

Running head: Licensure Readiness

Degree of Inclination, Board Course Competence, and Licensure Readiness among UPHSL Psychology Graduates

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Abstract

The objective of this study is to identify how the ninety-five (95) Psychology graduates' degree of inclination to psychology would significantly relate to their level of board course competencies. It also focused on determining the significant relationship between their board course competence and their degree of readiness to take the psychometrician licensure examination. Descriptive method was used since this was suitable and appropriate for the study. Findings showed that the respondents' level of competence on four board courses has nothing to do as to whether they are inclined to Industrial/Organizational, Assessment, Therapy, Mental Health or even Educational field of Psychology. Their degree of readiness of take the psychometrician licensure examination was not determined by their level of competence on Theories of Personality and Abnormal Psychology, while the lower the respondents' level of competency in Psychological Assessment and Industrial Psychology, the higher their degree of readiness to take the psychometrician licensure examination which implies that the respondents' readiness to take the psychometrician licensure exam does not depend on whether they have acquired all the competencies for the board course subjects so long as they have firm grasp of their determination and faith that God would bring in positive results for them.

Keywords: inclination, board course competence, psychometrician licensure readiness, psychology graduates

The most important consideration before one could come up to a decision to major a particular field in psychology, is to determine one's inclination as well as ensuring future employability. There are a variety of fields in psychology which is of high demand in society today. Workforce analyses of psychology majors done by Krauss (2012) and Jones (2017) show that psychology graduates were guaranteed jobs right after graduation. They engage in various jobs in the fields of health services, academe, industry, research, and even business. Opportunities in the graduate school program are also in place psychology graduates (Lee, 2005) which justifies why many people venture into the this program.

The European Foundation for Psychologists and Analysts (EFPA), an organization that aims to provide information on a number of subjects including how to get started in Psychology even justified the many rewards of majoring in psychology and with the implementation of the Republic Act 10029 otherwise known as the Psychology Act of 2009, the technical, legal and professional standards of the Psychology profession would be ensured, and the welfare of the clients would be protected (Hertz & Chinn, 2000). In the implementing rules and regulations, it was made clear that there are different job descriptions that fall under psychological services and these include counseling, life coaching, psychological debriefing, group processing and diagnosing to name a few. (Professional Regulatory Board of Psychology, 2012)

Uhls & Bonfil (2017) stressed the importance of pursuing a bachelor's degree in psychology if one really intends to venture into becoming a full pledged psychologist. It is important that a graduate in the bachelor's degree must pass the licensure examination for psychometrician as this would allow graduates to practice psychometrics then later on pursue graduate studies and obtain masters' degree for one to qualify to take the psychologists' licensure examination. True enough, all higher education institutions all around the Philippines offering Psychology programs are exerting all its efforts to make sure that their graduates would be licensed. With this end in mind, the implementation of competency-based education program, with special attention on learning outcomes would be beneficial (Klein-Collins, Ikenberry, & Kuh, 2014).

As stipulated in the law, there are four board courses aspiring licensed psychometricians need to pass. These are Theories of Personality, Abnormal Psychology, Psychological Assessment and Industrial Psychology. Theories of Personality focuses on understanding the different perspectives and theories that would best explain individual differences (Bouree, 2016;

Cherry,2016). Abnormal Psychology investigates the the etiology, diagnosis and treatment of different psychological and mental disorders (Schwartz,2000; Dreher,2013). Psychological assessment is a course in teaching different techniques on psychological testing to arrive at hypotheses about people's personality, capabilities and behavior (Framingham, 2017).

Ideally, it would be better if the newly-graduates would take the board exam right away. It was also observed that those who took the examination for the first time perform better (Rosales,Arugay,Divinagracia,& Castro-Palaganas,2014) and so some of the strategies employed by higher learning institutions is to administer mock board and remedial tests to determine readiness for licensure examinations (Tamayo,Bernardo & Eguia,2014). Still, some schools provide actual review classes or even incorporating review lessons on their regular professional courses (Dela Cruz,& Cruz,2013). Additionally, universities also need to be aware of the actions and motivation (Cromwell,McClarty,& Larson,2013) students have that could gauge their readiness to take the board.

