

Comparison of Classroom Performance and Review Performance as an Indicator of the Psychometrician Board Examination

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Abstract The main objective of the analysis is to identify markers for the Psychometrician Board Test passing. The course is rooted in the Functional Context Theory (Sticht), which states that students learn better when instruction is based on prior knowledge (Sticht, 1987). Participants in the study were 30 Psychometric Board Passers from 2014-2018. They are graduates of the BS Psychology program of Rizal System University, Morong campus, Rizal. The study results showed that classroom performance is above average, and some of the scores in the review did not achieve the minimum passing score. In the board evaluation, the performance of the classroom and the assessment do not predict their progress. The study gave implications and recommendations.

Keywords Psychometrician board test, classroom performance, review performance, University of Rizal System

1. Introduction

The study is an input to increase the number of board passers for the Psychometrician license test. The percentage of board passengers on the University of Rizal System, Morong Campus, Rizal has increased over the past five years from 5.88 percent in 2014, 30 percent in 2015, and 20 percent in 2016, 32.43 percent in 2017, and 34.48 percent in 2018 based on PRC results from school performance in the Philippines but still exceeding the national average. Therefore, the student progress metrics in the classroom, review sessions and board exams need to be studied to establish an intervention program to increase board passers' percentage.

1.1 Objective of the study

The main objective of the analysis was to determine criteria on the Psychometrician Board for passing an examination. The study had the fundamental objectives of assessing psychometrician board takers' success in the classroom and analyzing outcomes from 2014 through 2017.

1.2 Literature Review

'Psychometric' means a normal person with a valid certificate of registration and a valid professional psychometric identification card issued by the Professional Regulatory Board of Psychology and the Professional

Regulation Commission under RA 10029. To qualify as having passed the psychologists and psychometrists licensing test, an applicant must have earned a weighted average of at least 75 percent (75 percent) for all subjects, with no rating below 60 percent (60 percent). An examination that obtains a weighted general average of 75 percent (75 percent) or higher but obtains a rating of less than 60 percent (60 percent) in any given subject may, within the next two (2) years, retake those subjects. The license review shall be deemed to have passed after having obtained a rating of at least seventy-five percent (75 percent) in each such subject. For psychometrists, a certification examination must be passed by all applicants for registration to practice psychometrics.

Since the institution continuously provides quality education, innovative training methods, and improving the performance of graduates serve as inputs for professional development (Pachejo and Allaga, 2013). The effectiveness of a program in terms of graduates' employability and their passing success in licensing examinations is almost always calculated (Tan, 2016). Curriculum designers devised the graduates of the programs as fit, employable, and good people (Tan, 2016). Singapore, known for its quality of education, puts strict limits on evaluations of student learning. The Commission for Higher Education (CHED) has periodically monitored the success of board passes across the Philippines.

In the total number of examiners, Tabayan (2016) research has shown a dramatic increase. Compared to 2014 as the base year, a 36 percent rise in 2015 and 122 percent in 2016. Fifteen thousand sixty (15,060) psychology graduates passed examinations, but only 7,041 passed overall national passage rate is 47.42 percent — the increasing passage rate. In 2014, NPR was 39.31%, which rose slightly to 46.15% in 2015 by about 7 points, and 13 percentage points to 50.46% in 2016. Passing rates are also increasing for first-time timers. But the repeater passing rate is steady at 36 percent — just 16 percent or 310 out of 1,992, which repeatedly failed in the 2014 exam in 2015. Top placers include graduates from worldwide large and small schools but are still dominated by the main colleges of Metro Manila. The ratio of top-placers to total examinees shows many praiseworthy provincial schools that have succeeded.

1.3 Theoretical Framework

The research was anchored by Functional Sense Theory (Sticht). The functional theory of meaning is called cognitive learning theory. The approach is based on the premise that when teaching is centered on a prior knowledge base, students learn more using long-term memory (Sticht, 1987). We need to improve instructional strategies that enable students to use their vocabulary and problem-solving capabilities (Sticht, 2000). While the functional content theory is a cognitive theory, it is directly opposed to other major components of cognitive methods, which hold the premise that learning occurs in stages and is isolated from any environmental influences.

Sticht stresses learning is all about one person's external influences. Rather than developing in the predetermined life stages, it is essential to develop educational methods based on their relevance to the students and their personal experiences (Sticht, 2000). In particular, according to Sticht's functional sense theory, learning is done in the context of the students' actions, giving them the ability to transfer their classroom learning to their daily work duties easily.

