Relevance of the Topics in the Criminologist Licensure Examination Review Program of the University of Northern Philippines

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ABSTRACT

The study was conducted to determine the relevance of the topics discussed in UNP review program considering the profile of the respondents like: age, year graduated, sex, UNP CAT rating, number of toke of examination, and civil status along with the level of relevance of the subjects lectured during reviews asked in the different areas and the difficulty encountered in the different areas of concentrations in the Criminology Licensure Examination, respectively. The UNP College of Criminology reviewees who attended the June to October Criminology Review Classes for October 2011 examination are the respondents excluding those who incurred more than half attendance during review sessions. Descriptive-survey design was used and the statistical tools employed were the mean, percentage ranking, and simple correlational analysis to determine the relationship between the independent and dependent variables of this study. Results presented that majority of the reviewees are male, 20 years of age; relevance of the topics lectured is very high and difficulty is high. Significant relationship existed in the area of Law Enforcement Administration under take the board examination and no significant relationship between the profile and difficulties in the areas of concentrations. Therefore, the area of Law Enforcement Administration should be given attention during lectures and readiness of reviewees should be taken into utmost consideration.

INTRODUCTION

Republic Act No. 6506, an act creating the Board of Examiners for criminologists provides the area of concentration in the Criminology Board Examination. These areas of concentration are also the topics emphasized in every Criminology Review Center. The following are the areas of concentration with their respective relative weights; Criminal Jurisprudence and Procedure (20%), Law Enforcement Administration (20%), Criminalistics (20%), Criminal Detection and Investigation (15%), Police Ethics and Human Relations (15%), and Correctional Administration and Probation (10%).

Most people think that taking the licensure examinations conducted by the Professional Regulation Commission (PRC) in the Philippines is difficult, but people do not usually notice that what makes the exam really difficult is that they lack the preparation necessary for the board exam (http//:www.filipinowriter.com).

Since 2007, the University of Northern Philippines (UNP), College of Criminology in partnership with Frontiers for Innovative Review Seminars and Trainings (FIRST) Network Review Center has been catering to its own graduates by providing them four months of review program held during Saturdays and Sundays and sometimes Fridays from 8:00 A.M. to 5:00 P.M. and 10 days in-house critical review sessions in preparation for the actual examinations.

It has been observed that since the start of the Criminology Licensure Examination Review Program, UNP has improved its percentage in the licensure examination and it has produced a topnotcher in the 2007 Criminologists Licensure Examination.

In the October 2011 licensure examinations, the college performed well with a passing rate higher than the national passing percentage. In addition, one of the UNP graduates landed number four among the ten topnotchers' nationwide.

Bautista and Dicang (2007) stated that "board examinations are an assessment of what the examinees learned from their four years in college. This is not to discount the fact that some of these graduates, for reason or another, have to stop either for a semester or even years. As such the review is imperative so as to better prepare them for the said licensure examination. There is no assurance that what was learned in their first year in college will still be fresh in their minds. Undergoing a review is, therefore, vital because it is a review course which refreshes student's knowledge of their course."

set of activities undertaken by an individual as he or she prepares for the board exam or a review program which refers to programmed activities by an academic institution or a review service provider.

Bautista and Dicang (2007) who conducted a study on "Course Preparation and Review Program" concluded that relevance and vital importance of the review program are needed in preparing the examinees for any given examinations. The course preparation also contributes to the self-confidence of the graduates when they take the Licensure examination. Peckley and Natividad (2007) also concluded in their study "Motivational Factors among Criminology Reviewees in Attending the Board Review" that the Review Center plays a very important role in helping would-be examinees in their test-taking endeavor.

Navarro and Rialubin (2000), in their study "Perceptions on the Success of the CPA Licensure Examination", cited that most BSA graduates undergo intensive review course to ensure better performance in the board examination. Review course is an effective tool in preparation for a board examination.

With all the noted and proven relevance of review programs for any Licensure Board Examinations, this study is geared towards examining the perceptions of the UNP criminology examinees in relation to their actual experiences in the October 2011 CLE.

METHODOLOGY

This study used the descriptive research method, specifically the survey and correlational research designs.

