



# UBSTE and UBSCJPS best practices in preparation for the board examination

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## Abstract

This study explores the best practices of the UB School of Teachers Education and School of Criminal Justice and Public Safety in preparation for the board examination. It aims to explore the best practices of the two schools in terms of their preparation of their graduates in taking the board examination leading to a better plan for future board takers. The researchers used qualitative research using the Appreciative Inquiry design aligning to the 4-D Model. There are 13 respondents from STE and 12 from SCJPS. Personal, collaborative, and school-initiated practices helped the graduates pass the examination. The schools both conduct boards, formal or regular reviews and seminars. However, each have unique practices that are tailored to their programs. Other board courses of the University can adopt the best practices from the two schools. The University should continue in supporting the different practices including the enhancements to be done by the schools, planning on how to cascade the practices to the different Schools with board courses, and benchmarking to determine replicable activities from other Schools.



**Keywords:** Best practices, Board examination, Board takers, Criminologists  
Licensure Examination(CLE), Licensure Examination for  
Teachers (LET)

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## Introduction

**E**xamination is used to assess one's knowledge and status in studies or career. It identifies gaps and opens up avenues of learning. "Exams prepare us for the future and strengthen our insights. Above all, it teaches us many good traits like punctuality, time management, tolerance, and perseverance" (Smart Study Tips, 2013).

The licensure exam is a standard recognized by the government and by the public to ensure excellence, rules of behavior, guidelines of recruitment, and measures of protection of its members. It encourages dedication, responsibility, and honing of skills. Consequently, it puts one's profession to a position of dignity and prestige in society (Santos, 2003). It implies that if a graduate receives his passing rating in the board exam, their eligibility is no longer a problem. As mentioned, the licensing examination is one of the last hurdles that a candidate must face in the licensing process. A board ensures that the examination meets technical, professional, and legal standards and protects the health, safety, and welfare of the public by assessing the candidates' abilities to practice competently. Once a candidate has passed a licensing examination, the authorities can grant the license, and assure the public that the licensee is qualified to practice at the time of initial licensure (Hertz and Chinn 2000).

The purpose of conducting a licensure examination, according to Hertz and Chinn (2000), is to identify persons who possess the minimum knowledge and experience necessary to perform tasks on the job safely and competently. Thus, its purpose is not to select the "top" candidates or ensure the success



of licensed persons. Hertz and Chinn (2000) also added that licensure examinations are very different from academic or employment examinations. The licensure examination requires that graduates qualify in their respective professions.

Bautista and Dicang (2007) stated that

"board examinations are assessments of what the examinees learned from their four years in college. However, other students not only had their studies in just four years. This is not to disregard the fact that some of these graduates have to stop schooling. As such, the review is imperative to prepare them for the said licensure examination better. There is no assurance that what they learned in their first year in college will still be fresh in their minds. Undergoing a review is, therefore, vital because it is a review course that refreshes students' knowledge of their course"

In the Philippines, educational quality is gauged through the performance of graduates in the Licensure Examinations of the Professional Regulations Commission (PRC) (Figuerras, 2013). Republic Act no. 9293, states that no person can teach as a professional in the preschool, elementary and secondary level unless the person is duly registered and a holder of valid certificate of registration and a valid professional license or a holder of a valid special temporary permit. Bilbao et al. (2015) cited the Code of Ethics of Professional Teachers, as stated in RA no. 7835. The Code states that a professional teacher is a licensed professional. Further, a professional teacher is one who is licensed to teach by PRC after fulfilling the requirements prescribed by law. He or she is registered in the roster of professional teachers at the PRC and undergoes continuing professional education.

On the other hand, Republic Act no. 6506 or "An Act Creating the Board of Examiners for Criminologists in the Philippines and for Other Purposes" defined criminologists as any person who is a graduate of the



Degree of Criminology. He is a person who has passed the examination for criminologists and is registered as such by the Board. RA no. 6506 states that all certified criminologists shall be exempt from taking any other entrance or qualifying government or civil service examinations and shall be considered civil service eligible.

The two courses are going through the process of taking the board examination. The examination results reflect the abilities of graduates and the performance of the schools. Many strategies and designs for the preparation of board takers can be guided by different principles, theories, and philosophies.