The goal of this research is identify the psychology graduates' degree of inclination to the different fields of psychology such as Industrial/Organizational, Assessment, Therapy. Mental Health and Educational field. Their level of competence to the four board courses Theories of Personality, Abnormal Psychology, Psychological Assessment, and Industrial Psychology was also determined. The respondents degree of readiness to take the psychometrician board examination was also being studied. In this study, readiness to take the licensure examination concentrated on the respondents' psycho-spiritual, motivational, and technical preparation for the examination. Further, this study also examined how the respondents' degree of inclination to psychology significantly relate to their level of board course competence and how their level of

board course competence significantly relate to their degree of readiness to take the psychometrician licensure examination.

METHODS

Respondents of the Study

The respondents of the study were 95 Bachelor of Arts and Bachelor of Psychology graduates. They graduated April 2017 and are expected to take the psychometrician board exam October 2017.

Instrumentation

The researcher used a questionnaire for the purpose of collecting the needed data. It was divided into two (3) parts: Part 1 identified the respondents' degree of inclination to psychology, considering the fields of industrial and organizational, assessment, therapy, mental health and educational. Part 2 presented items regarding the respondents' level of board course competence that included twenty-five (25) questions on theories of personality, twenty-five (25) questions on abnormal psychology, fifty (50) questions on psychological assessment, and twenty-five (25) industrial psychology. The number of items per board course subject was based from the table of specification provided Professional Regulatory Board. The items were randomly taken various psychometrician review centers such as the Sparks, RGO and Pentagon. Part 3 presented items on the respondents' degree of readiness to take the psychometrician licensure exam. To ensure validity of the items, the instrument was validated by experts in the field of psychology, research and statistics.

Data Collection Procedure

The questionnaire was considered as the most appropriate data-gathering instrument for this descriptive research study. The researcher requested for the cooperation of the respondents by asking them to respond to the questionnaire during the time they were still enrolled in one of their major classes. The respondents were oriented about the objectives of the study and clarified to them the instructions on how to respond to the questionnaire. After the researchers have accomplished responding to the questionnaire, the researcher retrieved them. Data were then tallied, statistically treated, analyzed and interpreted.

Data Analysis

The statistical tools used for the quantitative analysis in this study were the following: weighted mean was used to describe the respondents' degree of inclination to psychology and readiness to take the psychometric licensure exam and the following measures were used: (4) 3.51- 4.00 for most likely of me/strongly agree or very high degree, (3) 2.51- 3.50 for likely of me/agree or high degree, (2) 1.51-2.50 for least likely of me/disagree or low degree and (1) 1.00- 1.50 for not likely of me/strongly disagree or very low degree. Percentage was used to determine the respondents' level of board course competence where 21-25 points is interpreted as very high level of board course competence, 16-20 points as high level of board course competence, 11-15 points as moderately high level of board course competence, 6-10 points as low level of board course competence and 1-5 points as very low level of board course competence for the three courses such as Theories of Personality, Abnormal Psychology and Industrial Psychology. For Psychological assessment, 41-50 points is interpreted as very high level of board course competence, 31-40 points as high level of board course competence, 21-30 points as moderately

high level of board course competence, 11-20 points as low level of board course competence and 1-10 points as very low level of board course competence. Pearson r was used to determine how their degree of inclination to Psychology significantly relate to their level of board course competence and how their level of board course competence significantly relate to their degree of readiness to take the psychometrician licensure exam.

Ethical Consideration

A letter was given to each of the respondents, requesting them to participate in the said research. They were assured of the confidentiality of their responses.

RESULTS AND DISCUSSIONS

Table 1
The Respondents' Degree of Inclination to Psychology: Industrial/Organizational

