

IMPLEMENTATION OF PRE-BOARD INHOUSE REVIEW AND MANAGEMENT PRACTICES OF THE ACADEMIC HEADS AS CORRELATES OF LET PERFORMANCES

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Abstract

This study generally aims to determine if the implementation of pre-board in house review and the management practices of the academic heads could play an important role in the Licensure Examination for Teachers (LET) performances from AY 2017-2019. The survey used the purposive convenience sampling to get the respondents sample and its proportion. The respondents of the study were the one hundred ninety-seven (197) LET takers from AY 2017 – 2019, ten (10) academic heads and forty (40) faculty members engaged in pre-board in house review of the selected State Universities and Colleges (SUC's) in CALABARZON. The respondents were asked to rate the extent of implementation of the pre-board in house review and the extent of management practices of the academic heads of the College of Education in the conduct of the pre-board in house review as correlates to LET performances.

Research result revealed that the three groups of respondents perceived the implementation of the pre-board in house review in terms of all aspects as very highly implemented. Likewise, they also perceived that the management practices of the academic heads in the conduct of the pre-board in house review in terms of all aspects were very much practiced; however, there is a weak correlation of the Implementation of the pre-board in house review and the management practices of the academic heads to the Licensure Examination for Teachers. The findings imply that the implementation of the pre-board in house review and the management practices of the academic heads in the conduct of the pre-board in house review could be strengthened and enhanced to influence positively the result of the Licensure Examination for Teachers. An e-policy intervention program for the conduct of the pre-board in house review and management practices is hereby recommended.

Keywords: *Pre-board inhouse review, management practices, LET performances.*

1. Introduction

In recent decade, various strategies and innovations were incorporated by the academic heads in the curriculum, management, and operations in their respective offices to ensure quality outcomes and better school performances particularly in state board examinations. Improvement in the instructional practices, admission policies, retention policies, physical plan and facilities, curricular offerings, research, and pre-board inhouse reviews and examinations were implemented by the academic heads in different higher education institutions as a response to the national and international standards and levelling requirements of the government. Management practices of the academic heads greatly influence the operations and performances of their respective colleges in meeting their respective goals and objectives and to add in the University standings. The success of the faculty, students' performances and the college operations as a whole are dependent on the leadership and behavior of the deans particularly on his/her management practices. (Sharma, 2016)

The movement of the Higher Education Institution to ASEAN Qualification Reference Framework from Philippine Qualification Framework of Educational Institution in the Philippines also sets the standards to a more competing and higher level. The passage of Republic Act 10968 or the Philippine Qualification Framework in 2018 sets levels of educational qualifications and standards for qualification outcomes. It serves as a quality assured national system for the development, recognition and award of qualifications that mandated government agencies particularly the Commission on Higher Education (CHED) for higher education institutions to meet the goals sets by the said law such as to ensure that training and educational institutions comply with specific standard and are responsible for achieving corresponding learning outcomes (Republic Act 10968, 2018). On the other point of view, the

ASEAN Qualification Reference Framework which is a common reference framework that enables comparison of education qualifications across participating ASEAN Member States has the following objectives which include support recognition of qualifications, encourage the development of qualifications frameworks that can facilitate lifelong learning, encourage the development of national approaches to validating learning gained outside formal education, promote and encourage education and learner mobility, support worker mobility, improve understanding of qualifications systems, and promote higher quality qualifications systems. This framework sets a reference for member states the qualifications they must have in their National Qualifications Frameworks which includes good practice for quality assurance including recognitions of professionals.

