

ISSN 0119-5107



**Philippine Normal University
CENTER FOR RESEARCH AND
DEVELOPMENT IN EDUCATION
Manila**



RESEARCH SERIES

No. 128

November 2010

PHILIPPINE NORMAL UNIVERSITY COLLEGE FRESHMEN PROFILE SCHOOL YEAR 2010-2011

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INTRODUCTION

There is a great deal of challenge in the flexibility of a university's function as the context of the society in which it operates changes both dramatically and exponentially. Today, a university is likely to stagger if not totally fail if it continues to operate with the old ways in carrying out its classic triadic function without considering the changes and how much changes have taken place among its stakeholders and clientele.

It is in this premise that the Philippine Normal University, with its new mandate as the National Center for Teacher Education (NCTE), continues to revisit and revitalize its functions to keep the relevance of its existence as the country's premiere teacher education institution.

Colleges and universities develop database on students' profile. A complete and clear picture of the students' profile is essential in determining where, when and how they can be most successful. Vital information across the students' life cycle does not only enable a university to maximize education experience for students but also enable them to improve their own processes and efficiencies when it comes to recruiting students and launching programs (McMorrow, 2010).

The Philippine Normal University through the Center for Research and Development in Education (CREDE) conducts a research geared toward determining the profile of freshman college students every year. This effort started decades ago and still continues as one of the Center's priority projects.

Profiling PNU college freshman students goes beyond the usual way of determining the basic demographics of the respondents just to keep the University's data bank updated. Each year the faculty-researchers at the Center are coming up with a thorough and comprehensible profile reports. Careful and critical analyses and informed interpretations are employed to determine significant changes if there are any which may require a fundamental and significant shift on the University's direction and function, from admission to creation of programs that benefit its stakeholders.

The most recent study on PNU freshman college students' profile (SY 2009-2010) conducted by Mancao in 2009 did an analysis of student' profile from 2005 and 2009 to determine the possible changes attributable to various factors deemed to have affected both the applicants and the University's basic roles and functions. Among the significant findings of the study was the dramatic decrease in the number of applicants in the recent year. This finding reflected the attractiveness of the teacher education among college entrants or of the University as the country's premiere teacher education institution or suggested something about the University's recruitment schemes and admission policies or the escalating competition among teacher education institutions and so on.

Another intriguing finding worth looking into was the shift in the major reason why applicants chose PNU. The data in the previous studies (late 1990s and early 2000s) consistently revealed “affordable tuition fee” as the top reason for application. However, in the latest survey (Mancao, 2009), it was “quality or standard education” and “number 1 teacher education institution.” This significant change in impression of applicants about PNU was seemingly due to the University’s designation as NCTE. Obviously, as noted earlier, changes like the development or modification of a university’s role and function can potentially alter the applicants’ profile, which in turn can generate significant information for at least revisiting, revitalizing, redirecting, or more importantly, realigning, restructuring or reinventing a university’s basic roles and functions.

The present study, although fresh as it may seem, would still exploit the previous data for the comparison of findings to determine possible changes in the students’ profile. The same aspects of the students’ demography will be looked into. The significant findings this study may provide are not just mere additional information to the University’s data bank but invaluable input upon which the University makes crucial decisions.

METHODOLOGY

The main source of data for this study was the interview sheets. Interview Sheet refers to the form provided by the Office of the Admissions for every applicant to fill out before the interview schedule. The Interview Sheet includes the applicant’s basic demographic information such as Philippine Normal University Admission Test

(PNUAT) score, gender, age, civil status, religion, permanent address, high school address, type of high school attended, intended college course, intended majorship, parents' income, reasons for enrolling at PNU and job plans after graduation. The information provided by an applicant is used by the interviewer as basis for basic questions in the interview. Since not all applicants make it to the interview, the researcher included only the Interview Sheets of those who were admitted by the University for SY 2010-2011. Of the 1,550 Interview Sheets, only 1,296 were included in the study. Frequency counts, percentage distribution and ranking were employed to analyze the data.

