

PERFORMANCE OF THE EXAMINEES OF THE CIVIL SERVICE CAREER EXAMINATION IN READING COMPREHENSION AND OTHER SUBJECT AREAS: BASIS FOR DESIGNING REVIEW MATERIAL

SHERIDEN MAY S. BATHAN
MARINDUQUE STATE COLLEGE
MAED- LANGUAGE TEACHING

Abstract—This chapter deals with the introduction, the statement of the problem, the study's significance, and the study's scope and delimitation. The introduction gives the background information regarding the variables for investigation, and the statement of the problem provides the specific questions that were answered in this research. Meanwhile, the significance of the study presents this study's benefits to the people, and the scope and the delimitation serve as this research's boundaries.

Passing the Professional Regulation Commission (PRC) licensure examinations can be one of the most outstanding achievements in a college graduate's life, as this type of examination seeks to demonstrate the graduates' knowledge, progress, skills, and qualifications in a specific profession. Furthermore, the performance of an institution's graduates who take the licensure examination determines the quality of education the school provides, which ultimately ensures the efficiency and effectiveness of its graduates' application of what they have learned in their chosen profession or career. It has been also suggested in one of the author's readings that a higher standard of performance in the instructional system and, consequently, the performance of the students in the licensure examinations reflects the institution's efficiency as well as the intellectual capacity of the students that the school has cultivated in the period that the students have remained in its portals. Chappelow (2020) stated in his article that unemployment occurs when workers who want to work are unable to find jobs, which lowers economic output; however, they still require subsistence. Another reason is high rates of unemployment are a signal of economic distress, but extremely low rates of unemployment may signal an overheated economy. Accordingly, unemployment can be classified as frictional, cyclical, structural, or institutional and are collected and published by government agencies in a variety of ways.

In addition, unemployment is a key economic indicator because it signals the ability (or inability) of workers to readily obtain gainful work to contribute to the productive output of the economy. More unemployed workers mean less total economic production will take place than might have otherwise. Unlike idle capital, unemployed workers still need to maintain at least subsistence consumption during their period of unemployment. This means an economy with high unemployment has lower output without a proportional decline in the need for basic consumption. High persistent unemployment can signal serious distress in an economy and even lead to social and political upheaval (Chappelow, 2020).

During primary, secondary, and tertiary levels, one had all sat for exams. Examinations form a big part of the experience of school life and everyone approaches it in their own way. Some hate it, although others take it as a challenge for others. During the tests, everyone has their own experiences, some may have blackouts, or some may have forgotten their materials at home.

I. INTRODUCTION

Passing the Professional Regulation Commission (PRC) licensure examinations can be one of the most outstanding achievements in a college graduate's life, as this type of examination seeks to demonstrate the graduates' knowledge, progress, skills, and qualifications in a specific profession. Furthermore, the performance of an institution's graduates who take the licensure examination determines the quality of education the school provides, which ultimately ensures the efficiency and effectiveness of its graduates' application of what they have learned in their chosen profession or career. It has been also suggested in one of the author's readings that a higher standard of performance in the instructional system and, consequently, the performance of the students in the licensure examinations reflects the institution's efficiency as well as the intellectual capacity of the students that the school has cultivated in the period that the students have remained in its portals.

But not all the college courses have board examinations. However, there is an eligibility test or examination that a graduate may take to become an eligibility holder. In some countries like China and the Philippines, Civil Service Examination is one of the eligibility examinations particularly given to those graduates who wish to apply for a specific job in the government.

Historically, in China, the civil service examinations of Imperial China allowed the state to find the best candidates to staff the vast bureaucracy that governed China from the Han Dynasty onwards (206 BCE - 220 CE). The exams were a means for a young male of any class to enter that bureaucracy and become a part of the gentry class of scholar-officials. The exams had multiple levels and were extremely difficult to pass, requiring extensive knowledge of Confucian classics, law, government, and oratory. For the state, the system supplied able candidates who were selected on merit and ensured an entire class developed that had sympathy with the ruling status quo. The exams were in place for over a thousand years and are the principal reason why education is still particularly revered in Chinese culture today.

Meanwhile, the civil service system in the Philippines was formally established under Public Law No. 5 ("An Act for the Establishment and Maintenance of Our Efficient and Honest Civil Service in the Philippine Island") in 1900 by the Second Philippine Commission. The 1935 Philippine Constitution firmly established the merit system as the basis for employment in government.

Furthermore, a college who wishes to apply for a government position may take Civil Service Career Examination (Professional) or it is his or her option to take Civil Service Career Examination (Sub-Professional). Meanwhile, a college graduate as Cum Laude is automatically granted Civil Service Career Examination Professional under Presidential Decree (PD) 907.

