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Profile of PNU College Freshmen, School Year 2007-2008

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INTRODUCTION

Having provided the PNU community with initial profiles of incoming college first year students since School Year 1986-1987 (Hermosisima, 2005), the Center for Research and Development in Education continues its job towards this endeavor. As has been articulated by the researchers who had done the profiling in the past years, it is the main objective of this undertaking to provide a description of the new batch of “students who are presumed to have plans to enter the teaching profession” (Mancao, 2006).

This 8th written profile and the profiles written in the past years could provide not only the University officials, but also the national officials, with input that could push PNU towards its increasingly becoming more important role as a Center of Excellence in Teacher Education. Having proven itself to be the premier teacher training institution, PNU is now ready to take on a still more important role in the academe, that of becoming the National University in Teacher Education (NUTE).

To take stock of the kind of students enrolled in the University and take steps to improve the present crop could be of help in this big leap being taken by the University.

The previous written profiles do not exactly show a very impressive picture of students who opt to go into the teaching profession. It is also a known fact that the best students would

rather go to seemingly more lucrative professions, like engineering, nursing, medicine, business administration, and the like. In view of this reality, the University is faced with the challenge to come up with a strategy to attract not only the good and better students but also the best to enroll in education courses at the University. Having some of the best students might make it easier for the University to achieve its goal to become the first NUTE in the country. Certainly, there are other factors that could contribute to the success of the University, like reinventing its curricular offerings, as what the former Vice President for Planning, Research and Extension Dr. Jesus A. Ochave, would always say, but having a still better student population would surely help.

These profiles being written by the CREDE researchers could well provide a basis for improving further the present University student population.

METHODOLOGY

Just like in the case of the past profiles, the data analyzed in this present profile were provided by the other University offices, particularly the Office of Admissions. The Interview Sheets, which the researcher borrowed from the said Office, was given to her in December 2007. Only information contained in these Interview Sheets are included in this report. They are: Gender, Age, Civil Status, Type of High School Graduated from, Type of Elementary School Graduated from, PNUAT Score, No. of Children in the Family, Birth Order in the Family, Languages/ Dialects Spoken at Home, Present Address, Provincial Address, Degree Applied for and Reasons for Enrolling at PNU.

A total of 1366 Interview Sheets were processed by the researcher. Only those who have passed the PNU Admission Test (PNUAT) and have complied with all the documents required

for admission, filled up these information sheets when they submitted themselves for interview. The interview is one of the last steps in the admission process. It would seem that not all those who have satisfied all requirements for admission, did really enroll because, records at the Registrar's Office show that there were only 1306 first year enrollees for the first semester of School Year 2007-2008.

To facilitate the data analysis, the researcher first prepared a matrix of responses, in which all pertinent data were encoded, using codes in cases where data were expressed in nominal form.

Since this is only a profile, statistical analysis was done through the use of frequency counts, percentages, averages and sometimes, ranking. The Statistical Package for the Social Sciences (SPSS) was utilized to determine the frequencies, percentages and averages. The findings are presented either in tabular or graphical form or both.

RESULTS

Following are the results, analysis and interpretation of the data gathered. They are presented by variable.

Gender

The respondents classified according to gender are presented in Table 1. As expected, the new batch of freshmen is dominated by female students. There is one male for every five females, or a ratio of 1:5. This still strongly suggests that very few men would choose the teaching profession if they go into other professions. The same ratio of male to female students has been observed in the past, except last school year 2006-2007, when the ratio was 1:4 (Mancao, 2006).

Table 1. Frequency and Percentage Distributions of Respondents
According to Gender

Gender	Frequency	Percentage
Male	279	20.42
Female	1087	79.58
Total	1366	100.0

Age

Table 2 shows that the youngest student who sought enrolment at PNU this school year is 14 years old, just like in the past years. There are four of them. A great majority of them, almost two-thirds, have the proper age, for a first year college student, of either 16 or 17. Many of them, 287 or 21% entered school very young, as they were only 15 years old when they started their college education. More than 3% of the respondents are more than 20 years old. In general, this batch of first year students are relatively young, considering that their average age is 16.42, which is lower by 0.03 than the average age of the freshmen last school year. Mancao (2006) claimed that last year's average age of 16.45 was the lowest recorded. So that would mean that there is a new record low mean age and that is 16.42.