The progressivism philosophy pointed out that hands-on experiences of students are very much relevant. Letting the students discover their learning is beneficial in attaining their goals and objectives (Bilbao, Corpuz, & Dayagbil, 2015). Learners should conceptualize the ways of achieving their goals.

Oliva's Cooperative Endeavor talked about letting students work with peers and teachers. This allows them to realize the significance of learning with the help of other people. Exchanging ideas with peers help in broadening the student's knowledge. Taba's statement regarding the foundation of a diverse student population supports the concept (Bilbao, Corpuz, & Dayagbil, 2015).

Toffler (1970) mentioned that the members of the group come to share, even if briefly, some sense of identity. They see their problems more objectively. They trade useful ideas and insights. Most importantly, they suggest future alternatives for one another.

Related to this is principle of Appreciative Inquiry (AI). It taps into the stories of what an organization's members believe is best (Bushe, 2001), and those stories used to create new futures for the organization. This idea was expressed by Cooperrider (1990) as the "heliotropic hypothesis" or the



idea that organizations evolve toward the most positive images they hold and articulate about themselves (Bushe, 2001). Members of the organization can provide something beneficial for the organization.

On the other hand, the ideas of Bobbit, as cited by Bilbao, Corpuz, and Dayagbil (2015), center on the preparation of learners for adult life. The future can be a motivation for a person to decide what is best. The students' performance in board examination are connected to the preparations of the board takers and the school they belong to. The time they enrolled in a particular program up to the preparation for the examination contribute to their performance.

Arenillo and Arenillo (2009), as cited by Hena (2014), found a significant relationship between the board performances of graduates with the knowledge they obtained in their pre-service education. The study shows that a significant portion of student's success is due to their training.

Alimondo, Villacrucis, and De Los Santos (2013) found that there is a positive relationship between the respondents' reading comprehension and their score in the mock board. However, considering the levels of reading comprehension, the literal and creative levels were found to have almost negligible to a definite but low relationship with the mock board exam. In contrast, the inferential and critical levels have a substantial positive relationship with the respondents' score on the mock board exam. Meanwhile, Peckley and Natividad (2007) concluded in their study that the Review Center plays a vital role in helping would-be examinees in their test-taking endeavor. These studies show the significant role of the board takers, the school, the review center, and other factors in the performance of the board takers.

Tamayo (2015) found that the board examination for the criminologists showed marginal improvement in the year-end examinations compared to mid-year exams. Looking at the causal relationship of the academic



performance with board examination indicated no influence of the latter with the former. The discord between academic performance and the board outcome is to the stringent assessment given by the program to its would-be takers.

### **Significance of the Study**

It is assumed that the practices on the preparation for the board examination for UBSTE and UBSCJPS exist. The UBSTE and SCJPS have their open admission policy. It is enough that the students will present the different requirements like their scholastic records in the high school to enrol. However, the performance of the graduates in the board exam is far higher than the national passing rate, and even the schools produce topnotchers. It implies that there is something peculiar in the preparation of graduates in taking their board examinations. Therefore, the study focused on the best practices that help the graduates pass the Board examinations. Through the study's results, programs can be enhanced to increase the board performance of the Schools.

### **Objectives of the Study**

Since UBSTE and SCJPS board passers maintain their high performance, there is a need to explore the possible reasons for so. From this viewpoint, the researcher explored the best practices of the UBSTE and SCJPS in preparing graduates for the board exam. After identifying the Schools' best practices, suggestions from the CLE and LET passers were gathered and used as a reference in making an action plan to be recommended to the schools with board examinations.

Specifically, the study sought to answer the following questions:

1. What are the best practices of UBSTE and SCJPS in preparation for the board examination as perceived by:
  - a. Board passers
  - b. Teachers
  - c. Dean and Review Coordinator



- 1.1 Which among the best practices are common to UBSTE and SCJPS in preparation for the board examination?
2. What are the best practices that can be recommended as a program of the University for the schools with board examination?

