Enhanced Prepare2Excel: Its Effect on the Board Licensure Examination for Professional Teachers Reviewees

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ABSTRACT

This study tested the effectiveness of the college-developed online review facility, Prepare2Excel. Primarily, it purported to provide enhanced learning-tool both for Board Licensure Examination for Professional Teachers (BLEPT) reviewers and facilitators; customize review programs based on the current reviewers' needs; extend the reach of the review facilities beyond RSU premises; and achieve 100% rate of BLEPT passers. Reviewers' scores in diagnostic, pre-board, and actual BLEPT test results were compared. The intervention was done through a series of sessions, and participants took the tests at the scheduled time as set by the college. Paired sample t-test was employed to test for significant differences between the three conditions. Interview was also conducted to supplement the quantitative data gathered. Based on the findings, the intervention was found to be helpful for the participants' performance in BLEPT. With that, it is highly recommended for the BLEPT takers for the succeeding years. Most importantly, since this is technology-based, it is expected that data from each phase of the program can be secured well and organized for future reference, hence an ideal way for an effective data management system, which includes database management systems, data warehouses, data integration tools, analytics, and more.

Keywords: *enhanced review program, accreditation*

INTRODUCTION

Romblon State University is the only public higher education institution in the province of Romblon (Republic Act No. 9721). It offers a total of 48 undergraduate academic programs in all campuses including the Teacher Education Program. In its aspiration to continuously achieve quality and excellent Teacher Education programs, the College of Education deemed to engage in needs-based innovations and intervention programs. This is also in line with its desire to satisfy one of the criteria to qualify for Center of Excellence (COE) or Center of Development (COD) status. In this regard COEs and CODs are expected to provide excellent human resources and facilities to achieve its academic objectives, in this case, licensure examination (CHED, 2006). This is the reason why

Prepare2excel (P2E) was developed by the college. It is a test-based-learning online application, created by the College of Education which is dedicated to enhance the skills and knowledge of prospective examinees aspiring to score well in board or licensure exams. It is a facility that helps reviewees assess themselves in terms of their weakness and strength on different aspects of exam topics, exam preparedness and readiness to manage the exam through the aide of unlimited online simulated examinations. Some studies support the importance of review program to the examinees' performance in the actual exam. The findings of Delos Angeles (2019) suggest that reviewees' performance in the review increases the probability of passing the licensure exam. This is also corroborated by Visco (2015) who stated that attendance in review classes is a good predictor of LET performance. The repeated test-taking simulations help unravel specific areas where a particular reviewee needs to prepare and prioritize; and learn additional test-taking and time management skills needed in the actual exam. Thus, it does not only provide individual assessment of one's level of preparation and readiness but equally enrich a reviewees' confidence to tackle

exam by knowing specifically the topics or subjects needed to cover, the areas where more importance must be given priority and getting accustomed as to how a reviewee handles the exam.

On May-September 2018, the first implementation of the review program was implemented. There were 118 reviewees who subscribed to the program. The findings of the implementation showed different emergent themes from the responses to the question on how the facility can be improved to help future reviewees. Among the major themes is the content of the facility. The respondents forwarded some inputs such as complete explanations with concrete examples, including videos, pictures, illustrations, and tutorials allowing trial-and-error in solving numerical problems and including of extensive and intensive notes and lectures. Moreover, connectivity is another emergent theme from the responses. Connectivity includes actual and stable connection with the internet, while it also means connection with fellow reviewees and teacher-reviewers.

Thus, the findings and recommendation from the first implementation were incorporated in this study. This paper determined the effectiveness of the add-on facility of the enhanced review program.

Specifically, the enhanced review program sought to answer the following:
1. What are the respondents' mean scores in the following:
   a. diagnostic examination;
   b. preboard examination; and
   c. actual BLEPT result
2. Is there a significant difference between the reviewees' results in the following:
   a. diagnostic examination results with preboard results;
   b. diagnostic examination results with BLEPT results; and
   c. pre-board examination results with actual BLEPT results?
3. What are the respondents' perceptions about P2E program?

METHODOLOGY

This study utilized the quantitative research design. One group pretest-posttest method was employed in the study. This research method is appropriate since it intended to determine the effect of a treatment or intervention on a given sample. It is characterized by two features. The first feature is the use of a single group of participants (i.e., P2Excel Reviewees). In this manner, all participants were considered as part of a single condition—all participants were given the same treatments and assessments. The second feature is a linear ordering that requires the assessment of a dependent variable before and after a treatment is implemented (i.e., a diagnostic–preboard). Within this process, the effect of a treatment was determined by calculating the difference between the first assessment. After the post test, an interview (structured/semi-structured) was conducted.