RESULTS AND DISCUSSION

Table 1 exhibits the profile of PNUAT scores. As presented, the average PNUAT score was 96.86. The average score is consistent with the previous findings: 97 in SY 2007-2008, 96 in SY 2008-2009 (Fetalvero, 2008) and 96 in SY 2009-2010 (Mancao, 2009). It can be noted that the average score is just roughly 10 points higher than the passing score which is 85.

Table 1 further reveals the lowest and the highest scores obtained by the applicants. The lowest PNUAT score admitted by the University was 80; 5 points lower than what is usually required. The highest PNUAT score, on the other hand was 131. Although 3 points lower than that of SY 2009-2010, it can still be considered very high considering that it was a raw score and the total number of items was only 150.

Table 1: Profile of PNUAT Scores

Classification of Score	SY 2010-2011 (n=1296)
Average PNUAT score	96.86
Lowest PNUAT score	80
Highest PNUAT score	131

Table 2 presents a clearer picture of the applicants' PNUAT scores. It can be noticed that the number of applicants whose scores fall within the bracket where average score is found was 224 (17.28%) or barely a sixth of the applicants. The data also reveals that 331 (25.54%) or a fourth of the applicants obtained scores within the passing range (85-89). What is exciting to note about the data is the range of scores above and below the average. Those who scored higher than the average were 943 or 72.75%, almost three-fourths of the applicants; while those who scored below the average were only 22 or 1.69%. This worth-noting revelation suggests that generally, the University has admitted good applicants.

Table 2: Percentage Distribution of Respondents according to PNUAT Scores

PNUAT Score	f	%	r
130-134	3	0.23	11
125-129	4	0.31	10
120-124	17	1.31	8.5
115-119	50	3.86	7
110-114	87	6.71	6
105-109	112	8.64	5
100-104	165	12.73	4
95-99	224	17.28	3
90-94	281	21.68	2
85-89	331	25.54	1

PNUAT Score	f	%	r
80-84	17	1.31	8.5
75-79	0	0.00	13
Below 75	2	0.15*	12
No Score	3	0.23	
Total	1296	100.00	

*Scores below 75 (48 and 68) were obtained by foreign students.

It is also intriguing to note that the University admitted two (2) applicants who scored far below the passing score. Based on the records of the Office of the Admissions, these scores were 48 and 68 and were obtained by foreign students. The University has a special policy on the admission of foreign students. Their passing score is relatively lower than the standard because PNUAT includes items in Filipino.

There is a great deal of consistency in the ratio of female to male students since a few decades ago. Previous studies on students' profile reported an average of 4:1 ratio (Hermosisima, 2005; Mancao, 2001, 2006, 2009; Fetalvero, 2006, 2008) of female to male students at PNU. The present study (Figure 1) shares the same finding. Of the total number of the applicants analyzed, 1040 or 80.25% were females and only 255 or 19.68% were males. Simply put, the ratio of females to male students is 4:1. This finding suggests that the teacher education is more attractive to women and the teaching profession is largely a female domain (Mancao, 2001; Hermosisima, 2005).

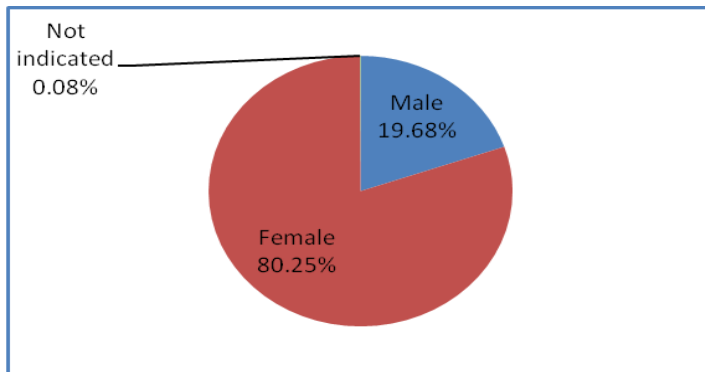


Figure 1. Profile of the Applicants by Gender

More than a half (684 or 52.78%) of the applicants aged 16 (Table 3). This is consistent with the past findings (Hermosisima, 2005; Mancao, 2006, 2009; Fetalvero, 2006, 2008). With a closer look at the data, it can be surmised that the top three ages were 15, 16 and 17. These ages constituted most (1138 or 87.80%) of the ages of the applicants with 16 as the average.