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Using a variety of tools such as administering cognitive, personality, and skills tests, and conducting interviews and executive simulations for finding the right person for the right job.	2.97	Likely of Me (High Degree)	9.5
2. Enforcing and setting company policies such as implementing leaves, preventing discrimination, investigating possible discriminatory practices and complaints.	3.05	Likely of Me (High Degree)	6
3. Identifying potential leaders from the current employee pool by using close observations, by using surveys, and applying psychometric devices.	3.20	Likely of Me (High Degree)	1
4. Planning the supplemental or job specific education of all types of employees from all positions and at all levels.	3.17	Likely of Me (High Degree)	2
5. Evaluating employees periodically to establish what the needs of the organization are with regard to training and with measuring the success of current training programs.	3.13	Likely of Me (High Degree)	3.5
6. Utilizing companywide surveys to find out where the training is needed within the organization.	3.13	Likely of Me (High Degree)	3.5
7. Implementing proper training for new hires and continual learning for current employees as well as how these practices increase productivity and job satisfaction as a whole.	3.00	Likely of Me (High Degree)	7.5
8. Intervening and settling employees disputes when required.	3.06	Likely of Me (High Degree)	5
9. Handling hiring and firing, and consulting with the legal department, or retaining an outside attorney when necessary.	2.97	Likely of Me (High Degree)	9.5
10. Engages in coaching and mentoring potential leaders by providing guidance, support, and feedback to executives and potential executives.	3.00	Likely of Me (High Degree)	7.5
Average	3.07	Likely of Me (High Degree)	

Table 1 shows the respondents' degree of inclination to psychology in terms of industrial/organizational. All of the ten indicators obtained means ranging from as high as 3.20 to 2.97 all verbally interpreted as "likely of me" or high degree of inclination. Ranked number 1 is item no.3 or "Identifying potential leaders from the current employee pool by using close observations, by using surveys, and applying psychometric devices" followed by item no.4 or "Planning the supplemental or job specific education of all types of employees from all positions

and at all levels.” Last in ranking are items numbers 1 and 9 or “Using a variety of tools such as administering cognitive, personality, and skills tests, and conducting interviews and executive simulations for finding the right person for the right job” and “ Handling hiring and firing, and consulting with the legal department, or retaining an outside attorney when necessary” respectively. The average weighted mean of 3.07 (likely of me) reveals that the respondents have high degree of inclination to industrial/organizational field of psychology. This means that that they see themselves engaging in I/O jobs like identifying potential leaders from the current employee pool by using close observations, by using surveys, and applying psychometric devices.

Table 2
The Respondents' Degree of Inclination to Psychology: Assessment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Devising varied psychological test taking into account subject matter and objective of the test.	2.99	Likely of Me (High Degree)	6
2. Conducting different research or development projects as necessary to revise psychological tests.	3.09	Likely of Me (High Degree)	4
3. Conducting basic statistical and psychometric analysis of research and assessment data.	2.83	Likely of Me (High Degree)	9
4. Conducting psychological evaluations in a timely and clinically sound manner to meet various needs.	3.39	Likely of Me (High Degree)	1
5. Writing project reports and other research outcomes.	3.06	Likely of Me (High Degree)	5
6. Conducting basic statistical and psychometric analysis of research and assessment data.	2.80	Likely of Me (High Degree)	10
7. Attending psychometric courses to enhance psychometric skills.	3.12	Likely of Me (High Degree)	3
8. Assessing clients who suffer conditions like alcoholism, gambling, and eating disorders and the like to identify their readiness for treatment.	2.86	Likely of Me (High Degree)	8
9. Collecting relevant information and resources needed for test construction and development.	3.23	Likely of Me (High Degree)	2
10. Maintaining strict confidentiality guidelines regarding all clients, conversations and referrals.	2.88	Likely of Me (High Degree)	7
Average	3.03	Likely of Me (High Degree)	

Table 2 presents the respondents' degree of inclination to psychology in terms of assessment. With a weighted mean of 3.39, item no.4 "Conducting psychological evaluations in a timely and clinically sound manner to meet various needs" obtained the highest rank followed by item no.9 "Collecting relevant information and resources needed for test construction and development" both with verbal interpretation of "likely of me" or high degree of inclination. Item no.6 "Conducting basic statistical and psychometric analysis of research and assessment data" obtained the lowest mean of 2.80 interpreted as "likely of me" or high degree of inclination, placing it at the last rank. With an average mean of 3.03, the respondents reported that they have high

degree of inclination to assessment as a field in psychology and see themselves engaging in the making psychological evaluations to meet various needs of the clients.