On the other hand, the Civil Service Career Examination (Subprofessional) is intended for college undergraduates and even Senior High graduates.

However, passing the Civil Service Examination, whether professional or subprofessional, is not easy. This is exactly the reason why there are lots of government employees who remained in job order status due to lack of eligibility. According to the Civil Service Commission report in 2019, from a total of 255,778 examinees on August 4, 2019, only 29,733 examinees passed the Career Service Pen and Paper Test which is equivalent to 11.62% for both Professional and Subprofessional levels.

In terms of regional performance, NCR posted the highest passing rate at 17.89% for both levels of examination, translating to 9,599 passers out of 53,641 total examinees. The Cordillera Administrative Region (CAR) came in second with a 16.32% passing rate despite not having landed any spot on the lists of top passers. Other top-performing regions included Southern Tagalog with a 12.79% passing rate, Central Luzon – with 12.33%, and the Davao region – with 11.98% (Civil Service Commission, 2019).

The CSC said the new eligible can be appointed to the first level (clerical, trades, crafts, and custodial service), and second level (professional, technical, and scientific) positions in the government career service that do not involve the practice of the profession or are covered by special laws. The Subprofessional eligible can be appointed only to first-level positions while the Professional eligible can be appointed to either first or second-level positions. Aside from eligibility, as the CSC stressed, an aspirant for a government career service position must further meet the education, experience, training, and other competency requirements of the position.

From the background, it can be deduced, that truly passing the Civil Service Examination is quite difficult, just like passing any board examination like licensure examination. Likewise, it can be inferred that test taker's performance in taking the eligibility test is at stake while taking the test. They could feel test anxiety and stress which could lead to mental blocks and eventually became the reason for failing the examination.

This study aims to determine the level of awareness of the selected senior citizens to understand better what it means to be a citizen in the Philippines for the administration to analyze the respondents' understanding and design a plan of action for them. This would also serve as the basis for the local government unit to take action, as well as the construction of seminars for this study to help the community understand how the local government operates.

Statement of the Problem

The purpose of this study was to determine the performance of the examinees of the Civil Service Career Examination in Reading Comprehension and Other Subject Areas in the province of Marinduque in taking the Civil Service Career Examination, particularly in reading comprehension and other subject areas.

Specifically, this sought to answer the following questions:

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;
- 1.5 status of appointment;
- 1.6 type of examination passed;
- 1.7 number of times the examination was taken before passing; and
- 1.8 rating in the eligibility examination?

2. What is the rating of the respondents in the Civil Service Career Examination in terms of the following:

- 2.1 reading comprehension; and
- 2.2 other subject areas?

3. Is there a significant difference between the performance of the examinees in the Civil Service Career Examination in reading comprehension and other subject areas when respondents are grouped into the following profile:

- 3.1 age;
- 3.2 sex;
- 3.3 civil status;
- 3.4 highest educational attainment;
- 3.5 status of appointment;
- 3.6 type of examination passed; and
- 3.7 number of times the test was taken before passing;
- 3.8 rating in the eligibility examination?

4. Is there a significant difference in the performance of civil service career examinees in professional and sub-professional level in reading comprehension?
5. What are the test experiences of the respondents in taking the Civil Service Career Examination in terms of the following:
- 5.1 preparation;
 - 5.2 strategies; and
 - 5.3 test experiences?
6. What intervention can be proposed to support the takers in passing the Civil Service Career Examination?

II. METHODOLOGY

This chapter covers the research methodology, including research design, locale, population and sample, research instrument, and data-gathering procedure.

Research Design

The descriptive research method was used to conduct the study, mainly focusing on the performance of Civil Service Career Examination passers.

According to Best (2013), the descriptive study describes and interprets. It is concerned with conditions or relations that exist, opinions that are held, processes that are going on, evident effects, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences related to current conditions.

According to Good and Scales (2010), descriptive research includes studies that present facts concerning the nature and status of anything. It further gives meaning to the quality of ongoing points such as information about a group of persons, a set of conditions, a class or event, a system of thoughts, or any phenomenon or experience which is of an exciting study by nature.

Research Locale

The study was conducted in the Province of Marinduque, Philippines. Specifically, it was conducted in the six municipalities of Marinduque, namely: Boac, Buenavista, Gasan, Mogpog, Santa Cruz, and Torrijos.