### **Methodology**

This study used qualitative research using appreciative inquiry. It is a strength-based design focused on finding what works in an organization. *AI* is a relatively new theory that takes a positive approach to organizational development. It aims to identify good practices, design effective development plans, and ensure implementation. It focuses on the research process of what works, rather than trying to fix what does not. *AI*, therefore, presents an alternative to the problem-solving approach underpinning action research and offers an affirmative approach for evaluating and envisioning future initiatives based on best practice (Shuayb, Sharp, Judkins & Hetherington, 2009).

The researchers utilized the 4-D Model that was developed by Srivastva, Fry, and Cooperrider (1990). The 4-D Model refers to the stages of a.) discovery or appreciating and identifying processes that work well, b.) dream or envisioning results and how things might work well in the future, c.) design or Co-constructing, planning and prioritizing processes that would work well, and d.) destiny or sustaining the change.

The participants were students who passed the 2017 and 2018 LET and CLE. The STE and SCJPS faculty members, deans, review coordinators, and the review center personnel also informed the study. The following were asked to participate in the study: a.) the toppers and b.) board takers with regular performances and had their review in UB Review Center. They were selected randomly. Table 1 presents the distribution of the population of the study



**Table 1**

*Population of the Study*

Informants	STE	SCJPS	Total
Board passers	8	5	13
Teachers	3	5	8
Dean & Review Coordinator	2	2	4
<b>Total</b>	<b>13</b>	<b>12</b>	<b>25</b>

## Data Gathering Procedure

**One on One In-depth Interview.** The researchers conducted an individual interview with key informants – the board passers, teachers, the Dean, and the review coordinator. This was done through face-to-face interviews and social media. The researchers also did an informal interview with the other board passers aside from the key informants to make the results more reliable.

**Observation.** The researchers conducted observation of the STE's and SCJPS's best practices employed in the Review Program. It was done between August and September 2019.

## Analysis of data

After the data gathering, the researchers interpreted the responses through text analysis. First, the researchers noted the essential concepts on the best practices. Then, they coded and categorized the concepts according to practices.

Since the 4-D Model was used, the researchers preferred to present the discovery stage in a table according to the responses of the informants. The dream and design stages were used in the crafted program, and destiny took the form of the recommendations. The 4-D Model process ensured that the best practices in the two programs were established. The past and present strengths were affirmed. The potentials of the programs were also included. It is through the recommendations via the establishment of the program for sustaining STE and SCJPS practices.





### **Ethical Considerations**

The information from the key informants and other sources from the two schools were considered confidential. The researchers made a letter of request to the informants for their consent for a one-on-one interview. They were told that they will not be forced to answer if they think it is already beyond their abilities. Personal and other confidential information were not disclosed in the interviews.

## **Results and Discussion**

### **Best practices of UBSTE and UBSCJPS in preparing graduates for the board examination**

The study participants identified the best practices of UBSTE in the preparation of graduates taking the Board Examination. The result is presented according to the three groups of informants, as shown in Table 2. They identified different practices including individual, collaborative, and school-initiated preparation activities. Table 2 presents the practices of UBSTE informants on the preparation of board takers in taking the examination.

#### ***According to the LET Passers***

**Self-directed learning/personal preparations.** The LET passers identified practices during their stay in the school. One area is on their individual preparations. A significant practice is going to the university library and spending time reviewing on their own. Another practice is gathering and organizing learning materials from the library and the internet. Downloading, borrowing, and reviewing materials from the previous board takers also help. Others identified outlining or creating their notes or review plan. They also do practice test-taking. They avoided partying so that they can concentrate on their review.

Letting the students discover their learning process and style is beneficial in attaining their goals and objectives (Bilbao, Corpuz & Dayagbil, 2015). Through their own effort, they helped themselves perform better. Students have different ways to address their needs.