Table 2. Frequency and Percentage Distributions of Respondents
According to Age

Age	Frequency	Percentage
14	4	0.29
15	287	21.01
16	701	51.32
17	217	15.89
18	62	4.54
19	30	2.20
20	20	1.46
Above 20	45	3.29
Total	1366	100.0
Average	16.42	

Civil Status

True to the Filipino culture, the enrolling first year students put more premium on education than on marriage at this stage in their lives. This is evidenced by the fact that they attempt to pursue a college education first before they get married. They realize the fact that they will get through married life better with a degree, which is a means to a better livelihood for them. The insignificant number of married enrollees (6 or 0.44%) and one widow (0.07%) are the older ones in the batch. The civil status of the respondents is shown in Table 3.

Table 3. Frequency and Percentage Distributions of Respondents According to Civil Status

Civil Status	Frequency	Percentage
Single	1340	98.10
Married	6	0.44
Widow/er	1	0.07
No Answer	19	1.39
Total	1366	100.0

No. of Children in the Family

The size of the family from which the students come might also have a bearing on the students' performance and so this variable has always been included in the previous profiles. Table 4 reveals that a little more than half of the respondents belong to families with either three or four children (total of 683 or 50.74%). About five percent of them is an only child in the family. Three or 0.22% have 10 or more siblings. Twenty (20) of the respondents did not indicate their answers to this portion in the Interview Sheet. The average number of children in the family is 3.66.

Table 4. Frequency and Percentage Distributions of Respondents
According to No. of Children in the Family

No. of Children	Frequency	Percentage	Rank
1	68	4.98	6
2	249	18.23	3
3	398	29.14	1
4	295	21.60	2
5	165	12.08	4
6	99	7.25	5
7	31	2.27	7
8	26	1.90	8
9	10	0.73	9
10	2	0.15	11
More than 10	3	0.22	10
No Answer	20	1.46	
Total	1366	100.01	
Average	3.66		

Birth Order in the Family

There are not much differences in the birth order of the respondents, as shown in Table 5. Considering that there are more middle positions than eldest or youngest, the biggest percentage of respondents are in middle position. They could be second in a family with three children, 2nd or 3rd in a family with four children, 2nd, 3rd, 4th, 5th, 6th or 7th in a family with eight children, and so on. There are more eldest children (450 or 32.94%) than youngest (339 or 24.82%). The 88 respondents who did not answer this question might be “only child”.

Table 5. Frequency and Percentage Distributions of Respondents
According to Birth Order in the Family

Birth Order	Frequency	Percentage
Eldest	450	32.94
Middle	489	35.80
Youngest	339	24.82
No Answer	88	6.44
Total	1366	100.00

***Languages/Dialects Spoken at Home in Addition to Tagalog
or Filipino***

Inspection of the information provided by the respondents as to the languages and dialects they speak at home revealed that they either speak only Tagalog or Filipino, or they speak a combination of Tagalog/Filipino and one or two other languages or dialects at home. This may be so because the students now reside in a Tagalog-speaking area. Also, it seems that even in the provinces, people now speak Tagalog or Filipino, unlike before when the senior citizens would rather speak in English rather than Tagalog. The present generation of college students have parents who speak the national language even in the provinces. So, the researcher decided to present the other languages/dialects spoken at home by the respondents, in addition to Tagalog or Filipino. These data are presented in Table 6.

More than one-third (491 or 35.94%) of the respondents claim that they speak English at home, in addition to the national language. Students from the Visayas speak different Visayan dialects, like Visaya, Waray, Cebuano, Ilonggo, Aklanon and Hiligaynon. Students from the north speak either Ilocano (Ilocos Region), Itawes/Karay-a (Cagayan Valley), Kapampangan or Pangasinan (Central Luzon).

Table 6. Frequency and Percentage Distributions of Respondents According to Languages/Dialects Spoken at Home in Addition to Tagalog or Filipino

Language/Dialect	Frequency	Percentage
English	491	35.94
Visaya	13	0.96
Waray	3	0.22
Cebuano	3	0.22
Ilonggo	4	0.29
Aklanon	1	0.07
Hiligaynon	1	0.07
Ilocano	10	0.73
Itawes/Karay-a	2	0.15
Kapampangan	9	0.66
Pangasinan	2	0.15
Bicol	5	0.37
Korean	1	0.07
Chinese	1	0.07
No Other Dialect/No Answer	820	60.03
Total	1366	100.0

Present Address

The freshmen were asked where they were residing before the start of classes and so those who have not yet found a place to stay while studying at PNU wrote their provincial addresses. Hence, Table 7 includes present addresses as far as Region 1 (Ilocos Region) and Region 8 (Visayas).