A questionnaire-checklist was used to gather the needed data for this study. It contains the profile of the respondents and checklist of the relevance of the topics discussed during the in-house review classes conducted at the University of Northern Philippines by a recognized review center in Baguio City from June to October 2011. The gathering of data was conducted after the October 2011 CLE so that the respondents would be able to describe and asses the topics they learned from their CLE review classes.

For the relevance of the content areas/subjects and topics of the CLE that were lectured in the review classes as perceived by the reviewees, the following scale and descriptive rating were used:

Scale	Descriptive Rating
3.26– 4.00	Very Relevant (VR)
2.51–3.25	Relevant (R)
1.76–2.50	Slightly Relevant (SR)
1.01–1.75	Not Relevant (NR)

For the perceived degree of difficulty encountered by the examinees in the Criminology Licensure Examination:

Scale	Descriptive Rating
3.26–4.00	Very Difficult (VD)
2.51–3.25·	Difficult (D)
1.76–2.50	Slightly Difficult (SD)
1.01–1.75	Not Difficult (ND)

The population of this study comprised the 109 criminology graduates who attended the CLE Review Program conducted by the College of Criminology, University of Northern Philippines, Tamag, Vigan City, Ilocos Sur and the Crash/In-House Review in Baguio City. These graduates took the October 2011 Criminologist Licensure Examination.

The frequency and percentage distribution were used to determine the profile of the respondents; the mean was used to describe the degree of relevance and degree of difficulty of the content areas of the CLE; and simple correlational analysis was employed to determine the relationship between the independent and dependent variables of this study.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 shows that most of the respondents (56 or 51%) are 20 years of age. This indicates that they are new graduates of the BS Criminology program. Majority of the respondents (83 or 76.1%) are male while 26 or 23.9% are female. This means that the BS Criminology course is attractive to males. One-fifth of the respondents (23 0r 21.1%) got a College Admission Test rating of 76% while only one (0.90%) each garnered 84, 86, and 87. Majority (96 or 88.1%) of the respondents graduated in 2011 while the least graduated in 2001, 2005, and 2007. This shows that the majority of the reviewees were fresh graduates. An overwhelming majority (103 or

94.5%) of the respondents who attended the review classes were first takers in the licensure examination while three (2.8%) were repeaters. Among the 109 respondents, 98 (89.9%) are single while 11 (10.1%) are married.

Table 1. Profile of the criminology reviewees.

Profile		f	%
Age			
19		1	0.9
20		56	51.4
21		35	32.1
22		6	5.5
23		3	2.8
24		3	2.8
25		1	0.9
26		2	1.8
32		2	1.8
	Total	109	100
Sex			
Male		83	76.1
Female		26	23.9
	Total	109	100
UNP CAT Rating			
75		19	17.4
76		23	21.1
17		14	12.8
78		13	11.9
79		13	11.9
80		9	8.3
81		3	2.8
82		5	4.6
83		5	4.6
84		1	0.9
85		2	1.8
86		1	0.9
87		1	0.9
	Total	109	100

Table 1 continued

Profile	f	%
Year Graduated		
2000	2	1.8
2001	1	0.9
2005	1	0.9
2006	2	1.8
2007	1	0.9
2009	3	2.8
2010	3	2.8
2011	96	88.1
Total	**109**	100
Number of Take of Board Exam		
1"	103	94.5
1	3	2.8
Multiple take	3	2.8
Total	109	100
Civil Status		
Single	98	89.9
Married	11	10.1
Total	109	100

Level of Relevance of the CLE Content Areas Lectured in the Review Classes

The respondents perceived the topics discussed in the CLE Review Program at UNP as "Very Relevant (VR)" as supported by the overall mean rating of 3.28. Among the six content areas (areas of concentrations) of the CLE, the topic on Criminalistics was assessed having the highest mean rating (X=3.37, VR) in terms of relevancy on the part of the respondents, followed by the following: Correctional Administration and Probation (X=3.29,VR); Criminal Jurisprudence and Procedure (5=3.28, VR); Law Enforcement Administration (5=3.26, VR); Criminal Detection and Investigation (=3.25,R); and Criminal Sociology, Ethics, and Community Relation (=3.22, R). The last two topics were perceived relevant only.