Population and Samples

The main respondents of the survey were the reviewees of Prepare2excel at the main campus of Romblon State University located in Liwanag, Odiongan, Romblon. It was conducted on May 2019 - October 2019. Convenience sampling was employed to gather the respondents of the study. Of the 120 reviewees, 50 samples were obtained since only 50 reviewees were able to provide the needed data especially the BLEPT scores.

Instrumentation

The P2Excel program utilized a 150-item, CED-faculty constructed tests under General Education subjects, Professional Education subjects, and Major subjects. These test items were uploaded by the service providers in the P2excel on-line review platform.

Data Gathering Procedure

Before the diagnostic /preboard examination was conducted, the reviewees were informed of the schedule on the examinations for General Education, Professional Education, and Specialization. Since these examinations are conducted synchronously online, those reviewees who have weak/intermittent connection were invited to join with the other reviewees in the designated P2Excel facility where there is a strong internet connection and could be assisted by the service providers.

After the examinations, the test scores were generated from the Prepare2Excel on-line review platform. From the results of the test, the test items that were found to be difficult among the reviewees were discussed by the designated faculty member, face-to-face with the reviewees on a scheduled day.

Meanwhile, the BLEPT scores were obtained after the release of the BLEPT results during the last week of September. These P2Excel reviewees were contacted by the researchers and with their consent, request the scores/ratings obtained in General Education, Professional Education, and Specialization. Furthermore, they were asked to give feedback on their perception of the P2Excel review program. There answers were recorded and transcribed.

Table 1. *t*-test for significant difference between diagnostic and actual BLEPT result

Test Results	Mean	SD	*df*	*t*-value	*p*-value
Diagnostic	78.38	5.01	49	-3.881	.000
BLEPT	80.91	5.43			

Table 2. *t*-test for significant difference between PREBOARD and actual BLEPT result

Test Results	Mean	SD	*df*	*t*-value	*p*-value
PREBOARD	81.16	7.90	49	.286	.776
BLEPT	80.91	5.43			

Data Analysis

Mean was utilized to determine the scores of the respondents in the diagnostic, preboard, and BLEPT exams. Moreover, *t*-test was used to test the significant difference between the diagnostic, preboard and BLEPT rating of the takers. To analyze the perceptions of the respondents about the P2Excel program, the researchers used the content analysis of words through key-words-in contexts (KWIC) (Ryan & Bernard, 2003). In this technique, researchers identified the key words and systematically searched the corpus of text to find all instances of the word or phrase. Each time a word is found, a copy of it is made and its immediate context.

RESULTS AND DISCUSSION

The mean score during the diagnostic test of the respondents is 78.12, during the Pre-Board is 81.58, and during the BLEPT is 80.4 (figure 1). It can be inferred that during the Pre-Board, the mean scores of the respondents had increased by 3.46. During the BLEPT, the results may be high but the mean scores had decreased by 1.18. Overall, it could be concluded that the Enhanced Review Program for BLEPT Preparation irrespective of the external variables that may have significant impacts to the results of the actual BLEPT had still paved way into pushing the positive results of the respondents.

The results also revealed that there was a significant increase in the scores obtained by the respondents in diagnostic (M= 78.38, SD=5.01) to preboard exam (M=81.16, SD=7.90), *t* (-2.455), p=0.18). As indicated by the *p*-value which is lower than .05, the result means that P2E program helped respondents obtain higher scores.

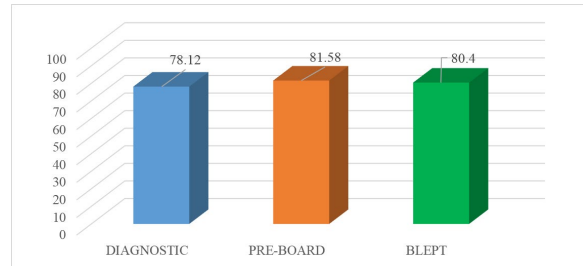Likewise, it showed that there was a significant increase in the scores obtained by the respondents in

Figure 1. Mean Scores of the respondents in Diagnostic, Pre-board, and actual BLEPT results

diagnostic (M= 78.38, SD=5.01) to actual BLEPT result (M=80.91, SD=5.43), *t* (-3.881), *p*=.000). The result means that P2E program helped respondents obtain higher scores as indicated by the p-value which is lower than .05.

Furthermore, the results showed that there was a significant decrease in the scores obtained by the respondents in the preboard exam (M= 81.16, SD=7.90) to actual BLEPT result (M=80.91, SD=5.43), *t* (.286), *p*=.776). The result means that the intervention did not help the respondents much and other factors may have influenced their performance during the actual BLEPT exam.