2. Methodology

Passers on board were contacted via messenger and email to obtain the necessary information from the researcher. They were asked to send out the scores they received from taking the examination and the classroom and exam grade they had on the four core subjects included in the Psychometrician board exam during the testimonial toast of the board passers. Mean, and regression analysis was used to test the 2014-2018 data of thirty (30) Psychometrician Test Passers.

Thirty (30) Psychometrician Board Passers for 2014-2018. They are graduates of the BS Psychology program of the University of Rizal System, Morong Campus, Rizal. Below is the annual number of passers.

Table 1. Annual number of Psychometrician Board Passers for 2014-2018.

Year	No. Of Passers	Percent
2014	1	5.88
2015	3	30
2016	4	20
2017	12	32.43
2018	10	34.48

3. Results and Discussion

Table 2 Classroom Performance of the Psychometrician Board Passers in the Four Core Subjects

Subjects	2014	2015	2016	2017	2018
Theories of Personality	90	88	88	88	89
Abnormal Psychology	88	90	87	89	89
Industrial/Organizational Psychology	86	87	91	90	89
Psychological Assessment	86	89	88	90	91

Table 2 demonstrates the performance of the Psychometrician Board-passers in the classroom. The grades

were arranged according to the year of the board examination they went through. The grades were based on their classroom outcomes during their college years, as they took up subjects in Personality Theory, Pathological Psychology, Industrial / Organizational Psychology, and Psychological Assessment. You'll notice the grades range from 86 to 91. This indicates that board passers are above average in terms of their classroom outcomes during their college years.

Table 3. Review Performance of the Psychometrician Board Passers in the Four Core Subjects

Subjects	2014	2015	2016	2017	2018
Theories of Personality	76	72	70	64	63
Abnormal Psychology	73	69	70	65	63
Industrial/Organizational Psychology	78	69	71	64	65
Psychological Assessment	77	67	67	67	63

Table 3 shows that the board passers' performance during their review was below the predicted rate of passage based on 2015 to 2018. In subjects such as Personality Theory, Industrial/Organizational Psychology, and Psychological Assessment, the 2014 board passer has hit the passing ranking. The only thing the passer got below the passing score was Abnormal Psychology. However, from 2015-2018, three (3) passers had their self-examination or could not participate in examination centers.

Table 4. Performance of the Psychometrician Board Passers in the Four Core Subjects in the Actual Board Exam

Subjects	2014	2015	2016	2017	2018
Theories of Personality	81	80	80	79	79
Abnormal Psychology	80	81	81	81	80
Industrial/Organizational Psychology	80	80	80	81	78
Psychological Assessment	79	77	75	75	75

The table shows that on a psychological examination, the lowest mean of findings from 2014-2018 is in the board report's core subjects. The other topics above 75, which draw their Psychological Assessment scores, have passed most of the board passers. In Abnormal Psychology, most people have scores of 80 or higher. Some of the scores of individual takers also drop between 72-74, which is below 75, but as they score above 75 in other core subjects, it could pull their mean overall score in the board test.

Table 5. Regression Analysis of the Classroom Performance, Review Performance and Board Performance in Theories of Personality (TOP) of the Psychometrician Board Passers

Performance in Theories of Personality	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Classroom	-.092	.158	-.110	-.582	.566
Review	-.026	.019	-.257	-1.361	.185

Based on the table, it shows that both classroom production ($\beta = -.092$, $p < .05$) and review results ($\beta = -.026$, $p < .05$) do not predict the effectiveness of the board's passers

on the Personality Theories Psychometrician board examination.

Table 6. Regression Analysis of the Classroom Performance, Review Performance and Board Performance in Abnormal Psychology of the Psychometrician Board Passers

Performance in Abnormal Psychology	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Classroom	-.030	.258	-.023	-.118	.907
Review	-.028	.027	-.199	-1.043	.306

Table 6 shows that on the Psychometrician board exam, both classroom performance ($\beta=-.030$, $p<.05$) and review performance ($\beta=-.028$, $p<.05$) do not predict the board's passenger success in Abnormal Psychology.