Table 2. Relevance of the content areas in the UNP-Criminologist Licensure Examination
Review Program as perceived by the respondents.

Level of Relevance		
Areas of Concentration	Mean	Descriptive
Criminal Jurisprudence And Procedure		
Criminal Law Book 1	3.28	Very Relevant
Criminal Law Book2	3.32	Very Relevant
Criminal Evidence	3.29	Very Relevant
Criminal Procedure and Court Testimony	3.22	Relevant
Total	3.28	Very Relevant
Law Enforcement Administration		
Police Organization and Administration w/ Planning	3.29	Very Relevant
Police Patrol wilh Police Communication system	3.28	Very Relevant
Industrial Security Management	3.33	Very Relevant
Police Intelligence	3.31	Very Relevant
Police Personnel and Records Management	3.23	Relevant
Comparative Police System	3.14	Relevant
Total	3.26	Very Relevant
Criminalistics		
Personal Identification (Fingerprinting)	3.43	Very Relevant
Police Photography	3.38	Very Relevant
Forensic Ballistics	3.40	Very Relevant
Questioned Documents	3.36	Very Relevant
Polygraphy (Lie Detection)	3.33	Very Relevant
Legal Medicine	3.33	Very Relevant
Total	3.37	Very Relevant
Criminal Sociology, Ethics and Community Relation		
Intro to Criminology and Psychology of Crimes	3.19	Relevant
Philippine Criminal Justice System	3.28	Very Relevant
Ethics and Values	3.22	Relevant
Juvenile Delinquency	3.19	Relevant
Human Behavior and Crisis Management	3.28	Very Relevant
Criminological Research and Statistics	3.14	Relevant
Total	3.22	Relevant
Criminal Detection And Investigation		
Fundamentals of Criminal Investigation	3.30	Very Relevant
Special Crime investigation	3.32	Very Relevant
Traffic Management and Accident Invest.	3.29	Very Relevant
Fire Technology and Arson Investigation	3.24	Relevant
Drug Education and Vice Control (Narcotics Invest)	3.22	Relevant
Organized Crime Investigation	3.15	Relevant
Total	3.25	Relevant
Correctional Administration And Probation		
Institutional Correction	3.31	Very Relevant
Probation and Parole (Non-Institutional Correction)	3.27	Very Relevant
Total	3.29	Very Relevant
Overall Mean	3.28	Very Relevant

Criminal Jurisprudence and Procedure. The respondents perceived the different sub-components of Criminal Jurisprudence and Procedure as Very Relevant (=3.28). The sub-topic on Criminal Law Book 2 yielded the highest mean rating

(=3.32) on relevancy in the review class. The respondents perceived higher degree of relevance on Criminal Evidence (5=3.29) compared to Criminal Law Book 1 (==3.28). However, they perceived lowest level of relevancy on the topic Criminal Procedure and Court Testimony (X=3.22). This finding implies that the review program should have focused more on the discussion of Criminal Procedure and Court Testimony because the respondents may have found relevant items in this content area in the CLE.

Law Enforcement Administration. As discussed earlier, the respondents found this particular content area of CLE very relevant (5=3.26). Among the sub-components of this area, the respondents rated Industrial Security Management very relevant having the highest mean rating of 3.33, followed by the sub-topics which are also perceived very relevant: Police Intelligence (=3.31); Police Organization and Administration with Planning (=3.29); and Police Patrol with Police Communication System (X=3.28). On the other hand, the respondents rated Police Personnel and Records Management (=3.23) and Comparative Police System (5=3.14) as relevant. This finding implies that the review center did not completely cover all the dissections considering that the Comparative Police System is a very broad subject.

Criminalistics. This content area yielded the highest mean rating of 3.37 on perceived level of relevance by the respondents. All sub-components of this area were rated very relevant. The rank order of degree of relevance (from most to least) are as follows: Personal Identification of Fingerprinting (X=3.43); and Forensic Ballistics (5=3.40); Police Photography (5=3.38); Questioned Documents (5=3.36); Polygraphy Lie Detection (=3.33); and Legal Medicine (5=3.33). These findings imply that the CLE must have contained many items in Criminalistics.