**Table 2***UBSTE preparation practices for the board examination*

According to the Board Passers	According to Teachers	According to the Review Coordinator & Dean
<b>Self-directed learning/Personal preparations</b>		
Library review	Test questions are patterned after the LET items	Test questions in the major examinations are patterned in the LET
Compilation of review notes and QA materials from different sources	Discussion of the LET TOS	Discussion of the LET TOS
Outlining or creating own notes or review plan	Encouragement from teachers to be aware about the board examination	Show evidence that they are enrolled in any LET review center (if possible) as part of clearance
Practice tests	Prof ed courses emphasize the need to pass the LET	Sending students with failures for Counseling
Hours of review, sleeping late at night		
<b>Collaborative/Group Dynamics</b>		
Peer review with co-majors then to other majors/ Cell grouping by majors	Attendance to seminars	Creation of Cell group for the specialization
Created small groups even before the start of review proper		
Answering, brainstorming and rationalizing review questions		
<b>School Initiated</b>		
Mock board exams	Mock board with rationalization	Mockboard exam during Practice 1 & II with rationalization
Review program/ LET quartering/in-house review	In-house quartering review program	. In-house quartering
LET operations	LET Operations	LET Operations and send-off



Seminars and Lectures	Giving monetary incentives to top notchers (university)	Open admission but selective retention policy
Lots of application (experiential learning especially in prof ed)		Part of the general orientation, the start of the framing of the LET
Professors patterned questions from the LET		Providing moral and spiritual support
Professors are always reminding students about the board exams		Giving monetary incentives to topnotchers (university)

**Collaborative/Group Dynamics.** The LET passers had collaborative activities. They had their peer review with co-majors. They stayed in one area, and they talked about everything about their specialization. They did brainstorming and rationalization. They created small groups even before the start of review proper. Answering and rationalizing review questions is also one of the significant activities that they do through collaboration. These ways are connected to Toffler's (1970) recommendation to work with peers. He mentioned that the members of the group come to share, even if briefly, some sense of identity. Oliva's Cooperative Endeavor also talked about letting students work with peers and teachers would help them realize the significance of learning with the help of other people (Bilbao, Corpuz & Dayagbil, 2015). These two principles proved the importance of collaboration in surpassing the challenges of the examination.

**Program/School-initiated.** The UBSTE LET passers identified school initiated best practices. Some of these are mock board, in- house review, cell-group review, and others. There is a substantial positive relationship between the respondents' reading comprehension and their score in the mock board, as mentioned by Alimondo, Villacrucis and de Los Santos (2013). The in-house review is done so that after graduation, the board takers can have a place to recall their lessons from their four-year education and training. The Review Center plays a vital role in helping the would-be examinees in their test-taking endeavor (Peckley & Natividad, 2007). To reiterate the importance



of review, Bautista and Dicang (2007) mentioned that “undergoing a review is...vital because it ...which refreshes the students’ knowledge of their course.” It is strongly recommended that school administrator provide their graduates with review classes (Ferrer, Buted, Mirasol, & Ferrer, 2015). The presence of a formal review program is indispensable because it is a platform for the review lecturers to update information for the examinees.

The practices identified by the LET passers can be reconciled with the statement of Arenillo and Arenillo (2009) as cited by Hena, Ballado, Dalucapas, Ubane, and Basierto (2014). They stated that there was a significant relationship between the board performances of graduates with the knowledge they obtained in their pre-service education. However, another study found that when the LET performance is correlated with the three components of the academic subjects, there exists a moderate correlation with General Education and only a slight correlation between professional education and specialization (Pachejo & Allaga, 2014). Though results show a moderate and slight correlation, their performances in the academic subjects contributed something to their LET performance. In addition, Castillo’s (2014) study showed that the academic achievement of the graduates in General Education was the best determinant of the success of the BSED graduates in LET. Previous activities done in the earlier college years contributed much to their success.

Barrera, Cagang, and Capistrano (2013) found that GPA and English Qualifying Examination scores significantly predict performance in the CLE. Furthermore, separate composite indices of academic and admission variables have almost equal predictive ability. These findings imply that the criminology program can use the GPA and English Qualifying Examination scores as screening tools to improve the program’s performance in the CLE.

### *According to the Teachers*

The teachers also identified practices that contributed to the attainment of the goals of the board passers. One of those activities is the mock



boards and rationalization, which corroborates the statements of the board passers. They both agree that mock board, including rationalization, is one of the strengths of the school that helped the board takers pass the examination. During the rationalization, items and terms are defined, described, and differentiated from other terms. They also identified the review program, including quartering, test questions patterned in the board exam, and the encouragement from the teachers, which the board passers also acknowledged.

