the subject.	Seminars, Symposiums or Trainings	practitioners on the field.	Program Chair Faculty members Students	2015 - 2017	P50,000	qualified to hurdle the licensure examination. Qualified students



								to take the licensure examination.
2. Physical Facilities								
a. Building	The program is housed in different buildings with 6 classrooms for instructional purposes. Some rooms are decrepit and inadequately maintained.	To have developed and favorable classrooms for learning.	Restructuring, renovation, repainting and fixing of necessary classroom implements.	Recommendation by the Dean to the Campus Executive Officer who in turn tapped the aid of the central administration for some repair program. Construct additional classrooms.	Campus Executive Officer Dean Finance General Services Coordinator	2015 - 2017	P 1M	Improved College building for comfortable and conducive learning environment.
b. Specialized Classrooms	There is no permanent crime scene room.	Meet the CHED minimum requirements.	Provision of classrooms for this purpose.	Standard	Campus Executive Officer Dean Finance General	2015 - 2017	P250,000	Established Crime Scene room.



<p>c. Chairs or Tables</p> <p>d. Separate review/lecture room for the Course Audit/Review Program</p>	<p>Classroom table/podiums and the table for laboratory practice are inadequate and does not meet the standard of specifications.</p> <p>There is no permanent classroom for the review program/course audit</p>	<p>To meet CHED requirements and to have decent tables/podium for the benefit and comfort of the students and faculty</p> <p>To become accessible and convenient on the part of the faculty, lecturers and students</p>	<p>Procurement of tables/podiums for teachers and tables for laboratory practice in consonance with the standards of specifications .</p> <p>Lectures during the duration of the review program</p>	<p>specification of teachers tables/podiums and tables for crime laboratory practice.</p> <p>Provision of review/lecture room for this purpose</p>	<p>Services Coordinator or Campus Executive Officer Dean Finance General Services Coordinator or</p>	<p>2015 - 2017</p> <p>2014 - 2019</p>	<p>P100,000</p> <p>P 1M</p>	<p>Complete and decent teacher's tables or podium and crime laboratory tables for laboratory practice.</p> <p>Established review/lecture room</p>
<p>3. Faculty a. Academic Preparation</p>	<p>Some faculty</p>	<p>To increase academics</p>	<p>Undergo further</p>	<p>Enroll in post graduate</p>	<p>Campus Executive</p>	<p>2015 -</p>	<p>P500,000 per</p>	<p>100% faculty</p>



	members are not qualified under CHED requirements.	qualification of faculty members.	graduate studies and development al research with the assistance of the school.	studies and pursue seminars or trainings.	Officer Dean Finance	2017	grantee	members qualified to teach in the program, masters and doctorate degree holder.
4. Students Academic Preparation								
a. Centralize review program for criminology graduates	There is no centralized criminology review program in the university	To ensure quality and monitor the individual performance of the graduates before taking the criminology licensure exam.	Adopt common type of review program to be implemented in the entire university	Organize complete line up of competent lecturers to conduct lectures during the review Encourage graduates to enroll in the review program of the university so that we closely monitor their performance	University President Cluster Executive Officer Dean Department Chair Review Coordinator	2015 onward	Review Program Revolving Funds	High Performance in the Criminology Licensure Examinations



				before taking the criminology licensure exam				
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FINDINGS

The problems encountered by the Bachelor of Science in Criminology graduates of Isabela State University System in taking the Criminologist Licensure Examination in terms of “Criminology Review Program” among the three groups of respondents is less serious. Problems encountered by the respondents in terms of “Review Sessions” specifically on lecturers are less serious. The problems encountered by the respondents in terms of “Review Sessions” specifically on “Instructional Equipment and Facilities” are less serious. Problems encountered by the respondents in terms of “Personal Preparations” specifically on “financial aspects” and “mental aspects” are moderately serious. Problems encountered by the respondents in terms of “Personal Preparations” specifically on “physical aspect” are less serious.

There is a significant difference on the assessment of the criminology graduates of ISUS as manifested by a lesser computed p-values than the 0.05 level of probability along all the factors on review program, lectures, teaching equipment and facilities, financial aspects and mental aspects ($P=0.0247$, $P=0.0177$, $P=0.0057$, $p=0.0005$ & $P=0.0026$). No significant difference was observed for problems encountered by the respondents specifically on physical aspect.

The overall category mean of the proposed measures to address the problems encountered by the respondents of the study is 4.04 or recommended.

On the problems encountered by the respondents in the CLE identified criminology review program, criminology review sessions on lecturers, criminology review sessions on teaching



equipment and facilities and personal preparation on physical aspect as less serious problems while personal preparation on financial and mental aspects rated moderately serious problems encountered.

On the proposed measures to address the problems encountered by the respondents as stated under Table 27, items number 1 up to 14 were identified by the three groups of respondents as recommended.

CONCLUSIONS

In the light of the findings of this study, the following conclusions are forwarded.

The problems encountered by the respondents most especially on criminology review program are less serious same through with review sessions specifically on the lecturers, teaching equipment and facilities and personal preparations particularly on physical aspect. Problems encountered by the respondents on personal preparations specifically on financial aspects are moderately serious same through with mental aspect.

Lastly, all proposed measures to address the problems encountered by the three groups of respondents in the Criminologist Licensure Examination are rated recommended.

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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