Consequently, Teacher Education Institutions (TEIs) in the Philippines establish their brand of educational quality through their graduates' performance in the Licensure Examination for Teachers (LET). The LET is also a crucial criterion of the Commission on Higher Education (CHED) in granting Center of Development (COD) and Center of Excellence (COE) status to the curricular programs of TEIs. Furthermore, local and international accrediting agencies consider the institution's licensure examination performance as a key performance indicator for quality assurance. (Amanonce and Maramag, 2020)

For the past three years since 2017 which is composed of six (6) LET administrations (March 2017-September 2019), the average national passing percentage is only 23.20% for elementary level and 35.9 % for the Secondary level. These are clear indications that teacher education institutions are not producing equipped teachers. Many schools have developed and implemented elaborate school improvement plans; however, there is a realization that these efforts often fall short of attaining the expected results. (www.prc.gov.ph)

Most of the teacher education institutions develop programs such as accreditation, qualifying examinations, retention programs, strict admission policy and pre-board inhouse review and examinations to increase the passing percentage of their LET performances. (Ladia et. al, 2018, Amanonce and Maramag, 2020)

The role of the academic heads in managing any academic endeavor and programs to enhance the outcome of the goals of the college such as the conduct of the preboard inhouse review and examinations are very much important in comparison to other functions and duties they performed. The researcher strongly believed that the academic head's practices or way of managing the college activities like pre-board inhouse review can influence the performance of the college including the LET.

However, among the literature and studies reviewed by the researcher regarding the conduct of pre-board inhouse review, none of it states the significant relationship of the management practices of the academic heads of the College of Education in the implementation of the pre-board inhouse review and the performance in the Licensure Examination for Teachers. In this respect that caused the researcher to explore and determine the management practices of the academic heads in the College of Education in the conduct of the pre-board inhouse review as well as its implementation since the researcher serves as one of the lecturers and facilitators in the pre-board inhouse review and a provider of pre-board examinations questions.

2. Method

In this study, the researcher used a non-experimental Descriptive Correlational Design which helped the researcher examine the relationship between the implementation of the pre-board inhouse review and management practices of the academic heads in the College of education in selected State Universities and Colleges (SUC's) in Region 4A-CALABARZON as correlates of LET performances from 2017-2019. A correlational design is suitable in this study because it is applicable in educational research to examine correlations and predictive associations (Mertens, 2014).

The correlational approach is the best method to examine the relationship between variables and to permit the prediction of future outcomes from present knowledge (Stangor, 2011). With the correlational research design, there is a single group of participants (e.g., teachers) among whom the criterion and predictor variables are measured to examine the relationship between them (Beauvais, Stewart, DeNisco, & Beauvais, 2014; Boddy, 2014). Secondly, in a correlational design, both variables are continuous variables (i.e., ratio or interval). The correlational design allowed the researcher to highlight a specific population for interpretation without the risk of significant numerical differences in the data collected. Moreover, a Descriptive Research Design will also be another option to be used in this study. The purpose of descriptive research is to describe in detail the characteristics and features of the subjects in question in a nonexperimental environment. In a Descriptive Research Design, a researcher might conduct surveys to collect data and use descriptive statistics to describe the variables and subjects in question. However, inferential statistics are also a requirement in a Descriptive Research Design (Shaughnessy et al., 2012). In this study, the researcher described the management practices of the

academic heads in the College of Education and the implementation of pre-board inhouse review as perceived by the academic heads themselves the faculty members engaged in the said review and the pre-board inhouse review participants and LET takers from 2017 - 2019 in the respective institutions concerned. Then, the researcher assessed the relationship between the implementation of pre-board inhouse review and management practices of the academic heads to the LET performances of the subject institutions from 2017 – 2019.

The researcher used a researcher-made questionnaire-checklist as the main instrument in gathering the needed data of the study. The crafting of the instrument was guided by the theories of BF Skinner Operant Conditioning Theory, the principles of Fidelity of Implementation by Dane and Schneider as a component of the Diffusion of Innovation Theory by E. Roger and the Total Quality Management theory of Deming's Profound System of Knowledge focusing on his PDCA Model. Statements were contextualized to fit to the present study.

With regards to the data gathering procedure, the researcher conducted interview regarding the number of faculty members in the college of education engage in the conduct of the pre-board inhouse review. Only campuses with conducted pre-board inhouse review were considered in this study. For the number of LET taker from 2017 – 2019, the researcher retrieved the data from the official website of the PRC. Then, after the information was identified, the researcher requested from the dean the copies of the list of takers and passers in the 2017 – 2019 LET Examinations as well as and faculty respondents of the study guided by the Philippines Data Privacy Act of 2012.