If there is something that the students did not mention while the teachers did, it is the “LET Operations” and the monetary reward to top notchers. LET Operations is an activity of STE wherein teachers and students are assigned to go to different examination centers and let the board takers feel that they are being supported. The monetary reward was identified by the teachers though it is not the STE that is giving but the University instead. If we are to associate with Pavlov’s Classical Conditioning Theory, the specific stimulus has a specific response (Bilbao et al., 2015). This means that if the reward is appealing, then a better response can be seen. This practice may explain how despite the “open admission policy” topnotchers are still produced by the University.

### ***According to the Dean and Review Coordinator***

Aside from the best practices identified by the students and teachers, the Dean and the review coordinator also identified the best practices of the UBSTE LET Passers. The responses of the Dean and Review Coordinator are almost the same from the LET passers, and teachers had identified. These are mock board and rationalization, in-house review and quartering, patterned test from the board examination, creation of cell group for the collaborative review, including the practice of reminding about the board examination not only in the classroom but even in the general orientation. Another essential practice is discussing in the practice 1 & 2 the Table of Specification of LET. The Dean also specified that the LET takers should show evidence that they are enrolled in a LET Review Center and is part



of their clearance. Noting on the importance of the Review Center, it was mentioned in the study of Peckley and Natividad (2007) in their study that the Review Center plays a significant role in helping would-be examinees in their test-taking endeavor. Visco (2014) also presented in his study that one of the good predictors of performance in the Licensure Examination for Teachers of HEIs in Abra, as found out, is the attendance in the LET Review classes. These studies show the significant role of the board takers, the school, the Review center, and other stakeholders in the performances of these board takers.

The UBSTE family is also providing moral and spiritual support to test takers through prayers, support groups, send-off mass, and wellness routine. It is a joint effort of the Review Coordinator, the Dean, teachers, the younger students of STE, and the Alumni. Another is sending students with failures to undertake counselling and the open admission but selective retention policy. They need to make good with their grades because if they incur failing grades, a warning will be given, and if they cannot make it, they are advised to shift to courses without board examination. As manifested in the study of (Ferrer et al., 2015), universities need to intensify admission requirements and retention policies. School administrators must provide their graduates with review classes.

### **Best practices of UBSCJPS in preparing for the board examination**

The best practices applied by SCJPS informants in preparing for the board examinations are identified on Table 3 which presents the specific activities done by the three groups of informants

**Table 3**

*Practices of UBSCJPS in the preparation of graduates taking the Board Examination*

According to Board Takers	According to Teachers	According to the Dean & Review Coordinator
<b>Self-directed learning/Personal preparations</b>		
Compilation of review notes and QA materials	Imbedded Review in the Curriculum	Imbedded Review in the Curriculum
Enrolling in Review Center	Definition of Terms Requirement	Strong foundation laid during classroom discussions
Further researches	Provision of lecture notes and QAs.	Definition of Terms Requirement
Focused reading of books and notes		
<b>Collaborative/Group Dynamics</b>		
Group discussions with other reviewees to clarify information	Operation of the SCJPS Reading Center	Operation of the SCJPS Reading Center
Sharing ideas with classmates		
<b>School-based programs</b>		
Organizing seminars aligned to core subjects covered by the CLE.	Seminars related to Criminologists Licensure Examinations during Internship Program	Seminars related to Criminologists Licensure Examinations
Mock boards.	Mock board examinations	Mock board examinations
Formal review	Formal Review	Formal Review
Enhancement review provided by SCJPS faculty members	Quartering or In-house review	Quartering or In-house review
Provision of review materials to reviewees	Foster parents program	Foster parents program
In-house program/ Quartering	Full blast board operations	Full blast board operations
Strict monitoring of SCJPS of the reviewees attendance to programs		



## **According to the board takers**

### ***Self-directed learning***

The self-directed learning employed by the SCJPS graduates refers to a focused reading of materials that they were able to compile. These are handouts and questions and answers provided during their undergraduate studies. Some are materials provided by lecturers during the review, and notes from the lectures of the faculty members during the enhancement review activity.

