Research Article

Mock Board and Customs Broker Licensure Examination Performance of a Select Higher Education Institution: A Predictive-Correlational Approach

Julian M. Dante, Jr[1]*, Ernell Bautista Gutierrez[2], Joan R. Doyo[1], Charito S. Cristobal[2]

[1]SBAA - Customs Administration, Emilio Aguinaldo College – Cavite, City of Dasmarinas, Cavite, Philippines, 4114
[2]School of Business Administration and Accountancy, Aguinaldo College – Cavite, City of Dasmarinas, Cavite, Philippines, 4114

ABSTRACT

Board courses have been highlighted in all higher education institutions regardless of the program. Most education institutions, if not all, are using board performance as one of their marketing strategies to attract more enrollees, and the customs administration is not an exception. Thus, this study is conducted to determine whether mock board performance is associated with licensure examination performance and if it can predict such. The study utilized thirty-six (36) takers from 2021 – 2023. Kolmogorov-Smirnov Test of 2-independent Sample is used and determined that data are normally distributed with significance values greater than 0.05. On the other hand, Spearman-Rank Correlation is used and determined that Performance in the Mock Board Examination is directly related to the Performance in the Customs Broker Licensure Examination with significance values less than 0.05. On the other hand, simple regression is used and determined that performance in the mock board examination is a determinant for the performance in the licensure examination obtaining probability values of less than 0.05.

Keywords: *Mock Board, Customs Broker Licensure Examination, Customs Administration*

Introduction

The customs administration is considered one of the famous courses/programs in the field of business focusing on but not limited to customs laws, tariffs, supply chain and logistics, documentation, clearances, and customs custody.

As one of the board courses under the field of business administration, managing such a program is never easy as everything should be well-prepared from monitoring and managing individual student's performance, qualifying performance, and the mock board performance in addition to the management of the customs administration as the program itself. This is in

preparation of the customs graduates for employment and ensuring that industry requirement is met by the Institution. The mock board performance is considered the preparatory stage for students, and this should be effectively designed, executed, and managed by educational institutions.

Thus, this study has been conducted to determine whether the mock board examination of the subject institution can be associated with and can predict the performance in the customs broker licensure examination.

Methods

The study utilized a quantitative descriptive design. Quantitatively, the study rationalized the mock board and board examination results of the subject Institution using associational and predictive methods.

Sample and Sampling

A total of thirty-six (36) samples are utilized specifically eight (8) takers from 2021, thirteen (13) takers from 2022, and fifteen (15) takers from 2023. However, the number of takers per year is based on the available data at hand and does not represent all takers from 2021-2023.

Research Instrument

Data were sourced from the mock board and licensure examination performance from 2021 – 2023.

Result and Discussion

Profile Distribution of CBLE Takers

Table 1. *Summary of Profile Distribution in terms of Number of Takers per Year*

Year	f	%
2021	8	22
2022	13	36
2023	15	42
Total	**36**	**100**

The table shows the number of takers per year and results revealed that most of the takers are from the year 2023 with at least fifteen takers. This is due also to the number of enrolees and the number of graduates in the customs administration program.

Table 2. *Summary of Passed and Failed Results – Mock Board*

Mock Board	Passed	Failed
2021	6	2
2022	11	2
2023	12	3
Total	**29**	**7**

Results revealed the number of takers who took and passed the mock board examination as well as those who failed the said examination. As indicated in the results, at least 80.5% passed the mock board examination.

Table 3. *Summary of Passed and Failed Results – CBLE*

CBLE	Passed	Failed
2021	7	1
2022	10	3
2023	13	2
Total	**30**	**6**

Results revealed the number of takers who took and passed the customs broker licensure examination as well as those who failed the said examination. As indicated in the results, at least 83.3% passed the board examination for customs brokers.

Table 4. Relationship between Mock Board Performance and Customs Broker Licensure Examination Performance

Indicators	R	Sig
MB Customs Laws and CBLE Customs Laws	0.542	0.000
MB Customs Documentation and MB Customs Documentation	0.503	0.000
MB Tariff Laws and CBLE Tariff Laws	0.636	0.000
MB Classification & Computation and CBLE Classification & Computation	0.405	0.014

*** Significant at alpha 0.05*
*** MB – Mock Board, CBLE – Customs Board Licensure Examination*
*** Spearman Rank Correlation*