Table 3: Percentage Distribution of Freshman Student Applicants according to Age

Age	f	%	r
14	5	0.39	7
15	284	21.91	2
16	684	52.78	1
17	170	13.12	3
18	67	5.17	4
19	28	2.16	6
20 and up	57	4.40	5
Not indicated	1	0.39	
Total	1296	100.00	

That the average age of the applicants is 16 is not surprising at all. This is due to the fact that most applicants were either graduating or fresh high school graduates. Further, most of them were regular students in elementary and in high school and nothing has been changed in the country's education system as regards the number of years required for basic education.

There is, however, intriguing information the data reveals—the youngest age admitted was 14 and there were five enrolled applicants with such an age. Perhaps these were the students who started schooling at a younger age or students who underwent acceleration due to exceptional academic performance.

Most (1283 or 99.00%) of the applicants the University admitted were single (Figure 2). This finding is expected because college life is more demanding than high school life and as what Mancao (2009) argues, married persons may not have the luxury of time and finances and that going to college is no longer a priority.

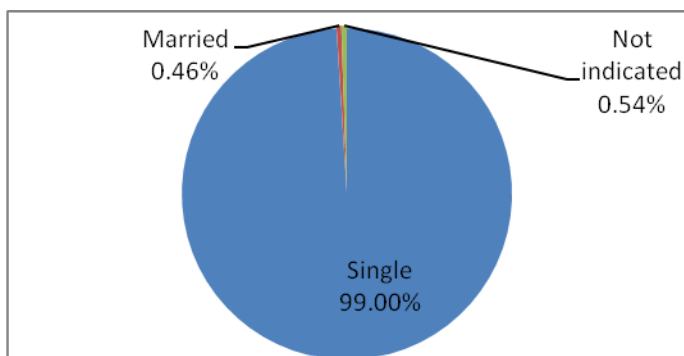


Figure 2. *Distribution of Freshman Applicants according to Gender*

As regards religion, 99% of the applicants were Christians. Of these Christian applicants majority, 778 or 60.03%, belonged to the Roman Catholic Church while the rest, 241 or 18.60%, belonged to other Christian denominations. Only 23 or 1.77% of the applicants belonged to Islam and other religions the applicants did not specify. Two hundred fifty-four (254) of the applicants did not indicate religion or they did not have any religion at all.

The domination of Christian religions among applicants reflects the fact that 90% of Filipino population are Christians and of this Christian population 80% belong to the Roman Catholic Church (Wikipedia, 2011).

Table 4: Percentage Distribution of Freshman Student Applicants according to Religion*

Religion	f	%	r
Roman Catholic	778	60.03	1
Born Again Christian	155	11.96	2
Islam	3	0.23	9.5
Iglesia ni Cristo	28	2.16	3
Seventh-Day Adventist	3	0.23	9.5
Mormons	5	0.39	8
Jehovah's Witnesses	8	0.62	7
Protestant	15	1.16	6
Baptist	27	2.08	4
Others	20	1.54	5
Not indicated	254	19.60	
Total	1296	100.00	

Since the PNU main campus is located in the National Capital Region (NCR), it is not surprising that the data yields more than two-thirds or 820 (63.27%) of the applicants from the country's capital region. Next to NCR ranked Region IV-A in which 341 (26.31%) or a fourth of the total number of applicants permanently resided. The likelihood of having students from Region IV-A than from rest of the regions is higher because geographically, the said region is nearest to NCR, in fact adjacent. Region IV-A is otherwise known as "CALABARZON" or Cavite, Laguna, Batangas, Rizal and Quezon. These provinces are located in the outskirts of NCR and students who are coming from these provinces can easily access PNU by bus ride.

The rest of the applicants (125 or 9.65%) had permanent residence in other regions. Some even hailed from regions in Visayas and Mindanao. Ten (10) or 0.77% of the applicants did not indicate the regions of their permanent residence (Table 5).