Map of Marinduque

Figure 2. Map of the Research

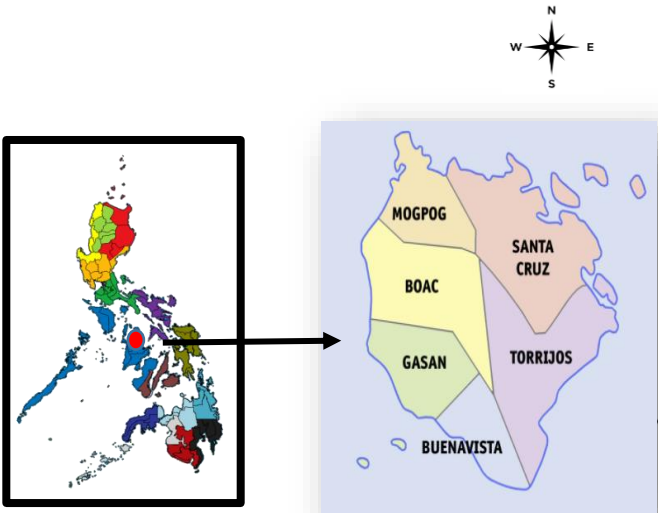


Figure 2 depicts the map of the research site. The first is the map of the Philippines showing the location of the Province of Marinduque. The second is the map of Marinduque showing the locations of the six municipalities. The study's respondents live in these municipalities.

Research Population and Sample

The study's participants were the 70 CSE passers employed in the different Local Government Units (LGUs) in Marinduque. These CSC Examinees also come from the six municipalities of Marinduque. They are represented by single, married, or widowed respondents between the ages of 25 and 36. They also differ in terms of their highest educational attainment and appointment status. Furthermore, the responders took the CSE a number of times before passing.

The study made use of the random technique in choosing the respondents. From the CSE passers of 2015-2019 in the different Local Government Units (LGUs) in the province of Marinduque, 70 respondents were chosen to participate in this study.

The table below presents the respondents of the study.

Table 1. Distribution of Respondents

| Municipality | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Boac | 25 | 35.71 |
| Buenavista | 5 | 7.15 |
| Gasan | 11 | 15.71 |
| Mogpog | 15 | 21.43 |
| Santa Cruz | 8 | 11.43 |
| Torrijos | 6 | 8.57 |
| Total | 70 | 100 |

Table 1 shows the distribution of respondents per Municipality. The Municipality with the most significant number of respondents is Boac, with approximately 25 or 35.71% of the total respondents. This was followed by Mogpog, Gasan, Santa Cruz, and Torrijos with 21.43% and 15.71%, 11.43%, and 8.57%, respectively. The Municipality of Buenavista has the least respondents, with only 5 or 7.15% of the sample size.

Research Instruments

The researcher made a questionnaire that language experts and guidance counselors validated as the primary tool for gathering data. The questionnaire was then divided into the following parts:

Part 1. This focused on a survey of the respondents' demographics. It contained items in which the respondents checked on the corresponding things that describe their profile in terms of age, gender, civil status, highest educational attainment, position/ranking, type of eligibility passed, and the number of times the test was taken before passing, and the rating obtained in the eligibility examination.

Part 2. This covered a checklist of the respondents' rating in the different parts/test coverage of the test such as

Reading Comprehension, Analogies, Mathematics (numerical reasoning), and General Information.

Part 3. This included a checklist indicator of the reading comprehension strategies made by the respondents during the time they took the CSE.

Part 4. This included a checklist indicator of the preparations made by the respondents during the time they took the CSE.

Part 5. This checklist focused on the test experiences that affected the respondents' physical condition such as having butterflies in the stomach, inability to eat, and others. This part of the questionnaire was adapted from the work of Nist and Diehl (1990) regarding the test anxiety experienced by the students. The respondent's level of agreement as to Yes or No was sought to find out if the listed test experiences were those that they had experienced. If the respondents chose Yes, they would further describe the extent of test experiences as to the following scale: 5- Very High, 4- High, 3- Moderate; 2- Slight; 1- Not Experienced.

Part 6. This checklist focused on the perceived effects that the respondents experienced after taking the test. They were asked to scale it to 5- Strong Agree, 4- Agree, 3- Neither Agree nor Disagree, 2- Disagree, 1- Strongly Disagree.

Data Gathering Procedures

Initially, permission was sought from the concerned authorities and agencies such as the Civil Service Commission and Local Government Units for the conduct of the study. The consent of the participants was also sought online due to the restrictions brought by the pandemic.

In the data collection, the questionnaire was administered to the respondents through personal handling, email attachment/social networking (through Google Form), and by means of some reliable people for those in the nearby barangays.

Statistical Treatment of Data

The responses gained from the questionnaire were tabulated, tallied, and statistically analyzed with the data requirements of the study. Statistical tools such as the frequency count, percentage, mean, and T-test were considered in analyzing the data gathered. They were computed as follows:

1. Percentage

$$\text{Percentage \%} = \frac{\text{Number of Respondents (Frequency)}}{\text{Total Number of Respondents}} \times 100$$

2. Weighted Mean Score

This statistical computation was used to measure the central tendency of the respondent's perception of the effects of the test anxiety on them.