Results revealed that individually, the subjects in the mock board examination are directly linked with their equivalent subject in the customs broker licensure examination. The coefficients of 0.502, 0.543, and 0.636 indicated a strong positive correlation while the coefficient value of 0.405 indicated, though weak, a positive correlation. The probability values of 0.000 and 0.014 are significant at alpha 0.05. This means that the mock board examination as the summary of the academic performance of students is very significant and should be given paramount importance considering the licensure examination for customs brokers. As mentioned by Gutierrez, E. B. (2023), it is important to understand the extent of academic performance as these factors are greatly considered by students as parameters directly influencing their performance. Concurred by Pangngay, J & Merza, C (2023) citing (Dayaday, 2018, Alipio, 2020, Amanonce & Maramag, 2020, Cahapay, 2021, Gabasa & Raqueño) that undergraduate academic performance has also been widely studied in various licensure examination context and are a significant predictor of licensure examination performance in various professions.

Table 5. Summary of Relationship between Mock Board Performance and Customs Broker Licensure Examination Performance

Indicators	R	Sig
Mock Board Performance and Customs Broker Licensure Examination Performance	0.734	0.000

*** Significant at alpha 0.05*
*** MB – Mock Board, CBLE – Customs Board Licensure Examination*
*** Spearman Rank Correlation*

Results revealed that the mock board examination of the subject institution through its customs administration department is significantly related to the board examination results from the year 2021 – 2023. As such, the type of examination in the mock board exam plays a critical role in determining their mock performance as well as their performance in the board examination. Thus, to ensure this, the mock board examination is at par with the customs broker licensure examination.

Table 6. Mock Board Performance Predicting Customs Broker Licensure Examination Performance

Indicators	R²	B	Sig
MB Customs Laws and CBLE Customs Laws	0.587	0.766	0.000
MB Customs Documentation and MB Customs Documentation	0.332	0.576	0.000
MB Tariff Laws and CBLE Tariff Laws	0.564	0.751	0.000
MB Classification & Computation and CBLE Classification & Computation	0.113	0.337	0.045

** *Significant at alpha 0.05*
** *MB – Mock Board, CBLE – Customs Board Licensure Examination*

The table shows the result of whether mock board performance can predict the performance of customs administration students in the licensure examination. Results revealed that mock board performance can significantly predict the performance in licensure examination with beta coefficients of 0.766, 0.576, 0.751, and 0.337 indicating a strong prediction and the probability values of 0.000 and 0.045 that are significant at alpha 0.05. In this case, this could mean that the subjects, type of exams, teaching strategies, and management of the mock board activity are factors to be considered and directly influencing the performance in the customs broker licensure examination. Lacanilao, O & Carpio, C (2022) mentioned that teaching methods used by faculty that aid efficient learning; and the regular checking of the attendance of the attendees in the review classes tremendously affect the examinees in taking the board examination and it signifies that the said indicators should be given considerations in planning or designing programs to help our graduates pass the Licensure Examination.

Table 7. Summary of Mock Board Performance Predicting Customs Broker Licensure Examination Performance

Indicators	R²	B	Sig
Mock Board Performance and Customs Broker Licensure Examination Performance	0.587	0.766	0.000

** *Significant at alpha 0.05*
** *MB – Mock Board, CBLE – Customs Board Licensure Examination*

Results revealed that the performance in the mock board examination can significantly predict the performance in the licensure examination for customs brokers in general. Factors and or activities embedded in the mock board examination should always be managed and continuous improvement should be done through the customs administration department.

Conclusion

As indicated in the results, the mock board performance plays a critical role in achieving the intended licensure examination performance for the customs administration program of the subject institution. Ensuring that the mock board preparations are at par with the actual board examination is a must and should be given paramount attention and importance. Teaching methods, type of examination and type of items, implementation, and administration of the mock board examination can significantly predict results of board performance, thus, a thorough preparation in the mock board execution should be done as this will prepare students in taking and passing the customs broker licensure examination.

Considering the results, a further study can be conducted by increasing the sample size and considering other factors outside the academics such as behavioural, social, and or emotional.

Acknowledgment

References

Adriana S. Cordis, Steven Muzatko (2021). Higher education spending and CPA exam performance. Journal of Accounting Education. Volume 55. 00727. ISSN 0748-5751, https://doi.org/10.1016/j.jaccedu.2021.100727.

Arya Espahbodi, Linda Espahbodi, Reza Espahbodi, Rosemary Walker, G. Thomas White (2023). Determinants of CPA exam performance, Journal of Accounting Education, Volume 64,100859, ISSN 0748-5751, https://doi.org/10.1016/j.jaccedu.2023.100859. (https://www.sciencedirect.com/science/article/pii/S0748575123000313)

Balajadia, Ruth. (2023). Relevance and Responsiveness of the Bachelor of Science in Customs Administration Program as Assessed by Stakeholders. JPAIR Multidisciplinary Research. 51. 109-129. 10.7719/jpair.v51i1.584.