Table 5: Percentage Distribution of Freshman Applicants according to Permanent Address

Permanent Address	f	%	r
NCR	820	63.27	1
CAR	3	0.23	9.5
Region I	12	0.93	4
Region II	5	0.39	7
Region III	77	5.94	3
Region IV-A	341	26.31	2
Region IV-B	9	0.69	5
Region V	8	0.62	6

Permanent Address	f	%	r
Region VI	4	0.31	8
Region VII	1	0.08	12.5
Region VIII	3	0.23	9.5
Region IX	2	0.15	11
Region XI	1	0.08	12.5
Not indicated	10	0.77	
TOTAL	1296	100.00	

For those applicants who resided in the NCR, more than a fifth (187 or 22.80%) of them permanently resided in Manila, the country's capital. The influx of students coming from this city is due to the fact that PNU is located in its heart, just across its capital building.

Other cities in which hundreds of applicants had permanent residence were Quezon City (140 or 17.07%) and Caloocan City (92 or 11.22%). These cities are located next to Manila and besides geographical proximity they belong to the top three biggest cities in the Philippines in terms of population where Quezon City is the biggest followed by the City of Manila and then by the Caloocan City (Philippines 2007 Census). The rest of the applicants from the NCR, almost a half (401 or 48.90%), resided in thirteen other cities that compose the Metropolitan Manila (Table 6).

Table 6: Percentage Distribution of Freshman Applicants according to Permanent Address in the NCR

Permanent Address	f	%	r
Quezon City	140	17.07	2
Manila	187	22.80	1
Caloocan City	92	11.22	3
Paranaque City	64	7.80	4
Las Pinas City	54	6.59	6
Pasay City	48	5.85	7
Valenzuela City	57	6.95	5
Makati City	41	5.00	8
Malabon City	32	3.90	9
Muntinlupa City	8	0.98	14
Taguig	24	2.93	11
San Juan	4	0.49	16
Mandaluyong	7	0.85	15
Marikina	13	1.59	13
Navotas	31	3.78	10
Pasig	18	2.20	12
TOTAL	820	100.00	

Based on the previous PNU students' profile reports, each year, on the average, two out of three applicants the University admits are from public schools. The present study yields the same finding. As illustrated in Figure 3, almost three-fourths (913 or 70.45%) of the applicants attended public high schools, while only more the a fourth (381 or 29.40%) attended private high schools.

The PNU is a state-owned university thus, while maintaining its prestige and keeping its global standard in producing Filipino teachers, it

charges low tuition fee. This most coveted status the University holds and this very reputation the University keeps over the years make it more attractive to applicants who, as Mancao (2009) puts it, have no qualms to acquire diploma from another public school such as a state university.

The application of students from private high schools to PNU clearly suggests their ardent desire to get an excellent training to teacherhood. Other reasons of these applicants' coming to PNU are worth investigating as they are a significant input to the University's admission policies.

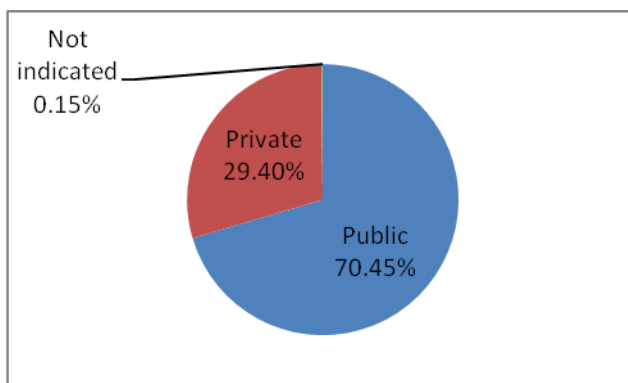


Figure 3. *Percentage Distribution of Freshman Applicants according to Type of High School Attended*

The PNU has a wide array of academic offerings the applicants may choose from. However, this study found out that most applicants (930 or 71.76%) intended to take up BSE courses, then, at a big difference (61%), BS courses (141 or 10.88%), followed by BEED and BECED at 101 or 7.79% and 80 or 6.17%, respectively. This ranking is consistent with the rankings in the previous reports. These statistics

could mean that majority of the applicants, with the majorship in mind, would want to teach in high school level. This finding is quite alarming because if the University is to produce teachers that would lead in providing strong foundation of basic education among Filipino children, the University should keep the balance in number of pre-service teachers who are genuinely interested teaching in primary and in secondary level.