**Chapter IV
PRESENTATION, ANALYSIS, AND
INTERPRETATION OF DATA**

This chapter deals with the presentation, the analysis, and the interpretation of gathered data from the 70 CSE passers of 2015-2019. The data gathered are presented in tables and figures which were analyzed and interpreted.

**Part I.
Profile of the Respondents**

A total of 70 participants who are Civil Service Exam passers and are currently employed in various Local

Government Units in the province of Marinduque were the respondents of this study. Their demographic information was recorded along with information regarding their scores and examination experience.

| Table 2 Profile of the Respondents | | |
|---|-----------|---------------|
| Profile | Frequency | Percentage |
| Age | | |
| Above 36 years old | 6 | 8.57 |
| 31-35 years old | 23 | 32.86 |
| 25-30 years old | 27 | 38.57 |
| Below 25 years old | 14 | 20.00 |
| Total | 70 | 100.00 |
| Sex | | |
| Female | 51 | 72.86 |
| Male | 19 | 27.14 |
| Total | 70 | 100.00 |
| Civil Status | | |
| Single | 27 | 38.57 |
| Married | 36 | 51.43 |
| Widow | 7 | 10.00 |
| Total | 70 | 100.00 |
| Highest Educational Attainment | | |
| High School | 2 | 2.86 |
| College | 53 | 75.71 |
| Graduate Studies | 15 | 21.43 |
| Total | 70 | 100.00 |
| Status of Appointment | | |
| Job Order | 27 | 38.57 |
| Permanent | 43 | 61.43 |
| Total | 70 | 100.00 |
| Type of Examination Passed | | |
| Professional | 47 | 67.14 |
| Sub-Professional | 23 | 32.76 |
| Total | 70 | 100.00 |
| Number of times took the test before passing | | |
| Once | 16 | 22.86 |
| Twice | 25 | 35.71 |
| Thrice | 27 | 38.57 |
| Four and above | 2 | 2.86 |
| Total | 70 | 100.00 |

Table 2 details the profile of the respondents in terms of age groups with frequency. Their ages were grouped into four major categories: 25 and below, 25 to 30, 31 to 35, and participants older than 36. The age category of 25 to 30 years old had the highest count of respondents, with 38.57% of the total sample size. Conversely, the lowest count is for ages above 36 years old, with only 8.57% of the total respondents which was similar to the study of Rexhepi et al. (2012) which was composed of respondents aged 25 through 30 also having the highest count of respondents with 31.7%. In addition, 18% were

between 36 and 45, 8.3% were between 46 through 55, and 3.7% were above 55.

As to sex, the distribution of the respondents out of 70 respondents were taken also. Among them, 51, or 72.86% are female respondents and 19 or 27.14 %, are male respondents. Ali et al. (2015) stated that the sex issue had become the talk of today's forum. Although the literacy rate is higher among boys than girls, it is interesting to observe that girls secure better ranks than boys in almost all competitive examinations. From the last ten years, it is fascinating to note that the girls are more often in top ten two ranks in tenth class annual examination. Earlier, some of the researches reported that intelligence was the only factor that causes sex variations among high achievers.

The table also shows the distribution of respondents as to civil status. There were three categories for the respondent's civil status profile such as single, married, and widow. Among all the respondents, 36 or 51.43% are married, 27 or 38.57% are single, while only 10 % of the total population size are widows. This means that the civil status can be an important factor in one's achievement or performance. In the study of Yess (2009) which investigated the influence of marital status on the scholastic achievement of 240 Community College students in the US, the results revealed that marital status was an important predictor of achievement among Community College graduating students. Similarly, Egwualu and Umeora investigated the effect of marriage, pregnancy and childbearing on the academic performance of Nigerian female medical students. The result revealed that, the married female students who were older had more re-sit examinations than their male and single female counterparts. The difference was statistically significant.

Meanwhile, in terms of educational attainment, most of the respondents are college graduates, represented by approximately 53 or 75.71% of the total respondents. The least number of respondents were associated with the group whose of high school graduates which is 2 or 2.86% of the total population.

The Civil Service Commission states that there is no educational requirement in taking the Civil Service Exam. This means that a high school graduate or K-12 graduate can take the test, and become eligible for a government job. Pellegrino and Hilton (2013) reviewed studies and concluded that educational attainment is a stronger predictor of labor market success than measures of cognitive skills, personality traits, and intra-and interpersonal competencies. Workers who are better educated have better abilities to complete a given task, learn more from complex task training, and are more efficient in allocating work resources compared to workers who had attended school for lesser number of years.