Table 3
The Respondents’ Degree of Inclination to Psychology: Therapy

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Working with clients to establish goals and identify steps toward meeting them.	3.18	Likely of Me (High Degree)	5
2. Helping clients reflect on issues to help them make positive changes.	3.42	Likely of Me (High Degree)	1.5
3. Working with clients and their families to modify behaviors and learn new coping skills.	2.82	Likely of Me (High Degree)	10
4. Providing individual or group sessions for people suffering from substance abuse and behavioral disorder.	3.04	Likely of Me (High Degree)	8
5. Combining various approaches to address behavioral and emotional problems.	3.01	Likely of Me (High Degree)	9
6. Addressing problems by examining a client’s past experiences.	3.15	Likely of Me (High Degree)	6
7. Accommodating referrals from individuals, families and agencies in the community.	3.08	Likely of Me (High Degree)	7
8. Maintaining strict confidentiality guidelines regarding all clients, conversations and referrals.	3.22	Likely of Me (High Degree)	4
9. Assisting individuals to identify their need for treatment programs.	3.42	Likely of Me (High Degree)	1.5
10. Engaging in prevention of relapse and promotion of recovery through programs such as residential rehabilitation and in clinical interventions.	3.31	Likely of Me (High Degree)	3
Average	3.17	Likely of Me (High Degree)	

Table 3 presents the respondents’ degree of inclination to therapy as one field in psychology. Two indicators occupy the highest in rank having obtained mean of 3.42 and these are items no.2 and 9 “Helping clients reflect on issues to help them make positive changes” and “Assisting individuals to identify their need for treatment programs” respectively, both verbally interpreted as “likely of me” of high degree of inclination. With a mean of 3.31 (likely of me) also

verbally interpreted as high degree of inclination, third in rank is item no.10 or “Engaging in prevention of relapse and promotion of recovery through programs such as residential rehabilitation and in clinical interventions.” Ranked 10 is item no.3 “Working with clients and their families to modify behaviors and learn new coping skills” having obtained a mean of 2.82 but still verbally interpreted as “likely of me” or high degree of inclination. The average mean of 3.17 revealed that the respondents have high degree of inclination to therapy as a field in psychology which means that they see themselves extending help to people so that they could reflect on their issues and facilitate positive changes in their lives. Moreover, they are also inclined to assisting individuals to identify their needs for treatment program, in the near future.

Table 4
The Respondents’ Degree of Inclination to Psychology: Mental Health

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Providing mental health support to individuals, families and groups in the community.	2.86	Likely of Me (High Degree)	10
2. Coordinating workshops on mental health and mental health issues.	3.35	Likely of Me (High Degree)	1
3. Making visits and presentations to various groups and organizations to coordinate the implementation of mental health programs.	2.99	Likely of Me (High Degree)	9
4. Developing promotional materials and information that will reinforce public awareness on mental wellness.	3.11	Likely of Me (High Degree)	7
5. Coordinating with community and government agencies and supports inter-agency wellness programs.	3.27	Likely of Me (High Degree)	2.5
6. Conducting case conferencing with other agencies to facilitate mental wellness.	3.15	Likely of Me (High Degree)	5
7. Creating and maintaining current and accurate records of the numbers of clients served and the issues.	3.13	Likely of Me (High Degree)	6
8. Providing early intervention strategies, support and advocacy to people with mental issues.	3.27	Likely of Me (High Degree)	2.5
9. Developing self-help programs that will promote mental wellness for people from different walks of life.	3.03	Likely of Me (High Degree)	8
10. Evaluating the effectiveness of treatment programs being implemented.	3.22	Likely of Me (High Degree)	4
Average	3.14	Likely of Me (High Degree)	

Table 4 is about the respondents' degree of inclination to the field of mental health. All the indicators were verbally interpreted as "likely of me" or high degree of inclination. The highest mean was placed in item no.2 "Coordinating workshops on mental health and mental health issues" with 3.35 followed by both items number 5 "Coordinating with community and government agencies and supports inter-agency wellness programs" and 8 "Providing early intervention strategies, support and advocacy to people with mental issues", both with 3.27. The lowest mean was obtained by item no.1 "Providing mental health support to individuals, families and groups in the community" placing it on the last rank. The average weighted mean of 3.14 revealed that the respondents have high degree of inclination to the field of mental health which indicates that they see themselves performing tasks such as coordinating workshops related to mental health issues.