Table 7: Percentage Distribution of Freshman Applicants according to Choice of College Course

Course	f	%	r
BECED	80	6.17	4
BEED	101	7.79	3
BS	141	10.88	2
BSE	930	71.76	1
BLIS	15	1.16	5
BST	13	1.00	6
Not indicated	16	1.23	
TOTAL	1296	100.00	

English has always kept its popularity among most of the PNU college applicants who shop for majorship in the BSE course they intend to take up. Although English consistently ranked next to Psychology in the past, it still belonged to the top five choices of the applicants. In the 2009 and in the present survey, English has finally landed the number one spot. Next to it is Mathematics, then Psychology, Biology and Filipino.

What makes English majorship the number one choice for most of the applicants is noteworthy.

Today, people live in era in which communication is one of the most potent tools and key elements for survival and prosperity. If one cannot communicate effectively the language of business and industry he/she is not likely to function effectively and efficiently, build strong and extensive social networks and advance personally and professionally. And as globalization revolutionizes, there is a growing demand for a good communication skills among workforce in the country and abroad.

This is perhaps the reason why most of the applicants choose English. Given the fact that PNU is the Center of Excellence (COE) in language instruction, English training at the University promises English proficiency or good communication skills, the basic and the most important requirement for employment.

However, this is not per se the ultimate goal of the University. This is just part of the grand purpose why the University exists—to produce highly empowered and globally competitive Filipino teachers.

Table 8: Percentage Distribution of Freshman Applicants according to Choice of Majorship

Course	f	%	r
English	312	24.07	1
Psychology	97	7.48	3
Math	160	12.35	2
Biology	85	6.56	4

Course	f	%	r
Filipino	58	4.48	6
History	56	4.32	7
Social Science	20	1.54	15
Physics	36	2.78	8.5
Values	12	0.93	17
Library Science	15	1.16	16
STA	21	1.62	14
PE	28	2.16	12
Music	25	1.93	13
General Science	36	2.78	8.5
Chemistry	31	2.39	11
HE	4	0.31	19
IT	35	2.70	10
ND	11	0.85	18
Not indicated	254	19.60	
TOTAL	1296	100.00	

Comparing the present finding to the previous ones, there has not been any changes in the average family income of the applicants. The average remains at Php 10 000.00 and below. With this data, it can be gleaned that PNU college applicants' families live on or below the poverty line. In 2008 survey, Fetalvero noted that the top three occupations among the applicants' fathers were driver, construction worker (carpenter, welder and electrician) and vendor and office worker. Among the applicants' mothers, on the other hand, were teacher/guidance counselor/librarian, self-employed/vendor and office worker/employee. Based on the present cost of living and economic profile of the country, the kind of occupations mentioned above confirms the average monthly family income of the applicants.

The influx of most applicants from low-earning families is seemingly attributable to the low tuition fee the University charges which the applicants' themselves articulated in their reasons for enrolling at PNU (See Table 10).