Criminal Sociology, Ethics, and Community Relation. This component of CLE was perceived "relevant" by the respondents. This finding can be supported by the respondents' mean ratings of very relevant on Philippine Criminal Justice System (5=3.28) and Human Behavior and Crisis Management (=3.28) in CLE. On the other hand, the respondents considered the following topics only relevant: Ethics and Values (5=3.22); Introduction to Criminology and Psychology of Crimes (5=3.19) Juvenile Delinquency (5=3.19); and Criminological Research and Statistics (5=3.14). As mentioned earlier, this component was rated lowest degree of relevance among all the areas of concentration of the CLE.

Criminal Detection and Investigation. The first three components of this content area were perceived very relevant. These are Fundamentals of Criminal

Investigation (=3.30); Special Crime Investigation (=3.32); and Traffic Management and Accident Investigation (5=3.29). On the other hand the following sub-topics in this content area were perceived relevant: Fire Technology and Arson Investigation (5=3.24); Drug Education and Vice Control (=3.22); and Organized Crime Investigation (5=3.15). As a whole, the respondents perceived this area of the CLE as relevant.

Correctional Administration and Probation. The sub-topics institutional Correction (X=3.31) and Probation and Parole or Non-Institutional Corrections (=3.27) were considered very relevant topics in the CLE as perceived by the respondents. These findings imply that the CLE review program covered the items that were given in the said board examination.

On the part of would-be examinees, many of them including criminology graduates belittle the significance of preparation, particularly, the enrolment to a review class. Many of them claimed that passing the board examination is attributed mainly to student factor and a matter of stock knowledge. However, the examinee factors and stock knowledge need an excellent institutional review program to enhance the chance of passing the board examination. Delizo, et al. (2011) stated that "reviewing is always necessary because of the many factors affecting one's memory or ability to recall the subjects taken in the undergraduate studies."

Level of Difficulties Encountered by the Examinees

Table 3 shows that perceived level of difficulty encountered by the examinee-respondents in the Criminology Licensure Examination is "Difficult" with an overall mean rating of 3.16. Among the six areas of concentration in the review program, the area of Law Enforcement Administration got the highest mean rating of 3.25 ("difficult").

This accounted for the perceived difficulty of the areas: Industrial Security Management, Police Intelligence, and Comparative Policies System which were perceived to be "very difficult." Likewise, under Criminal Sociology, Ethics and Community Relations, the content area Introduction of Criminology and Psychology of Crimes was perceived to be "very difficult". The area Correctional Administration and Probation has the lowest a mean rating of 3.02 which was also perceived "difficult". The above findings indicate that the examinees found the licensure examination items difficult despite their four year academic preparation and training on the knowledge and skills along criminology and the CLE intensive review program.

Table 3. Level of difficulty encountered by the examinees-respondents
In the Criminology IIcensure Examination.

Areas of Concentration	Mean	Descriptive Rating
CRIMINAL JURISPRUDENCE AND PROCEDURE		
Criminal Law Book 1	3.16	Difficult
Criminal Law Book 2	3.11	Difficult
Criminal Evidence	3.15	Difficult
Criminal Procedure and Court Testimony	3.09	Difficult
Total	**3.13**	Difficult
LAW ENFORCEMENT ADMINISTRATION		
Police Organization and Administration w/Planing	3.22	Difficult
Police Patrol with Police Communication system	3.17	Difficult
• Industrial Security Management	3.32	Very Difficult
• Police Intelligence	3.26	Very Difficult
• Police Personnel and Records Management	3.20	Difficult
• Comparative Police System	3.36	Very Difficult
Total	**3.25**	Difficult
CRIMINAUSTICS		
- Personal Identification (Fingerprinting)	3.19	iRRIR
• Police Photography		ficilt
	a.is	ii
Questioned Document,		Difficult
• Polygraphy (Lie Detection)	3.16	Difficult
• Legal Medicine	3.15	ifficu
Total	3.15	Difficult
CRIMINAL SOCIOLOGY, ETHICS, AND COMM. REL.		
• Intro to Criminology and Psychology of Crime5		Very Difficult
iitiinecriminalJustie system	3.21	Difficult
Ethics and Values	3.19	Difficult
Juvenile Delinquency	3.22	Difficult
Human Behavior and Crisis Management	32	Oi#R
Criminological Research and Statistics	3.22	Difficult
Total	2.23	Difficult
CRIMINAL DETECTION AND INVESTIGATION		
Fundamentals of Criminal Investigation	3.13	Difficult
Special Crime Investigation	3.09	iGi
Traffic Management and Accident Invest.	3.18	Difficult
Fire Technology and Arson Investigation	3.17	Difficult
Drug Education and Vice Control (Narcotics Invest)	3.07	Difficult
Organized Crime Investigation	3.05	Difficult
Total	**3.11**	Difficult
CORRECTIONAL ADMINISTRATION AND PROBATION		
Institutional Correction	3.00	Difficult
Probation and Parole (Non-Institutional Correction)	3.04	Difficult
Total	**3.02**	Difficult
OVER AII MEAN	**3.16**	Di#iii