On the other hand, in terms of status of appointment, most of the respondents are in the permanent position with 61.43% while 38.57% is in the job order position. Those respondents in the permanent position are included in higher ranked positions like the Head of their respective Department. Because of the nature of the position, there were significantly more respondents in permanent positions as this position projects longevity for their careers. On the other hand, although some of the respondents may have passed the CSC exam, a good amount of them has the job order position simply because there are not much or even no permanent positions available to apply for.

According to the Executive Order No. 292, Personnel Policies and Standards, Section 27 - Employment Status, a permanent appointment shall be issued to a person who meets

all the requirements for the positions to which he or she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules, and standards promulgated in pursuance thereof. On the other hand, in the absence of appropriate eligible and it becomes necessary in the public interest to fill a vacancy, a temporary appointment shall be issued to a person who meets all the requirements for the position to which he or she is being appointed,

except the appropriate civil service eligibility, provided, that such temporary appointment shall not exceed twelve months, but the appointee may be replaced sooner if a qualified civil service eligible becomes available.

In addition, there are government employees still in the job order position hoping to have a permanent position, that is why they are trying their best to pass the Civil Service Examination as their pass to be placed in a permanent spot.

In terms of the types of civil service exams, passers in both professional and sub professional levels are also given on the table. More than half of the respondents, or about 67.14%, were able to pass the professional type of exam, while approximately 32.86% of the respondents were able to pass the sub-professional exam. It can be inferred that there is more of a chance to be permanent in a position if one is a Civil Service Professional eligible rather than Civil Service Sub-Professional eligible because as shown in the table, although they are passers of Sub-Professional exam, they are still in the job order position. According to the Civil Service Commission, if the position does not require eligibility, then the appointee may be issued a permanent appointment provided he meets all other qualification standards. However, if the position requires an eligibility, the appointee must possess said eligibility. Otherwise, only a temporary appointment must be issued.

Table 1 also shows the distribution of respondents as to the number of times they took the test before passing. Among the respondents, approximately 27 or 38.57% passed the exam after taking it three times and only 2 or 2.86% took the exam four times or more.

The Civil Service Commission recently amended its policy on the frequency of taking the CSE considering numerous requests from the public. Previously, individuals can only take the said

examination – whether the Professional or Sub-Professional level, and whether via the paper and pencil test (PPT) or computer-assisted test (CAT) modes – only once in three months and up to four times only. An examinee failing the same level of examination for the fourth time can only apply for that level after two years from the date of the fourth failed examination. This explains why examinees who failed in the examination still have the chance to re-take in a given period of time. With the amended policy, the CSC said that an individual may continuously take the examination, regardless of the number of times failed and even without the previously imposed two-year rest period.

III. RESULTS AND DISCUSSION

Figure 6 shows that the mean rating performance of the respondents in the General Information part of the Civil Service Examination is 81.64. The standard deviation is 9.18 which means that the ratings of the respondents are widely spread from the mean rating.

Based on R.A. 6713, the civil service exam for professional and sub-professional levels also have coverage about Philippine constitution, code of conduct and ethical standards for public officials and employees. It is best that one knows and understands the important parts and sections of the Philippine Constitution and Republic Act 6713, and have enough knowledge about updates and current events happening in the government. Also included are peace and human rights issues and concepts, and environment management and protection, general information and current events, latest and newly enacted laws, and environmental issues.

Moreover, this part of the exam seems hard to many examinees as shown in Table 4. This area is second to have the least rating for many are not very familiar with the political terms, constitution, civil rights, old and new laws.

Table 5
Significant difference in the performance of respondents in the Civil Service Career Examination when grouped according to profile

| | Profile | H | df | p-value | VI | Decision |
|--|----------------------------|-------|----|---------|----|------------------------------|
| Civil Service Career Examination Performance | Age | 3.26 | 3 | 0.353 | NS | Do not reject H ₀ |
| | Sex | 2.27 | 1 | 0.132 | NS | |
| | Civil Status | 7.86 | 2 | 0.020 | S | Reject H ₀ |
| | Educ. Attainment | 7.77 | 2 | 0.021 | S | |
| | Type of Eligibility Passed | 1.62 | 1 | 0.203 | NS | Do not reject H ₀ |
| vs. | Number of Exam Takes | 10.52 | 3 | 0.015 | S | Reject H ₀ |

The difference between CSC examination performance of the respondents when grouped according to age, sex, and type of eligibility passed is not statistically significant ($p=0.353, 0.132, 0.203 > 0.05$) at 0.05 level of significance. However, there is a significant difference on the CSC examination performance ($p=0.020, 0.021, 0.015 < 0.05$) at 0.05 level of significance when the respondents were grouped into civil status, educational attainment, and number of time the exam was taken. The existence of significant difference tells that the CSC performance of the respondents differ when grouped according to civil status, educational attainment, and number of time the exam was taken.