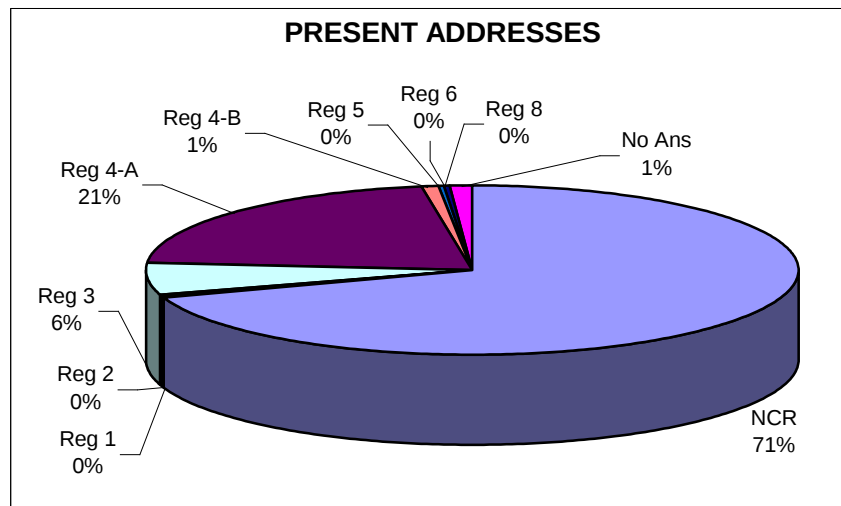
The table reveals that more than two thirds of the respondents (69.62%) reside in Metro Manila or National Capital Region, with Quezon City having the biggest share of 16.03 %, followed by Manila with 11.93%, then Caloocan City with 5.20%.

Among the regions, the biggest representation comes from Region 4A with 290 students or 21.23%. The majority of the students from this region come from the province of Cavite. The 83 students (6.08%) from Region 3 mostly come from the province of Bulacan. These are nearby provinces and so it is possible that the students go home on a daily basis.

Table 7. Frequency and Percentage Distributions of Respondents
According to Present Address

Present Address	Frequency	Percentage
Manila	163	11.93
Quezon City	219	16.03
Caloocan City	115	8.42
Makati City	53	3.88
Las Piñas	66	4.83
Parañaque	71	5.20
Malabon-Navotas	48	3.51
Valenzuela	54	3.95
Pasig-San Juan	13	0.95
Taguig-Pateros	29	2.12
Marikina	15	1.10
Pasay	64	4.69
Muntinlupa	33	2.42
Mandaluyong	8	0.59
Total – NCR	951	69.62
Region 1	4	0.29
Region 2	4	0.29
Region 3	83	6.08
Region 4-A	290	21.23
Region 4-B	12	0.88
Region 5	2	0.15
Region 6	2	0.15
Region 8	1	0.07
Total - Provinces	398	29.14
No Answer	17	1.24
Total	1366	100.0

Figure 1. Pie Graph Showing the Percentages of Respondents According to Present Address



Provincial Address

Table 8 gives the profile of the Freshmen 2007 in terms of their provincial addresses. Since PNU is located in the National Capital Region, it is expected that most of the students would come from this region. This is proven by the fact the more than two thirds (65.52%) of the respondents are from NCR. Another big feeder of PNU, bringing in 8.71% of the total freshmen population, is Region 4A or the CALABARZON. This region is made up of the provinces of Cavite, Laguna, Batangas, Rizal, Aurora and Quezon. The province of Cavite has the biggest contribution. The other regions in Luzon (1, 2, 3, 4B, 5 and CAR) have a share of about 18.5%, the 3 Visayan Regions (6, 7, 8) constitute about 6.30%, while the six regions in Mindanao add only a little more than 1% to the PNU Freshmen population.