Table 4 shows that there exists a significant relationship between the number of times in taking the CLE and the area on Law Enforcement Administration, as evidenced by the correlation coefficient of .192. However, no significant relationship was found out between the other respondents' profile and the relevance of the topics discussed.

Table **4.** Correlation coefficients showing the relationship between the profile of the respondents and level of relevance of the subjects lectured in the review classes.

Profile	Criminal Jurispru-dence & Procedure	Law Enforce-ment Admin.	Crimi-nalis-tics	Crim Socio & Human Rel	Criminal Detection & Invest.	Correctional Admin& Probation	Asa Whole
Age	-.143	-.091	-.139	-.082	-.120	-.120	-.133
Year Graduated	.040	-.004	.049	.000	.057	.031	.034
Sex	.173	.161	.124	.056	.097	.106	.143
UNP CAT Rating	.034	.029	.120	.043	.066	.089	.075
Take of Board exam	.059	.192	.073	.160	.090	.147	.146
Civil Status	-.138	-.053	-.049	.004	-.049	-.038	-.062

Table 5 shows that no significant relationship exists between the profile of the respondents and the level of difficulty in the different areas of concentration of the Criminologist Licensure Examination.

Table 5. Correlation coefficient showing the relationship between the profile of the respondents and the level of difficulty encountered by the examinees.

Profile	Criminal Jurispru-dence & Procedure	Law Enforce-ment Admin.	Crimi-nalistlcs	Crim Socio & Human Rel	Criminal Detection & Invest.	Correctional Admin& Probation	Asa whole
Age	-.030	-.130	-.006	.022	.063	-.038	-.019
Vear Graduated	-.046	.038	-.046	-.049	-.089	-.002	-.041
Sex	.131	.116	.179	.169	.186	.083	.175
UNP CAT Rating	.153	-.095	.043	-.060	.075	-.045	.015
Take of Board exam	.127	.013	.142	.083	.168	.082	.123
Civil Status	-.029	-.175	-.015	-.075	-.040	-.064	-.078

CONCLUSIONS

Majority of the reviewees are 20 years of age, male, single, with a UNP CAT rating of 76 percent, graduated Year 2011, and CLE first takers. The respondents perceived the topics discussed in the UNP CLE Review Program very relevant. The respondents perceived the CLE items difficult. There exists a significant relationship between the number of times taking CLE and the area on Law Enforcement Administration. However, there is no significant relationship between the other respondents' profile and the relevance of the topics discussed. Moreover, no significant relationship exists between the profile of the respondents and the level of difficulty in the different areas of concentration of Criminologist Licensure Examination.

RECOMMENDATIONS

The services of the CLE Review Class provider merits retention. The service provider should give more emphasis on the areas of Law Enforcement Administration, especially the topics on Comparative Police System, Criminological Research and Statistics, and Organized Crime Investigation.

The college should enhance and enrich course syllabi such that the competencies covered in the CLE be focused in the teaching-learning process.

The college should encourage all the criminology graduates to enroll in the UNP CLE Review program.

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