Table 5
The Respondents' Degree of Inclination to Psychology: Educational

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Counseling children and families to help solve conflicts and problems in learning and adjustment.	3.08	Likely of Me (High Degree)	8
2. Developing individualized educational plans in collaboration with teachers and other staff members.	2.98	Likely of Me (High Degree)	9
3. Helping families and schools deal with crises, such as separation and loss.	2.97	Likely of Me (High Degree)	10
4. Attending workshops, seminars, and/or professional meetings in order to remain informed of new developments in school psychology.	3.13	Likely of Me (High Degree)	7
5. Designing classes and programs to meet the needs of special students.	3.23	Likely of Me (High Degree)	3.5
6. Referring students and their families to appropriate community agencies for medical, vocational, or social services.	3.39	Likely of Me (High Degree)	1
7. Conducting research to generate new knowledge that can be used to address learning and behavior issues.	3.21	Likely of Me (High Degree)	5.5
8. Interpreting students' test results, along with information from teachers and parents, in order to diagnose conditions, and to help assess eligibility for special services.	3.32	Likely of Me (High Degree)	2
9. Assess an individual child's needs, limitations, and potential, using observation, review of school records, and consultation with parents and school personnel.	3.23	Likely of Me (High Degree)	3.5
10. Collaborating with other educational professionals to develop teaching strategies and school programs.	3.12	Likely of Me (High Degree)	5.5
Average	3.17	Likely of Me (High Degree)	

Table 5 presents the respondents' degree of inclination to educational psychology. First in rank is item no.6 "Referring students and their families to appropriate community agencies for medical, vocational, or social services" which obtained a mean of 3.39 verbally interpreted as likely of me or high degree of inclination. Second in rank is item no.8 "Interpreting students' test results, along with information from teachers and parents, in order to diagnose conditions, and to

help assess eligibility for special services” which obtained a weighted mean of 3.32 also interpreted as “likely of me” or high degree of inclination. Tenth in rank is item no.3 “Helping families and schools deal with crises, such as separation and loss” which obtained a weighted mean of 2.97 yet still verbally interpreted as “likely of me” or high degree of inclination. The average mean of 3.17 revealed that the respondents have high degree of inclination to educational psychology meaning they see themselves as future professionals who would most likely refer students and their families to agencies for varied individualized services.

Table 6
Summary Table for the Respondents’ Degree of Inclination to Psychology

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Industrial/Organizational	3.07	High Degree	4
2. Assessment	3.03	High Degree	5
3. Therapy	3.17	High Degree	1.5
4. Mental Health	3.14	High Degree	3
5. Educational	3.17	High Degree	1.5
Overall Weighted Average	3.12	High Degree	

Table 6 presents the summary of the respondents’ degree of inclination to psychology. It was revealed that the highest weighted mean were obtained by both the fields of therapy and educational psychology with 3.17 interpreted as high degree of inclination. This was followed by the field of mental health with weighted mean of 3.14, then industrial/organizational psychology with weighted mean of 3.07 and last is the field of psychological assessment with a weighted mean of 3.03. The average weighted mean of 3.12 revealed that the respondents have high degree of inclination to psychology.

There are a variety of fields in psychology which is of high demand in society today. As Krauss (2012) and Jones (2017) put it, workforce analyses of psychology majors show that psychology graduates were guaranteed jobs right after graduation. They engage in various

jobs in the fields of health services, academe, industry, research, and even business. Opportunities in the graduate school program are also in place psychology graduates (Lee, 2005) which justifies why many people venture into the this program.

Table 7
The Respondents' Level of Board Course Competence: Theories of Personality

Level of Board Course Competence	Frequency	Percentage
Very High (21-25)	1	1.05
High (16-20)	26	27.37
Moderately High (11-15)	68	71.58
Total	95	100.00

Table 7 presents the respondents' level of board course competence in terms of Theories of Personality. Out of 95 respondents, 68 or 71.58% got scores ranging from 11-15 (out of 25 items) which means they have moderately high level of board course competence. Twenty-six (26) of them or 27.37% got scores ranging from 16-20 which means that they have high level of board course competence while the remaining 1 among the 95 respondents (1.05%) got score ranging from 21-25 which means that the respondent have very high level of board course competence in terms of Theories of Personality.