The graduates did not only rely on notes, but they also research at the library and conduct online research for other review materials posted by reviewers. The progressivism philosophy supports this and pointed out that the hands-on experiences of students are very much relevant. Letting the students discover their learning is beneficial in attaining their goals and objectives (Bilbao, Corpuz & Dayagbil, 2015). Through their own efforts, they can discover unique ways of memorizing, analyzing, and retaining information relevant to the licensure examinations.

### ***Group Dynamics/Collaborative Activities***

Group studies are not new among those preparing for the Criminologists board examinations. Most often, UBSCJPS graduates are using the discussion room and the reading center to discuss topics among themselves. It is an avenue where they can ask lessons that they do not know or are not clear to them. It is also an opportunity for each reviewee to share their ideas based on their readings and research. It is also during the group dynamics that the reviewees share review materials that they were able to get from other sources. It is indeed a best practice for the University of Baguio that they allow the alumni to use the library discussion rooms and School facilities for these types of activities. This is supported by Oliva's Cooperative Endeavor as cited by Bilbao et al. (2015), where an exchange of ideas helps improve the performance of students. Collaborative effort plays a substantial role in the review process because it is through group work that more information is threshed out to be able to rationalize questions.





## School-based programs

According to the board passers, the school contributed greatly to their success in the board examinations. With the various activities initiated by the school, the students were well prepared to take the board examinations. The activities initiated by the SCJPS are formal review, administration of mock boards, provision of digested notes to examinees, organizing seminars aligned to core subjects covered by the CLE, strict monitoring of SCJPS of the reviewees attendance to programs and in-house program or quartering. The formal review is a planned review session whereby subject matter experts composing internal and external lecturers will discuss the different subjects of the six areas of the CLE. Another beneficial program is the free enhancement review of the SCJPS. It is a free tutorial scheduled every Tuesdays and Thursdays. Faculty members will be giving free lectures on their area of specialization amongst the reviewees. It is also during this time that reviewees can address questions about the lessons to the concerned faculty member. The continuous administration of mock board examinations also helps the reviewees as these train them in their test-taking skills.

The practice of including board review seminars in the Internship program is well appreciated. The speakers make up a diverse set of topnotchers and top brass lecturers from other schools or agencies. The quartering or in-house program is also a strength of SCJPS. Reviewees are quartered for ten days to include the examination days. For seven days, final coaching is done twice per area. From morning to afternoon, external speakers will discuss the topics and will be further supplemented during the night review session, which will be handled by the SCJPS faculty members. During this time, the rationalizations of possible board questions are highlighted at the discussions. Aside from the lectures, during the quartering, a send-off dinner is conducted as well. Part of this program is the time for faculty members to give pieces of advice and motivational speeches deemed to help boost the morale of the students.

During this time, full blast board operations are done by faculty members, staff, and students of SCJPS. Assigned faculty members and students stay



at the examination sites, serve snacks and lunch, wait until everyone is done with the exams, and accompany them back to the quartering area. Even during the examination days, at night time, summative discussions are still done by faculty members. SCJPS's preparation strength lies in the strict monitoring of reviewees in all the programs. Attendance to the review activities is imperative. In SCJPS, attendance is monitored, and the reviewees are given feedback if they fail to attend some of the activities. Based on the accounts of the board passers, there are different ways to prepare for the licensure examinations. It takes a personal and concerted effort to succeed.

### **According to the teachers**

The teachers who were involved in board examination-related activities were part of the study. The responses of the students and teachers are similar. The embedded review in the BS Criminology curriculum is a big help in preparing students. In the six-unit subject, all the professional subjects are tackled by the faculty and alumni in one semester. The requirement of studying the essential terms in the subject and writing them in a logbook proved to be beneficial. It exposes the students to essential terms used in a course. The logbook becomes a review material later.

Seminars during the internship prepare the students on test-taking skills. Fifty percent of the topics deal with skill-based seminars and training. The other fifty percent is reserved for licensure examination topics.