3. Results and discussion

Extent of Implementation of pre-board inhouse review. Descriptive statistics for each quantitative independent variable revealed that the three groups of respondents perceived the implementation of the pre-board inhouse review in terms of all aspects as very highly implemented. Based on the collected data, results showed that the respondents perceived the implementation of the pre-board inhouse review in terms of Adherence, Scope, Quality, Responsiveness of the Participants, and Evaluation of the Review was very much implemented as revealed by the obtained general composite mean of 4.43 (SD=0.589) for the academic heads, 4.51 (SD=0.704) for the faculty respondents and 4.28 (SD=0.663) for the LET taker respondents and an over-all obtained mean of 4.41 (SD=0.652) which verbally interpreted as very highly implemented. The results showed that there exists a significant difference on the perception of the group of respondents in the implementation of the pre-board inhouse review in terms of scope between the faculty and LET taker respondents $F(2, 244) = 3.12, p < 0.046$ which the p-value is less than the .05 level of significance. This implies that there are significant differences on the views of the respondents concerning the coverage included in the pre-board inhouse review since the p-value is less than 0.05 level of significance.

Extent of Management Practices of the Academic Heads in the Conduct of the Pre-board Inhouse Review. The results revealed that the three groups of respondents perceived the management practices of the academic heads in the conduct of the pre-board inhouse review in terms of all aspects as very much practiced (M=4.42, SD=0.575). This implies that the academic heads very much practiced in the conduct of the review the proper planning, implementing, checking and applying the recommendation in the program. In addition, the three groups of respondents perceived that in terms of all aspects, the management practices of the academic heads in the conduct of pre-board inhouse review in terms of act obtained the highest mean and was verbally interpreted as Very Much Practiced (M= 4.47, SD=0.548). In conclusion, the findings revealed that there were no significant differences that exist on the perception of the three groups of respondents in terms of all aspects regarding the extent of management practices of the academic heads in the conduct of the pre-board inhouse review $F(2,244)=0.98, p > 0.375$.

The findings of the present study have social change implications for practice, theory, and policy. In terms of practice, the study contributes to social change by providing the College of Teacher Education and the academic heads, faculty lecturers/reviewers and Education students on information concerning the best way of implementing the pre-board inhouse review to attain positive result in LET. The low correlation implies that the College of Education could strengthen and intensify the conduct of the review in order to influence the LET performance. In terms of theory, the study has provided a possible development of a framework on the interconnectedness and pathways of the policies on implementing an inhouse review not only in Teacher Education Program but also in other board examination programs and the management practices of the academic heads to attain positive result in board examinations.

Lastly, in terms of policy, the Higher Education Institutions offering Teacher Education program may strengthen and intensify the implementation of the pre-board inhouse review by adopting the recommended e-policy and applying the best practices to ensure positive result in the LET.

4. Recommendations

It is recommended that future studies may explore on the gap between the time the students took their pre-board inhouse review and the actual Licensure Examination for Teachers. The amount of information retained to students from the pre-board inhouse review and the time they take their LET could be a factor that affects the performance of the students in the licensure Examination for Teachers.

Moreover, it is recommended that future researchers may explore on the perception of the non-passers in LET regarding the implementation of the pre-board inhouse review and management practices of the academic heads since their point of views could provide significant information on the improvement and enhancement of the pre-board inhouse review program.

The use of more variables that may affect the implementation of the pre-board inhouse review and management practices are hereby recommended to be the subject of future studies. With the use of more variables in the implementation of the review and the management practices of the academic heads, it will provide more information that could give a vivid picture of its influence to the result of the LET.

Furthermore, there could be an underlying concern that needs to be addressed as to the implementation of the pre-board in house review and the performance of the students in the Licensure Examination for Teachers, hence the need for conducting an in-depth research through qualitative research such as phenomenological approach to explore the lived experiences of the administrators, faculty and students to further understood the existing phenomenon involving the determined no correlation of the pre-board inhouse review and the performance in LET.

Lastly, it is recommended that the College of Teacher Education may consider adopting the proposed e-policy on the implementation of pre-board inhouse review.

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