Table 8
The Respondents' Level of Board Course Competence: Abnormal Psychology

Level of Board Course Competence	Frequency	Percentage
High (16-20)	54	56.84
Moderately High (11-15)	39	41.05
Low (6-10)	2	2.11
Total	95	100.00

Table 8 shows the respondents' level of board course competence in terms of Abnormal Psychology. From the 95 respondents, 54 of them or 56.84% got scores ranging from 16-20 (out of 25 items) which means that they have high level of board course competence. Thirty-nine (39)

of them or 41.05% got scores ranging from 11-15 meaning they have moderately high level of board course competence and the remaining 2 respondents (2.11%) got scores ranging from 6-10 which means that they have low level of board course competence.

Table 9
The Respondents' Level of Board Course Competence: Psychological Assessment

Level of Board Course Competence	Frequency	Percentage
High (31-40)	1	1.05
Moderately High (21-30)	69	72.63
Low (11-20)	25	26.32
Total	95	100.00

Table 9 shows the respondents level of board course competence in terms of Psychological Assessment. Sixty-nine (69) among the respondents or 72.63% got scores ranging from 21-30 (out of 50 items) which means that they have moderately high level of board course competence. Twenty-five (25) of them or 26.32% have low level of board course competence due to their obtained scores ranging from 11-20 while the remaining 1 respondent (1.05%) obtained score ranging from 31-40 which means that the respondent have high level of board course competence in terms of Psychological Assessment.

Table 10
The Respondents' Level of Board Course Competence: Industrial Psychology

Level of Board Course Competence	Frequency	Percentage
Very High (21-25)	4	4.21
High (16-20)	63	66.32
Moderately High (11-15)	28	29.47
Total	95	100.00

Table 10 shows the respondents' level of board course competence in terms of Industrial Psychology. From the 95 respondents, 63 of them or 66.32% got scores ranging from 16-20 (out of 25 items) which means that they have high level of board course competence. Twenty-eight (28) of them of 29.47% got scores ranging from 11-15 which means they have moderately high level of board course competence and the remaining 4 respondents (4.21%) got scores ranging from 21-25 which means that they have very high level of board course competence.

Table 11
The Respondents' Degree of Readiness to Take the Licensure Examination

Indicators	Weighted Mean	Verbal Interpretation	Rank
I am ready to take the psychometrician board exam because...			
1. I have chosen the best review center that will certainly give an instant edge.	3.15	Agree (High Degree)	7.5
2. I learned much in college especially the application of important psychological concepts.	3.15	Agree (High Degree)	7.5
3. I have gathered all the necessary materials that would be beneficial during my review.	2.75	Agree (High Degree)	12
4. I already asked some people who took the exam and considered helpful tips from them.	2.91	Agree (High Degree)	11
5. I have disciplined myself in following a definite schedule that help me not to cram during the review.	3.01	Agree (High Degree)	9.5
6. I feel positive that I can pass the licensure, a mindset that one Philosopher said, "I think, therefore I am".	3.46	Agree (High Degree)	5
7. I have faith and believe that prayers will help me greatly in exam along with hard work.	3.84	Agree (High Degree)	1
8. I always go with people who inspire and motivate me the most to study hard, like my family, special someone, and significant others.	3.71	Agree (High Degree)	2.5
9. I believe in my capacity and do not pressure myself with the expectations of others.	3.36	Agree (High Degree)	6
10. I am determined to give it my all and do it right the first time.	3.71	Agree (High Degree)	2.5
11. I have secured my NSO certified birth certificate.	3.52	Agree (High Degree)	4
12. I have secured my original and certified true copy of Transcript of Records with picture.	2.69	Agree (High Degree)	14
13. I have arranged with the Registrar to place in my copy of Transcript of Records the remarks "for board exam purposes".	2.44	Disagree (Low Degree)	15
14. Since my school is exempted from issuing SO number, I have already asked the Registrar's assistance for the Certificate of Authentication and Validation from CHED.	2.27	Disagree (Low Degree)	20
15. I have secured my original and photocopy of NBI clearance.	2.39	Disagree (Low Degree)	16
16. I have secured three (3) notarized certificates of good moral character preferably from your employer, school, church leader, baranggay captain.	2.31	Disagree (Low Degree)	19
17. I have secured 2 colored passport size pictures with white background and name tag.	2.38	Disagree (Low Degree)	17
18. I have secured Cedula with which the year is the same from the time you file to PRC.	2.35	Disagree (Low Degree)	18
19. I have sufficient budget to finance my filing and hotel accommodation needed for review and/or during the actual examination schedule.	2.73	Agree (High Degree)	13
20. I have been making sure that I am physically ready for the exam, taking food supplements,/vitamins, engaging in exercise and having proper diet as early as now.	3.01	Agree (High Degree)	9.5
Average	2.96	Agree (High Degree)	