Table 6
Preparations made by the Respondents before Taking the Civil Service Career Examination

| Preparations | Frequency | Percentage | Rank |
|---|-----------|------------|------|
| 1. I have gathered all information available about exams (i.e., time and location, format and | 51 | 72.86 | 1.5 |

| | | | |
|--|----|-------|-----|
| types of questions, content covered, weighting of each exam, and the marks allocated for each question). | | | |
| 2. I have made an exam review timetable that considers priorities, time between | 37 | 52.86 | 6 |
| exams, and my wellness. | | | |
| 3. I have attended the exam review sessions. | | | |
| 4. I have applied effective study strategies. | | | |
| 5. I have eliminated all distractions during my review sessions. | 45 | 64.29 | 3 |
| 6. I have maintained my wellness through getting adequate sleep, eating healthy food, having breaks, and exercising. | 51 | 72.86 | 1.5 |

Table 6 shows the frequency and percentage of preparations that the respondents performed before taking the Civil Service Career Examination. Indicators 1 and 6 both ranked 1.5 with a percentage of 72.86%. On the other hand, indicator 2 ranked 6 with a percentage of 52.86%.

Sullivan et al. (2021) in their study was focused on the personal characteristics of the test-takers in relation to their test preparation preferences. Their study addressed that gap by

examining variations in test preparation in different areas and the relations between test takers' personal characteristics (e.g. sex, age), attitudes to particular features of tests, and their relevant preparation practices.

It can be interpreted that preparations before the examination depends on the preference of the examinees.

Table 7
Strategies made by the Respondents in Taking the Civil Service Career Examination in Reading Comprehension

| Strategies | Frequency | | | | | Total | Mean | Verbal Interpretation |
|--|-----------|----|---|---|---|-------|------|-----------------------|
| | 5 | 4 | 3 | 2 | 1 | | | |
| 1. Comprehend what I read in the examination | 60 | 5 | 5 | 0 | 0 | 70 | 4.79 | SA |
| 2. Search for a specific piece of information | 59 | 3 | 8 | 0 | 0 | 70 | 4.73 | SA |
| 3. Evaluate the given statement to form my own opinion | 66 | 4 | 0 | 0 | 0 | 70 | 4.94 | SA |
| 4. Synthesize what I read | 50 | 18 | 2 | 0 | 0 | 70 | 4.69 | SA |
| 5. Understand the purpose of the reading article | 58 | 8 | 4 | 0 | 0 | 70 | 4.77 | SA |
| Grand Mean | | | | | | | 4.78 | SA |

Legend:
4.20 – 5.00 Strongly Agree (SA)
3.40 – 4.19 Agree (A)
2.60 – 3.39 Neither Agree nor Disagree (N)
1.80 – 2.59 Disagree (D)
1.00 – 1.79 Strongly Disagree (SD)
VI Verbal Interpretation

Table 7 shows the frequency and mean of reading comprehension strategies made by the respondents during the Civil Service Career Examination. Indicator 3 is the most frequent, followed by indicator 1. Indicators 2, 5, and 4 have the least frequencies.

In a related study by Xia (2008) on non-English major students' use of reading strategies, it was shown that the least used strategy among Chinese students is to make use of text structure and textual organization, while prediction and deducing are used most frequently by Chinese students. This implies that reading strategies vary depending on the level of the test-takers.

Table 8
Test Experiences of the Respondents during the Civil Service Career Examination

| Indicators | Frequency | | | | | Total | Mean | Verbal Interpretation |
|---|-----------|----|----|----|----|-------|------|-----------------------|
| | 5 | 4 | 3 | 2 | 1 | | | |
| Physical Test Experiences | | | | | | | | |
| 1. I have visible signs of nervousness such as sweating, palms, shakiness, and so on right before the test. | 15 | 11 | 15 | 8 | 21 | 70 | 2.87 | M |
| 2. I have "butterflies" in my stomach before a test. | 11 | 6 | 15 | 26 | 12 | 70 | 2.69 | M |
| 3. I feel nauseated before a test. | 15 | 8 | 23 | 19 | 5 | 70 | 3.13 | M |
| 4. I got stomachache. | 28 | 19 | 5 | 7 | 11 | 70 | 3.66 | M |
| Composite Mean | | | | | | | 3.09 | M |

| | | | | | | | | |
|--|----|----|---|----|----|----|------|---|
| Emotional Experiences | | | | | | | | |
| 1. I have read through the test and feel | 12 | 15 | 8 | 23 | 12 | 70 | 3.46 | H |