Table 8. Frequency and Percentage Distributions of Respondents
According to Provincial Address by Region

Provincial Address	Frequency	Percentage
National Capital Region	895	65.52
Region 1 (Ilocos Region)	36	2.64
Region 2 (Cagayan Valley)	25	1.83
Region 3 (Central Luzon)	99	7.25
Region 4-A (CALABARZON)	119	8.71
Region 4-B (MIMARO)	40	2.93
Region 5 (Bicol Region)	51	3.73
Region 6 (Western Visayas)	30	2.20
Region 7 (Central Visayas)	18	1.32
Region 8 (Eastern Visayas)	38	2.78
Region 9 (Zamboanga Peninsula)	2	0.15
Region 10 (Northern Mindanao)	5	0.37
Region 11 (Davao Region)	1	0.07
Region 12 (SOCCSKSARGEN)	2	0.15
Region 13 (CARAGA)	1	0.07
Cordillera Administrative Region (CAR)	3	0.22
Other Countries	1	0.07
Total	1366	100.01

Type of High School and Elementary School Graduated from

As shown in Tables 9 and 10 and in Figures 2 and 3, majority of the freshmen graduated from public elementary (71.82%) and high schools (60.32%). The same trend has always been the case in the past years. Second in rank in both levels are private non-sectarian schools. Just a few of them graduated from tertiary education institutions, either a state university/college (SUC) or a private HEI. Those who did not indicate the school where they graduated from must have been PEPT (Philippine Educational Placement Test) grantees. They did not have to go through high school if they were qualified to enroll in college by obtaining a rating equivalent to college level.

Table 9. Frequency and Percentage Distributions of Respondents According to Type of High School Graduated From

Type of School	Frequency	Percentage
Public	824	60.32
Private Non-Sectarian	190	13.91
Private Sectarian	122	8.93
Private HEI	102	7.47
SUC	27	1.98
No Answer	101	7.39
Total	1366	100.00

Figure 2. Bar Graph Showing the Percentages of Respondents Grouped According to Type of High School Graduated From

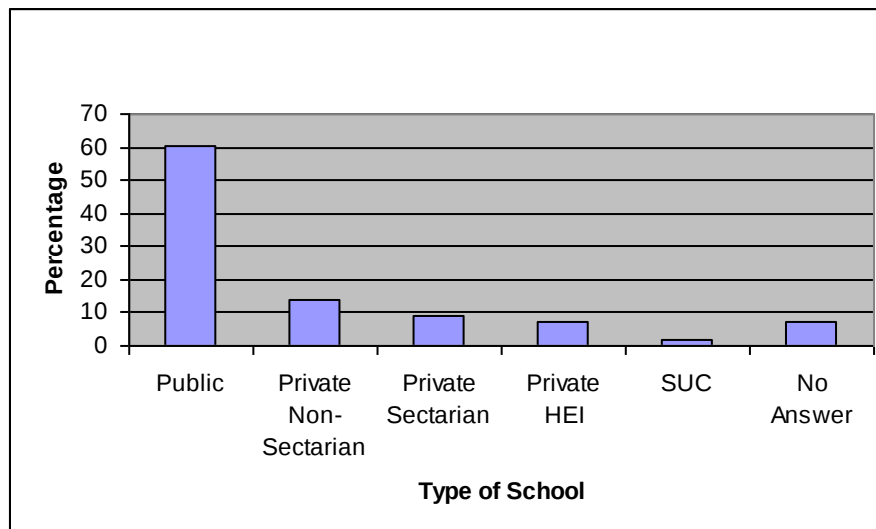
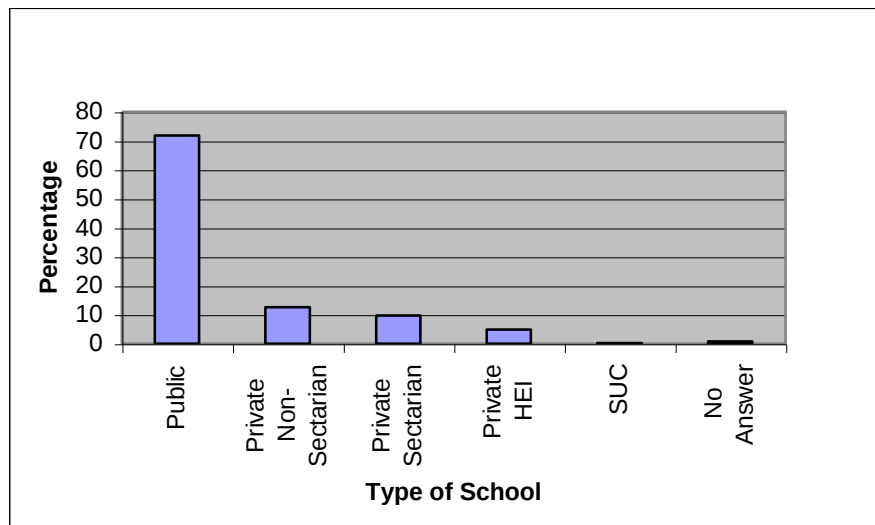