Table 11 shows the respondents' degree of readiness to take the psychometrician licensure examination. Ranked number 1 is item no.7 "I am ready to take the psychometrician board exam because I have faith and believe that prayers will help me greatly in exam along with hard work"

with a weighted mean of 3.84 verbally interpreted as “agree” or high degree of readiness. Next in ranking are items numbers 8 “I always go with people who inspire and motivate me the most to study hard, like my family, special someone, and significant others” and 10 “I am determined to give it my all and do it right the first time” which both obtained weighted mean of 3.71 interpreted as high degree of readiness. Ranked last is item no.14 “Since my school is exempted from issuing SO number, I have already asked the Registrar’s assistance for the Certificate of Authentication and Validation from CHED” which obtained a weighted mean of 2.27 verbally interpreted as “disagree” or low degree of readiness. The weighted average mean of 2.96 shows that the respondents have high degree of readiness to take the psychometrician licensure examination because aside from faith, prayers, and determination, they cling to people who have positive influence on them to pass the licensure examination.

The result of this study is contrary to the study conducted by Lee (2005) whiio identified that the schools were not that helpful in facilitating readiness of their graduates in the preparation both for graduate school and licensure examination. At some point, students have limited knowledge about the requirements, components and procesures in graduate school admission or in any case, in taking the board exam.

Table 12
Relationship between the Respondents' Degree of Inclination to Psychology and their Level of Board Course Competence

Degree of Inclination to Psychology	Level of Board Course Competence			
	Theories of Personality	Abnormal Psychology	Psychological Assessment	Industrial Psychology
Industrial/Organizational	r=-0.076 p=0.463 NS	r=0.067 p=0.521 NS	r=0.087 p=0.403 NS	r=-0.080 p=0.442 NS
Assessment	r=-0.011 p=0.919 NS	r=-0.061 p=0.556 NS	r=-0.124 p=0.231 NS	r=-0.134 p=0.195 NS
Therapy	r=0.096 p=0.355 NS	r=0.021 p=0.838 NS	r=-0.014 p=0.889 NS	r=-0.039 p=0.706 NS
Mental Health	r=0.013 p=0.904 NS	r=0.011 p=0.919 NS	r=-0.061 p=0.557 NS	r=0.028 p=0.790 NS
Educational	r=0.096 p=0.356 NS	r=-0.049 p=0.640 NS	r=-0.180 p=0.081 NS	r=-0.152 p=0.142 NS
Significance level @0.05				

Table 12 shows the relationship between the respondents' degree of inclination to psychology and their level of board course competence. As presented, all the computed p values for the degree on inclination to Industrial/Organizational Psychology to Theories of Personality (0.463), Abnormal Psychology (0.521), Psychological Assessment (0.403), and Industrial Psychology (0.442); Assessment to Theories of Personality (0.919), Abnormal Psychology (0.556), Psychological Assessment (0.231), and Industrial Psychology (0.195); Therapy to Theories of Personality (0.355), Abnormal Psychology (0.838), Psychological Assessment (0.889) and Industrial Psychology (0.706); Mental Health to Theories of Personality (0.904), Abnormal Psychology (0.919), Psychological Assessment (0.557) and Industrial Psychology (0.790); and Educational to Theories of Personality (0.356), Abnormal Psychology (0.640), Psychological Assessment (0.081) and Industrial Psychology (0.142) were all higher than 0.05 level of

significance which means that there is no significant relationship between the respondents degree of inclination to psychology and their level of board course competence. This indicates that their level of competence to the four board courses has nothing to do as to whether they are inclined to Industrial/Organizational, Assessment, Therapy, Mental Health or even Educational field of Psychology. Their level of competence on Theories of Personality, Abnormal Psychology, Psychological Assessment and Industrial Psychology is determined by other factors and not by their degree of inclination to psychology.