| | | | | | | | | | |
|-----------------------|--|----|----|----|----|----|----|-------------|----------|
| 2. | anxious. I panic before and during a test. | 14 | 4 | 19 | 22 | 11 | 70 | 2.83 | M |
| 3. | I feel pressured while taking the test (time conscious). | 14 | 14 | 13 | 23 | 6 | 70 | 3.10 | M |
| 4. | I feel so much stressed while taking the test. | 23 | 14 | 7 | 8 | 18 | 70 | 3.23 | M |
| Composite Mean | | | | | | | | 3.15 | M |

| | | | | | | | | | |
|---|----|----|----|----|----|----|------|---|--|
| out of the testing situation. | | | | | | | | | |
| 3. I have trouble sleeping the night before a test. | 14 | 14 | 13 | 23 | 6 | 70 | 3.10 | M | |
| 4. I make mistakes in easy questions or shades the wrong answers. | 23 | 14 | 7 | 8 | 18 | 70 | 3.23 | M | |
| Composite Mean | | | | | | | 3.15 | M | |
| GRAND MEAN | | | | | | | 3.13 | M | |

Part VI.
Table 9
Mental Experiences of the Respondents during the
Civil Service Career Examination
Mental Experiences

| Mental Experiences | | | | | | | | | |
|--------------------|--|----|----|----|----|----|----|------|---|
| 1. | My mind goes blank during a test. | 21 | 18 | 15 | 4 | 12 | 70 | 3.46 | H |
| 2. | I remember the information that I blanked once I get | 14 | 4 | 19 | 22 | 11 | 70 | 2.83 | M |

Legend:

4.20 – 5.00 *Very High (VH)*

3.40–4.19 High (H)

2.60–3.39 *Moderate (M)*

1.80 – 2.59 *Slight (S)*

1.00 – 1.79 Not Experienced (NE)

Verbal Interpretation

Chapter V

SUMMARY, SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions and the recommendations based on the results of the study.

Summary

The study aimed to analyze the performance of the Civil Service examinees' who are employers of the Local Government Units (LGUs) in the Province of Marinduque. This study focused on the CSC examinees who passed the said exam from 2015-2019. Further, this focused on their performance in the following coverage of the test: Reading Comprehension,

Analogy, Mathematics (numerical reasoning), and General Information. In addition, this study covered the respondents' profile, performance, preparations made, and test experiences when they took the Civil Service Career Examination.

In gathering the needed data, an adopted instrument which was validated by language experts was used. The researcher further analyzed the results to determine the significant difference among the interplay of the variables to be proven.

Summary of Findings

Based on the data gathered, the study revealed the following findings:

The Municipality with the most significant number of respondents is Boac, with approximately 25 or 35.71% of the total respondents. This was followed by Mogpog, Gasan, Santa Cruz, and Torrijos with 21.43%, 15.71%, 11.43%, and 8.57%, respectively. The Municipality of Buenavista, on the other hand, has the least number of respondents, with only 5 or 7.15% of the sample size. These findings are similar to the study by Disabil 2010, whose survey distribution depends on the respondents' location.

1. The respondents' profile revealed the following:

1.1 The respondent's ages were grouped into four major categories: 25 and below, 25 to 30, 31 to 35, and participants older than 36. The age category of 25 to 30 years old had the highest count of respondents, with 38.57% of the total sample size. Conversely, the lowest count was for ages above 36 years old, with only 8.57% of the total respondents.

1.2 The respondent's distribution as to sex has a total of 70 respondents, 51 or 72.86% are female respondents and 19 or 27.14 % are male respondents. Female respondents heavily outnumbered male respondents.

1.3 In terms of the respondent's civil status, 36 or 51.43% of the respondents are married. On the other hand, 27 or 38.57% are single and only 7 or 10 % of the total population size are widows or widowers.

1.4 In terms of educational attainment, most of the respondents are college graduates, represented by approximately 53 or 75.71% of the total respondents. On the other hand, 15 or 21.43% of the respondents are currently taking graduate studies. The least number of respondents were associated with the group who are high school graduates which is 2 or 2.86% of the total population.

1.5 The respondents are in the permanent position with 61.43%, while 38.57% are in the job order position.

1.6 Regarding the type of civil service exams offered, more than half of the respondents or about 67.14% of the respondents were able to pass the professional type of exam. For the sub-professional, approximately 32.86% of the respondents were able to pass it.

1.7 As to the number of times they took the test before being able to pass it, 27 or 38.57% passed the exam after taking it three times, while only 2 or 2.86% took the exam four times or more.