Exposing the students to mock boards strengthens their test-taking skills and help them familiarize the subjects. The questions during the mock boards are rationalized. The notes are also patterned from the Table of Specifications provided by the Professional Regulatory Board.

Part of the board activities is the foster parent program. Each faculty member is assigned to reviewees who will serve as wards. The faculty become their coach until the last day of the examinations.



The formal review is also important. New lecturers are encountered during the formal review. The quartering program is vital as it provides the finalization of all information, clarifying concepts and motivating the examinees.

### **According to the Dean and the Review coordinator**

As gleaned from Table 3, various practices lead to an outstanding board performance among the criminology graduates of UBSCJPS. A strong foundation laid out during classroom lectures is indispensable. Quality education given to students from their years of formation in the school is crucial in developing their knowledge and skills that prepare them in taking the licensure examinations and eventually in their employment. Proper cascading of lessons is very important. The inclusion of the review program in the curriculum is an avenue of course audit. From this embedded review, students' performance in the six areas of the CLE can be gauged. Remediation can be done based on their academic performance in this subject.

Writing down critical words help the students to gain mastery and analyze the board questions. The practice of conducting seminars related to board examinations helps as this refreshes the lessons among interns. Administration of series of mock boards helps the graduates develop their test-taking skills aside from developing familiarity with possible board questions that becomes an advantage. Activities that boost morale include the operation of the reading center where the faculty members donate updated books for the students, the foster parent program where graduates are assigned to faculty members who will supervise their performance during the five months of preparation for the board examinations, and free enhancement review and quartering where lectures, notes and pieces of advice are given to examinees. Overall, these best practices establish a strong foundation for the boardtakers.



## Common best practices of STE and SCJPS prepping for the board examination according to the board passers

Table 4 presents the common best practices of UBSTE and UBSCJPS.

**Table 4**

*Common practices by the STE and SCJPS in preparing for the board examination*

Perceived by the Board Passers	Perceived by the Teachers	Perceived by the Review Coordinators and Dean
Self-directed learning/Personal preparations		
Enrolling in a review center	Formal Review	Formal Review
Focused reading of books and notes	Reiteration on the importance of the Board exam in their classes	
Further researches		
Compilation of review materials		
Collaborative/Group Dynamics		
Group discussions with other reviewees		
Brainstorming/		
Organizing seminars aligned to areas in the board exam	Seminars during Internship Program	Seminars during Internship Program
Faculty initiated activities	Provision of lecture notes/Examinations are patterned in the board exam	
School-initiated Activities		
Mock boards	Mock board examinations	Series of Mock boards examinations during their senior year
In-house program/Quartering	Quartering or In-house review	Quartering or In-house review
Formal review	Board operations (LET & CLE Operations)	Board operations (LET & CLE Operations)



The participants commonly cited formal review or enrolling in a review center, mock board examinations, and seminars as effective preparation practices. In the study of Herrero (2015), attendance to review courses handled by competent review schools were found to be positive factors in passing the board examinations.

Another important practice is the mock board examinations. Significant relationships were noted between four of thirteen aspects of mock board performance and clinical productivity data and performance on the Florida Dental Licensure Exam (Stewart, Bates, & Smith, 2004). Herrero (2015) recommended that the regular assessment through qualifying examinations be conducted and that the pre-board/mock examinations in the review classes be strengthened. Rustia, Cruz, Burac, & Palaoag (2018) recommended that the students should be given higher priority during their mock board review. This also helps the institution get a higher percentage of passers in the Licensure Examination for Teachers and can be of help during accreditation (Rustia, Cruz, Burac, & Palaoag, 2018).

Though the schools have common practices, there are specific practices tailored their programs. The board examination for BSED has three components: General Education, Professional Education, and Major of Specialization. The CLE is divided into six areas, namely, Criminal Jurisprudence, Procedure, and Evidence, Law Enforcement Administration, Criminalistics, Crime Detection and Investigation, Sociology of Crimes, and Ethics, and Correctional Administration. Conducting cell group reviews and patterning the examination to the LET examination are unique to UBSTE. On the other hand, criminology practices the embedded review, as well making glossary of terminologies, the foster parent program, the SCJPS reading center, and the free enhancement program.