Table 7. Regression Analysis of the Classroom Performance, Review Performance and Board Performance in Industrial/Organizational Psychology of the Psychometrician Board Passers

Performance in Industrial /Organizational Psychology	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Classroom	.223	.267	.159	.837	.410
Review	-.002	.031	-.014	-.075	.941

Table 7 shows that in the Industrial / Organizational Psychology board examination, both classroom performance ($\beta=-.223$, $p<.05$) and review performance ($\beta=-.002$, $p<.05$) do not predict the success of the board passers.

Table 8. Regression Analysis of the Classroom Performance, Review Performance and Board Performance in Psychological Assessment of the Psychometrician Board Passers

Performance in Psychological Assessment	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Classroom	-.231	.162	-.265	-1.422	.166
Review	-.020	.022	-.170	-.909	.371

Table 8 indicates that both classroom performance ($\beta=-.231$, $p<.05$) and review performance ($\beta=-.020$, $p<.05$) does not predict the progress of the board passers in the psychometric board test of psychological assessment.

Therefore, Table 5 to Table 8 shows that in the actual board evaluation, the performance of all the classroom outcomes and review performance in all four subjects does not predict the psychometrician board's performance. The potential explanation for this is that the actual board exam stuff is more complicated and needs critical examination.

If the students are more bookish and are not critically informed of how to apply ideas learned from those key topics, it will be hard for them to get a correct answer.

Table 9. Proposed Strategic Plan to Increase Psychometrician Board Passers

Strategic Initiative	Involved Personnel	Time Frame					Performance Indicators
		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	
Review of the Syllabus	Dean Program Head Faculty	Convene concerned personnel to present the Syllabus for Revision and Implementation	Review and Revise and Align with Teaching Strategies	Review and Revise and Align with Teaching Strategies	Review and Revise and Align with Teaching Strategies	Review and Revise and Align with Teaching Strategies	Observation and evaluation indicate 100 % implementation of the Revised Syllabus
Implementation of the Retention Program	Dean Program Head Faculty	Increase board passers by 10%	Increase board passers by 20%	Increase board passers by 30%	Increase board passers by 40%	Increase board passers by 50%	School Performance in the board exam increase each year
Creation and revision of the Items used in the Retention Exam	Dean Program Head Faculty	Created 100% of the Items	Reviewed and Revised at least 20% of the Items	Reviewed and Revised at least 20% of the Items	Reviewed and Revised at least 20% of the Items	Reviewed and Revised at least 20% of the Items	Implemented Exam are reviewed and revised each school year
Seminar workshop on							

4. Summary and Conclusion

Psychometrician board passes are above average in classroom performance during their college years. These psychometric board passers belong to the above average in terms of their classroom findings. They are the passers who increased involvement in academic events, make an additional effort throughout the class. It is they who submit for their assignment on time and are not absent from their school. Usually, many respond in a class often with enthusiasm. But the students were held accountable and disciplined.

The overall review performance of the board passers does not meet the appropriate passing score or grade. The review center has given multiple products, and they find it difficult to fix all the material. In the evaluation centers, the bulk of readings and other items make it difficult for the reviewers to get high scores. These theories are checked in the acknowledgment via the interview of the passers and their testimonies.

The outcomes of their board exams are not predicted by the success in the classroom and review performance. Classroom achievement during their college years is not a determinant factor in passing the board examination. Also, in the assessment center, the pre-board test result was not a measure of whether they passed the board examination.

5. Implications and Recommendations

The result of this study indicates that students pursuing the licensing exam must be a success within the classroom because the critical factor that can be regarded as the student's discipline and the motivation to do better within the classroom. Their dedication and trust to thrive and have a career growth target are the best qualities they can possess while passing the Psychometrician board examination. However, the university must review and ensure that the syllabus covers the CHED CMO's Specification Table (TOS) expertise for the Psychometrician Board Test by the

professors who teach the core subjects in the board exam. Frequent meetings should be held with the professors to explore and communicate best practices in achieving student skills and prepare them for the psychometric board examination. Regular discussions should be conducted with students to ensure that they will have a positive attitude and dedication to taking the board exam.

Students who wish to take the board exam should choose a very good study center to enhance their critical thinking. Frequent reading of all books about the core topics will give them an advantage in passing the board examination. For passing the test, a large vocabulary is necessary as words are used in the item that the takers might not be so familiar with. There should be an intense orientation for future takers to possess attributes that will help them pass the test. Patience, hard work, deep dedication, and good faith are among these attributes.

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