1.8 The most frequent rating of the respondents' falls into 82-82.99 with 21.28% under the CSE Professional, while 26.09% in the CSE Sub-professional. The second most

frequent rating under CSE Professional is 84-84.99, with a percentage of 19.15. Then, 14.89% for the ratings that fall in 81-81.99, 83-83.99, and 85-85.99. The least frequent rating of the CSE Professional is 4.26%. On the other hand, the least ratings in the CSE Sub-professional are 13.03% and 4.35% consecutively.

2. The respondents' rating in the four (4) areas in the Civil Service Examination revealed the following:

2.1 The mean rating by the test-takers in Reading Comprehension is 81.207. The ratings have a standard deviation of 2.604.

2.2 The mean rating by the test-takers in Analytical is 82.271. The ratings have a standard deviation of 1.651 which measures the spread of the data about the mean rating.

2.3 The mean rating by the test-takers in Mathematics of the respondents is 82.191.

2.4 The mean rating by the test-takers in General Information is 81.64. The standard deviation is 9.18 which means that the ratings of the respondents are widely spread from the mean rating.

3. The difference between CSC examination performance of the respondents when grouped according to the following indicators is shown below:

3.1 When grouped according to age, there is no statistical significance.

3.2 When grouped according to sex, there is no statistical significance.

3.3 When grouped according to civil status, there is a significant difference.

3.4 There is a significant difference When grouped according to the highest educational attainment.

3.5 When grouped according to status of appointment, there is no significant difference.

3.6 The type of examination does not affect the CSC performance of the examinees.

3.7 The existence of significant difference tells that the CSC performance of the respondents differ when grouped according to the number of exams taken.

3.8 The result in the eligibility examination shows that reading comprehension has the least rating and believed that it affects the over-all rating of the examinees.

4. There is no statistical difference between the medians of the scores of examinees of professional and sub-professional's exam types.

5. There were preparations and strategies made and experiences faced by the respondents in taking the civil service examination.

5.1 Most of them comprehended and evaluated the given statements to form their own opinion. They also searched for specific piece of information and understood its purpose. In addition, the test experiences of the respondents vary during examination. Some of the respondents felt more emotionally and mentally affected, like being anxious, stressed and going blank during the examination. On the other hand, some felt less nervous and nauseated during the examination.

5.2 The least made was synthesizing what they had read which led to the result of their rating. The preparations that the respondents performed before taking the Civil Service Career

Examination were mostly gathering all the information available about the exam. They also preferred to maintain their wellness by getting adequate sleep, eating healthy food, and properly exercising.

6. A Review Material has been proposed to train the examinees to be prepared in taking the Civil Service Commission Examination.

Conclusion

The following conclusions were drawn according to the findings of this study:

Based on the result of the study, the performance of the examinees of the civil service career examination in reading comprehension area is believed that it greatly affects the overall rating of the examinees due to some factors like preparations before examination and test experiences during the test. The result of the score versus age, sex, and exam types showed no significant difference. While at a confident interval of 95%, there was enough evidence to support the claim that the median of the exam scores grouped by their civil status differs. There was also a significant difference between the medians of the exam scores of the respondents when they were grouped based on their highest educational attainment.

Moreover, the civil service career examination performance of the respondents differed when grouped according to the number of exams taken. On the other hand, there was no significant difference in the professional and sub-professional's exam types when the respondents were grouped into profile therefore the hypotheses are accepted.

Thus, designing a review material that aids in enhancing reading comprehension would benefit the examinees to improve their reading comprehension competence.

Recommendations

Based on the findings of this study, the following are recommended:

- Deans of the Colleges**, since the findings revealed that reading comprehension should be enhanced in taking civil service examination, this may pave the way for the college for initiated review program to be implemented for their graduates who wish to work in Local Government Units as the school conducts Pre-Board Examination (Pre-LET) or for their graduates.
- Teachers/Instructors/Professors**, since this study believes to increase the awareness of the importance of enhancing reading comprehension among the students. They may consider using the review material as the output of this study which focus on the reading comprehension competence.
- College Graduate Test Takers**, since the findings of this study could be extremely beneficial to them, especially the proposed intervention material, which is a review material for Test Performance Advancement. They may gain confidence and courage to have a permanent position in one's field, especially for those working on a job order in government offices.

4. **Students**, since this study revealed that having anxiety or feeling pressure and stress while taking the test is not beneficial, it is expected that they may learn to overcome any anxiety they may experience, particularly during major school examinations. This may alleviate their anxiety by remaining calm and cool.

5. **Future Researchers**. since the study focused on the reading comprehension, a further investigation among other areas in the civil service career examination may be considered. Further, a study focusing on other test examinations may also be undertaken.

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