Table 10. Frequency and Percentage Distributions of Respondents According to Type of Elementary School Graduated From

Type of School	Frequency	Percentage
Public	981	71.82
Private Non-Sectarian	172	12.59
Private Sectarian	133	9.74
Private HEI	66	4.83
SUC	3	0.22
No Answer	11	0.81
Total	1366	100.01

Figure 3. Bar Graph Showing the Percentages of Respondents Grouped According to Type of Elementary School Graduated From



Mother's Occupation

Most of the respondents' mothers stay at home as housewives, 460 33.67% of them admitted this fact and perhaps even some of the 379 students or 27.75% who did not indicate their answers have mothers who do not work but only stay at home. Less than 20% of them, like the teachers, employees, managers, supervisors and consultants, work in white collared jobs. The rest work in blue collared jobs, as utility workers, housemaids, factory workers, etc. A few (21 or 1.54%) of the respondents have mothers who work abroad. These findings are shown in Table 11.

Table 11. Frequency and Percentage Distributions of Respondents According to Occupation of Mother

Mother's Occupation	Frequency	Percentage	Rank
Housewife	460	33.67	1
Teacher/Instructor/ Principal/Tutor	128	9.37	2
Office Worker/Employee	106	7.76	3
Businessman/Vendor/Agent	75	5.49	4
Factory Worker/Service Crew	13	0.95	11
Sewer/Dressmaker/Tailor	25	1.83	6.5
Overseas Filipino Workers	21	1.54	10
Manager/Supervisor/Consultant	25	1.83	6.5
Utility Workers	24	1.76	8
Health Related Jobs	22	1.61	9
Self-Employed	26	1.90	5
Deceased	30	2.20	
Others	32	2.34	
No Answer	379	27.75	
Total	1366	100.0	

Father's Occupation

Among the most popular occupations of the fathers of the respondents are busmen/drivers/conductors, factory workers/service crew/mechanics/carpenters and office workers. These occupations account for about 30% of fathers. There are more fathers who are deceased (73 or 5.34%) than mothers. There is also a bigger number of the students who did not write the occupation of their fathers (420 or 30.75%), than the number of those who did not indicate the occupations of their mothers. These data are shown in Table 12.

Table 12. Frequency and Percentage Distributions of Respondents According to Occupation of Father

Father's Occupation	f	%	Rank
Teacher/Instructor/ Principal/Tutor	26	1.90	11
Office Worker/Employee	106	7.76	3
Businessman/Vendor/Agent	85	6.22	4
Service Crew/Mechanic/Carpenter	125	9.15	2
Barangay Official	17	1.24	13
Policeman/Military	50	3.66	6
Overseas Filipino Workers	54	3.95	5
Manager/Supervisor/Consultant/ Accountant/Finance Officer	33	2.42	9
Architect/Engineer	21	1.54	12
Agriculturist/Farmer/ Fisherman	37	2.71	7
Utility Workers	34	2.49	8
Health Related Jobs	11	0.81	14
Busman/Driver/Conductor	184	13.47	1
Retired	28	2.05	10
Self-Employed	33	2.42	
Deceased	73	5.34	
Others	29	2.12	
No Answer	420	30.75	
Total	1366	100.0	

Highest Educational Attainment of Parents

As shown in Table 13, it seems that majority of the respondents' mothers reached at least college level (about 56%). Only about 32% of them reached only as far as high school.

Table 13. Frequency and Percentage Distributions of Respondents According to Highest Educational Attainment of Parents

Educational Attainment	Mother		Father	
	f	%	f	%
Doctoral Level	1	0.07	3	0.22
Master's Degree	7	0.51	5	0.37
College Graduate	413	30.23	316	23.13
College Undergraduate	341	24.96	358	26.21
Vocational	15	1.10	46	3.37
High School	420	30.75	415	30.38
Elementary	85	6.22	93	6.81
No Answer	84	6.15	130	9.51
Total	1366	99.99	1366	100.00

A similar finding is noted among the fathers' highest educational attainment. About 50% of the fathers reached at least college level and about 34% of them reached below college level.

Monthly Income of Parents

Although it has been noted that the mothers reached at least college level, it is obvious that many of them are not gainfully employed as evidenced by the fact that only about 11% of them have monthly income of at least P10,000.00, as shown in Table 15. A little less than 30% of them are earning less than P10,000.00 a month. More than half of the students did not write the income of their mothers. These are the mothers who just stay at home and do the housework.