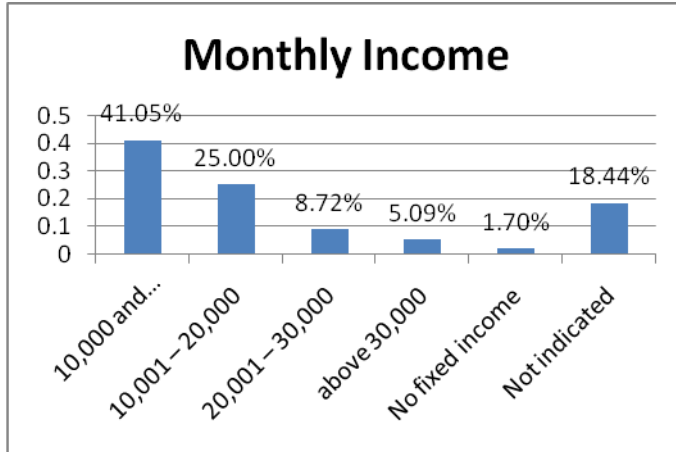


Figure 4. *Distribution of Monthly Family Income of Applicants*

Students from all over the country come to PNU for various reasons. Surveys on applicants' profiles in the past (late 1990s and early 2000s) noted that consistently, the main reason why students come to PNU was its low tuition fee. However, with the tuition fee increase in 2005 and with the University's designation as NCTE, a dramatic change in the applicants' primary reason of choosing PNU was observed; from "affordable tuition fee" to "quality or standard education" (Mancao, 2009).

It is heartening to note that most of the students come to PNU not because of financial constraints that may have forced them to take

up teacher education but because they bank on the reputation of the University. In congruence with the vision of the University, these students firmly believe that one day with their training at the University they can be the kind of teachers they envision themselves to be.

Table 9: Percentage Distribution of College Applicants' Reasons for Enrolling at PNU*

n=1296

Reasons	f	%	r
1. PNU offers quality/high standard of education.	420	32.41	1
2. PNU is the NCTE	135	10.42	3
3. PNU is the best/No.1 TEI	387	29.86	2
4. PNU specializes in education	103	7.95	5
3. Tuition fee is inexpensive.	114	8.80	4
4. PNU has good reputation / prestige.	37	2.85	8
5. The family influenced me.	56	4.32	6
6. PNU has exceptional faculty.	14	1.08	10
7. My teachers influenced me.	54	4.17	7
8. PNU is recognized nationally and internationally	32	2.47	9
Others	286	22.07	

*multiple responses

It is heartening to note that almost all (1243 or 95.1%) of the PNU students say they will teach after graduation (Table 10). This is an affirmation of their eagerness to take up teacher education which promises commitment and dedication to the teaching profession. In this respect, the University has partly succeeded in its grand vision.

That there are applicants who intend otherwise is worth noting. This requires a more thorough and stricter admission schemes and policies especially in the interview phase to weed out applicants who do not intend to stay and teach in the country.

Table 10: Percentage Distribution of College Applicants' Job Plans after Graduation*

n=1296

Plan	f	%	r
To be a teacher	1,191	91.90	1
To be a guidance counselor	29	2.24	2
To work in HRM office	5	0.39	7
Get another course	3	0.23	8
Be a librarian	13	1.00	5
To be a psychologist	24	1.85	4
Pursue MA	10	0.77	6
Any job will do	26	2.01	3

*multiple responses

SUMMARY OF FINDINGS

The following items summarize the profile of PNU freshmen in SY 2010-2011:

1. The average PNUAT score is 96.86. The lowest PNUAT score is 80 and the highest is 131.
2. Most of the college freshmen students are female, single, 16 years old and members of the Roman Catholic Church.
3. Most of the college freshmen are from the National Capital Region (NCR) particularly in Manila.

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4. Majority of the college freshmen are products of public high schools. They enrolled at PNU to take up BSE courses with English as majorship.
 5. The average family income of the college freshmen is Php 10 000. 00 and below. Their main reason for enrolling at PNU is to acquire quality/standard education from the University.
 6. Most of the college freshmen plan to teach after graduation from college.

RECOMMENDATIONS

Based on the findings of the presents study the following are recommended:

1. Given the impact of information that the students' profile provides, the University through the CREDE should continue getting the profile of PNU college freshmen every year. A profile research should also be regularly conducted at the graduate and the post graduate levels;
2. To come up with more specific and comprehensive findings, future profile researches should include more variables like number of siblings, birth order, parents' highest educational attainment, parents' occupation, language spoken at home,

person who sends the applicant to school and scholarship and sponsor of scholarship if any;

3. To determine the attractiveness of PNU or of teacher education to high school graduates with honors, applicants should be asked to indicate the academic honor or award received if any upon graduation. The data may be used for correlation and prediction studies; and
4. A questionnaire should be designed to include additional variables recommended above intentionally for profile research purposes. The questionnaire should be filled out by the college freshmen early in the first semester. This scheme ensures more accurate and complete data from the respondents.

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