Result of this study is supported by the findings of Salleh, Yahaya, Yusof & Hussin (2015) who found out that some of the factors that may influence students' performance in their subjects include study skills, personal habits like note taking, attention, preparation, attendance and even sleep patterns.

Table 13
Relationship between the Respondents' Level of Board Course Competence and their Degree of Readiness to Take the Psychometrician Licensure Examination

Indicators	Pearson r	p-value	Interpretation
Theories of Personality	-0.159	0.124	Not Significant
Abnormal Psychology	-0.029	0.782	Not Significant
Psychological Assessment	-0.277	0.007**	Significant
Industrial Psychology	-0.216	0.032*	Significant
**Significant @0.01; *Significant@0.05			

Table 13 presents the relationship between the respondents' level of board course competence and their degree of readiness to take the psychometrician licensure examination. As seen, the computed p-values for both Theories of Personality (0.124) and Abnormal Psychology (0.784) were both higher than 0.01 and 0.05 level of significance which means that there is no significant relationship between the respondents' level of competence on these two board courses and their degree of readiness to take the psychometrician licensure examination. Thus, their degree

of readiness of take the psychometrician licensure examination was not determined by their level of competence on Theories of Personality and Abnormal Psychology.

On the other hand, the computed p-values for both Psychological Assessment (0.007) and Industrial Psychology (0.032) were both lower than 0.01 and 0.05 level of significance respectively indicating a significant inverse relationship between the respondents' level of competence on these two board courses and their degree of readiness to take the psychometrician licensure examination. This implies that the lower their level of competency in Psychological Assessment and Industrial Psychology, the higher their degree of readiness to take the psychometrician licensure examination. This means that the respondents' readiness to take the psychometrician licensure exam does not depend on whether they have acquired all the competencies for the board course subjects so long as they are determined and hold firm conviction and faith in God whom they believe would guide them and bring them positive result.

Similarly, in a study conducted by Garcia (2013), it was found out that Academic performance (grade average) of examinees gives no assurance (not a determinant) on passing the licensure examination for teachers.

Conclusion

After analyzing the significant findings, the following conclusions were drawn: the average weighted mean of 3.07 reveals that the respondents have high degree of inclination to industrial/organizational field of psychology; have high degree of inclination to assessment with an average mean of 3.03; have high degree of inclination to therapy with an average mean of 3.17; have high degree of inclination to the field of mental health with an average mean of 3.14 and also

have high degree of inclination to educational psychology with an average mean of 3.17. Majority of the respondents have moderately high level of competence in the board course Theories of Personality; more than half of them have high degree of competence in Abnormal Psychology; majority of them have moderately high level of competence in Psychological Assessment and majority have high level of competence in Industrial Psychology. The weighted average mean of 2.96 shows that the respondents have high degree of readiness to take the psychometrician licensure examination. The respondents' level of competence to the four board courses has nothing to do as to whether they are inclined to Industrial/Organizational, Assessment, Therapy, Mental Health or even Educational field of Psychology. Findings also revealed that the respondents' degree of readiness of take the psychometrician licensure examination was not determined by their level of competence on Theories of Personality and Abnormal Psychology, on the other hand, the lower the respondents' level of competency in Psychological Assessment and Industrial Psychology, the higher their degree of readiness to take the psychometrician licensure examination. This means that the respondents' readiness to take the psychometrician licensure exam does not depend on whether they have acquired all the competencies for the board course subjects so long as they have firm grasp of their determination and faith that God would bring in positive results for them.

Direction for future use

It is important that the psychology department continuously conduct career orientation program, with special focus on the different psychology-related fields of specialization as well as employment opportunities to senior high school students to encourage them to enroll in psychology program. It is recommended that the department tie up with reputable review centers for the

graduating students to have review sessions as early as first semester of their last academic year. Qualifying examinations for the incoming third year should be in place to ensure high licensure passing rate. The college could work hand in hand with the Registrar's office and mutually exhaust all the means to facilitate release of necessary documentary requirements needed for PRC application. Students enrolled in board programs need to equip themselves academically and psychologically for them to be ready to take the board and this entails committing self to effective study habits, and physical and psychological readiness.

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