Respondents Perceptions about P2E Program

To provide an overview of the respondent's perception about the P2Eexcel Program, the following data extracted from the interview were hereby presented. The data was sorted from the most prevalent to the least prevalent theme.

Table 3 shows the major themes that was illuminated in the interview to the respondents. The first theme, *the P2E Program is affordable,* was the most prevalent theme since most of the respondents have mentioned that the review program offers value for money. From the registration fee, they were able to obtain quality lecture. Some reviewees notice that it was even cheaper compared to the other available review programs. While others have expressed their appreciation in the flexible mode of payment.

The second theme, *the review materials in the P2E program contains quality items/ questions* means that the second phase of implementation was able to address the recommendation from the previous implementation which is to revise some inaccurate questions and answers and include a more extensive and intensive contents such as videos/pictures, illustrations.

The third theme, *the P2E program is accessible,* shows that the reviewees were delighted that the P2E Program is accessible and convenient to use. They could readily join the review and examination

Table 3. Major Themes in the Interview to Respondents

Major Themes	Statements
Affordability	*My money was well-spent and the review program was worth it due to its quality lecture.*
	I did not spend much to the review program thus it was worth it
	My money was well-spent.
	The program is less expensive.
Quality	*The P2E has quality content and questions.*
	The set of questions of P2E are reliable.
	There are a lot of HOTS questions
	There are plenty of analysis and situational questions which will push you to think critically
	You may review your score after testing
Accessibility	*You don't have to always attend the face-to-face review*
	One of its advantages is its availability because it can be accessed online.
	Even if you are absent, you can still review anytime.
	Even if you are only using a mobile data, you may still access it. The questions are even downloadable.
	It is very convenient to use.
Hands-on Lecture and Support System	*Aside from face-to-face review, there are also review materials available.*
	During the review, the service providers were hands-on to us.
Effectiveness	*The Prepare2Excel is very useful in preparation for the Licensure Examinations for Professional Teachers*
	We did not regret engaging to P2E.
	excellent! I was not able to pass the examination that is why if ever there is an online review, I will review at P2E.
	The P2E was commendable.

anywhere, anytime, or even through the use of their cellphones using mobile data.

Aside from the online review and examinations, there is also a schedule for face-to-face lectures with an assigned lecturer. This is how the fourth theme, **the P2E program offers hands-on lecture and support** was revealed. This is the time wherein the reviewees could make clarifications on a certain question that they found confusing or difficult.

The last theme, the over-all perception of the reviewees on the effectiveness of the P2E is that **the P2E Program is effective.** Based on the sample, **84.21%** of the reviewees have passed the examination.

CONCLUSON AND RECOMMENDATION

The Prepare2Excel program is a newly-established intervention program to help BLEPT takers to explore another alternative and experience technology-assisted atmosphere in series of pre-BLEPT tests. Based on the findings, the intervention was found out to be effective and helpful in the respondents' performance in BLEPT. It is consistent with the study of Yaki and Babagana (2018) which revealed that technology learning packages will assist in closing the gap in learning. The technological learning package has the ability to increase students' performance. Similarly, the study of Hussain and Suleman (2017) confirmed that information and communication technology (ICT) has a beneficial impact on students' academic achievement and retention, and that ICT is more compelling, effective, and helpful in instruction than traditional methods.

It is highly recommended for the BLEPT takers for the years to come to try this breakthrough. Since this is technology-based, it is expected that data from each phase of the program can be secured well and organized for future reference. Other campuses and colleges offering Teacher Education Programs may also adopt this intervention programs. Finally, the research output can be utilized as baseline data for future interventions regarding the performance of BLEPT test takers. Results may also be considered by the college instructors and professors as basis for some enhancement strategies in the educative process.

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AUTHORS' CONTRIBUTIONS

The completion of this project would not have been made possible without the collective effort of the authors. Dr. Emelyn R. Villanueva conceptualized the project; led the data gathering of the quantitative and qualitative data; and kept a close monitoring on the completion of the project. Mr. Alvin L. Dalisay enriched the review of related literature and performed the statistical analysis of the data. Ms. Dana Kaye F. Fabiala transcribed the recorded interview. Ms. Alphee F. Lachica collected the quantitative and qualitative data and conducted the member checking of the qualitative results. While Dr. Cristina Marie J. Balderama analyzed the interview through qualitative content analysis and edited the technical aspect of the manuscript. Furthermore, the authors have worked together to ensure that everything is aligned towards the successful completion of the project.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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