Bristol, Dale Mark. (2023). Determinants of performance in the board examination for Mechanical Engineering graduates of the Nueva Vizcaya State University, Bambang campus. 3. 59-72. 10.5281/zenodo.10516167.

Gutierrez, E. B. (2023). Correlational Study between Academic Performance, Co-Curricular Activities, and Extra-curricular Activities in a Select Educational Institution. International Journal of Multidisciplinary: Applied Business and Education Research. 4(10), 3543 – 3548. doi: 10.11594/ijmaber.04.10.11

Lacanilao, Odessa & Carpio, Clara. (2022). Indicators affecting the examinees in taking the board examination for criminology. EPRA International Journal of Multidisciplinary Research (IJMR). 276-279. 10.36713/epra10673.

Mangohig, J. A. V. (2022). Exploring the issues and concerns in the implementation of customs trade facilitation initiatives in Central Luzon, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, *3*(3), 336-345. https://doi.org/10.11594/ijmaber.03.03.04

Mangoma, Victor. (2023). Mock Board Examinations Results and the Licensure Examinations for Certified Public Accountants (CPAs) of BS accountancy graduates: a correlational analysis. 10.17605/osf.io/u3jyc.

McCrary, Hilary & Colbert-Getz, Jorie & Poss, W. & Smith, Brigitte. (2021). A Systematic Review of the Relationship Between In-Training Examination Scores and Specialty Board Examination Scores. Journal of Graduate Medical Education. 13. 43-57. 10.4300/JGME-D-20-00111.1.

Mendoza, Ronald & Ko, A.R.A. (2015). Preliminary Insights from the Philippine Bureau of Customs Imports Database. World Customs Journal. 9. 83-90. 10.55596/001c.93986.

Pangngay, Jose & Merza, Chester. (2023). Academic Predictors of Performance in the Board Licensure Examination for Psychometricians. 6. 74-84. 10.52006/main.v6i1.633.

Papina, Ma & Salvador, Aries & Balde, Sheila & Cajala, Victor. (2024). Student Performance and Perceived Effectiveness and Management of CUSTAR 425 (Customs & Tariff) Course. Pedagogy Review: An International Journal of Educational Theories, Approaches, and Strategies. 1. 10.62718/vmca. Pr-ideas.1.1.SC-0124-018.

Reisdorff, Earl & Johnston, Mary & Kraus, Chadd & Keim, Samuel & Santen, Sally. (2024). Association between the American Board of Emergency Medicine Oral Certifying Examination and Future State Medical Board Disciplinary Actions. Journal of the American College of Emergency Physicians open. 5. E13119. 10.1002/emp2.13119.

Saiar, Amin & LaNou, Elizabeth & Meng, Yu & Ellis, William. (2023). Revisiting the relationship between examination pass rate and eligibility pathway among candidates for pharmacist board certification. Journal of the American Pharmacists Association. 63. 10.1016/j.japh.2023.05.022.

Salcedo, A., Salcedo, S. S., Marasigan, R. P., Guevarra, R. M., Datu, E. T., & Aquino, R. B. (2021). Cumulative Grade Point Average and Comprehensive Examination Results as Predictors of Certified Public Accountant Board Examinees' Performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, *2*(7), 542-548. https://doi.org/10.11594/ijmaber.02.07.01

Samuel G. Johnson, Timothy Muckle, Siddiq Kassam, Shonai Someshwar, William Ellis (2019). Exploring the relationship between examination pass rates and eligibility pathways among pharmacist candidates for initial board certification, Journal of the American Pharmacists Association. Volume 59. Issue 6. Pages 792-796. ISSN 1544-3191. https://doi.org/10.1016/j.japh.2019.06.013. (https://www.sciencedirect.com/science/article/pii/S1544319119302912)

Uyen Minh Le, Tuan Tho Tran, Ruth Vinall, Eugene Kreys, Victor Phan, Ashim Malhotra (2024). Impact of high-stakes exams, incentives, and preparation on student performance: Insights from the pharmacy curriculum outcomes assessment. Currents in Pharmacy Teaching and Learning. Volume 16. Issue. Pages 77-86. ISSN 1877-1297. https://doi.org/10.1016/j.cptl.2023.12.013. (https://www.sciencedirect.com/science/article/pii/S1877129723003179)