## Best practices that can be crafted as University programs for schools with board examination

STE and SCIPS's best practices	Enhanced Program	Description of the Program	Objectives	Time Frame
Self-directed learning further researches compilation of review materials	A. Material Preparation	Prepare materials especially for the series of mock boards Search for possible online review materials ready for the dissemination during the review Create a platform where lectures can be accessed anywhere after paying the review fees.	Prepare review materials for pre-test and post- test of reviewees	1 month before the review proper
Self-directed & School initiated Enrol in formal review	B. Enhanced Regular Review	Follow the Pre-Test – Review Proper- Post-Test steps Reviewers will prepare items for pre-test before giving lecture about the designated subject and another for post-test after lecture Reviewers will be evaluated every after lecture to determine opportunities for improvement,	Assures productive input-output during the review proper  Conduct extensive and intensive review through the able BLEPT/CLE Reviewers	During the review proper



School initiated Conduct of mockboard exams	C. Enhanced Mock board Examination	Pre-test and Post-test mock boards according to the different components of the examination. This will be done before and after the review proper For LET, pre and post for General Education; Pre & Post-test for Prof Ed & Pre and Post-test for specialization For CLE, pre and post for the six areas. The review materials in mock boards will be turned into manuals.	Train the LET/ CLE takers to get used to the different kinds of items patterned from the Board Examination	Before and after the start of the different components
Self-directed brainstorming	D. Series of Rationalization	Items taken in the mock board are to be rationalized by the reviewers as they tackle their areas (for pre-test) and another reviewer to rationalize the whole content of the post-test	Address the weaknesses of the reviewees based on the result of mockboards  Guide the LET/ CLE takers in analysing items/ options	After the pre- test and post- test from the different area of specialization



School Initiated Mockboard examination	E. Simulation Examination	The LET/CLE takers will experience the actual examination scenario following the time, attire, examination instructions etc.	Simulate the examination  Encourage the board takers to be more confident in facing their challenge	Sunday before the examination day (LET)  Done during the Criminology Quartering
Collaborative/ Group dynamics Group discussion with reviewer	F. Crash Review with Cell Grouping	Create cell group reviews of the Board takers according to their area of specialization and peer review will follow  Note down important concepts to be clarified/explained by the reviewers	Develop higher level of confidence by working with their cell groups and with the review master	Weekdays (a week before the last week of review)
Collaborative/ Group dynamics Group discussion with reviewer	F. UB Mentoring	Board passers in the programs will conduct mentoring to the board takers by sharing their experiences and items they remember	Encourage the board takers to be more confident through the shared experiences of their "Manongs/ Manangs"	Saturday after the Crash Review
School initiated Quartering/ in-house review	G. Quartering/ Pre-week Coaching	A week- long "in-house" review. Exclusively for UB Reviewees to be housed in one venue spending their whole week with the review coaches	Heightens focus on the review for the intensive preparation for their examination	Last weekdays before the examination





School initiated Send off	H. Board Send Off & Spiritual Devotion	Day before the examination, the examinees with the faculty will gather for spiritual devotion Faculty members will join the examinees for dinner after giving motivational messages	Uplift the spirit and trust of the examinees	Saturday before the examination
School Initiated Board operation	I. Board Exam Operation	Faculty and students will go to the different examination center to extend wishes and support to the examinees	Support and boost the morale of the examinees	Day of the examination
Collaborative/ School initiated Seminars	J. Seminars	Interns in the two schools are required to attend seminars related to board examination preparations.	Awareness on the do's and dont's in the board exams	During the internship period



## Conclusion and Recommendations

The schools share common practices, but also have programs that helped the board takers pass the board exam according to the participants. The researchers recommend the following based on the results of the study:

1. to continue the best practices of the program and enhance those practices that need to improve;
2. that schools, especially those with board courses, adopt the practices that are applicable to their programs;
3. to continue the University's support to the different practices, including the enhancements to be done by the schools;
4. to conduct a QAO Planning for all Schools with board courses on how to cascade the best practices to the different schools;
5. for a benchmarking of the different Schools with board courses to determine applicable activities or programs to improve the board takers' performance.



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