Table 14. Frequency and Percentage Distributions of the Respondents
According to Monthly Income of Parents

Monthly Income	Mother		Father	
	f	%	f	%
More than 20,000	39	2.86	77	5.64
15,001-10,000	41	3.00	79	5.78
10,001-15,000	74	5.42	90	6.59
5,001-10,000	193	14.13	365	26.72
Less than 5,000	211	15.45	272	19.91
No fixed income			4	0.29
No Answer	808	59.15	479	35.07
Total	1366	100.01	1366	100.00

The fathers seem to have a better profile in terms of monthly income than the mothers. It can be gleaned from the table that there are more fathers who have a fixed income of at least P10,000.00 (about 18%, compared to the 11% of the mothers).

Degree/Subject Area Applied for

It seems that the most popular degree among the present batch of first year college students is Bachelor of Secondary Education. Many of them (246 or 18.01%) simply wrote B.S.E. without indicating the major subject they want. Others also wrote only Education, so they might want to take either BEEd or BSE, both education degrees.

Table 15. Frequency and Percentage Distributions of Respondents
According to Degree Applied for

Degree	Frequency	Percentage
Education	124	9.08
BEED	71	5.20
BSE	246	18.01
AB/BS/BSE English	203	14.86
BSE Filipino	19	1.39
BSE Literature	3	0.22
BS STA	13	0.95
BS/BSE Biology	58	4.25
BS/BSE Chemistry	19	1.39
BS/BSE Physics	27	1.98
BS General Science	9	0.66
BS/BSE Mathematics	125	9.15
BSITE	52	3.81
AB/BS Psychology	236	17.28
BECED	46	3.37
BS/BSE History	22	1.61
BSE Social Science	5	0.37
BSE P.E.	8	0.59
BSE Music	14	1.02
BLIS	4	0.29
BS SPED	5	0.37
BSNDT/BSHET	15	1.10
No Answer	42	3.07
Total	1366	100.02

In terms of preferred major subject, English tops the list with 203 or 14.86% of them choosing it as their major subject. Second in rank among the preferred subject areas is Psychology, with 236 students or 17.28%. Mathematics comes in third with 125 or 9.15%. Hermosisima (2005) mentioned that English and Mathematics have always been the most popular choices of incoming first year students for the last 5 years. In her profile in

2005, psychology was chosen only by 2.34% of her respondents. But this year more students want to take up psychology. The other chosen fields are Biology, ITE (Information and Technology Education), ECED (Early Childhood Education), Physics, History, Filipino, Chemistry, Music and STA (Speech and Theater Arts). Only 71 or 5.20% of the students chose to take up Bachelor of Elementary Education (BEEd). Forty-two (3.07%) of the respondents have not decided what to take up.

It would be interesting to pursue another study after a year to find out if the students were able to enroll in the courses and subjects of their choice.

Reasons for Choosing the Philippine Normal University to Pursue Their College Education

When asked why they want to enroll at PNU, the respondents gave varied answers. Some of their responses are the same as the ones Mancao(2006) listed in her Profile of last School Year 2006-2007. Their more popular answers are listed in Table 16.

Table 16. The Respondents' Reasons for Enrolling At PNU

Reasons	f	%	Rank
PNU provides a strong foundation and a high quality/standard of education	540	39.53	1
PNU is the best/most prestigious university in teacher education	460	33.67	2
PNU charges low and affordable tuition fee	308	22.55	3
PNU produces top caliber/competitive/ highly knowledgeable/well-rounded professionals	286	20.94	4
PNU was highly recommended/advised by relatives, past teachers and friends	214	15.67	5
They want to become successful teachers/ instructors	196	14.35	6

The students were free to give as many answers as were applicable in their own cases. In Mancao's 2006 Profile, the number 1 reason of the students for enrolling at PNU is that "PNU is the No. 1 TEI". This same reason is No. 2 in this year's Profile, having been selected by 540 or almost 40% of the respondents. Occupying Rank 1 position in the present profile was No. 2 in the previous profile, that is, PNU is the best/most prestigious university on Teacher Education. The fact that PNU charges low and affordable tuition attracted 308 or 22.55% of the respondents. This reason was No. 4 in the previous profile.

Other reasons that came out in this year's survey are: 1) PNU produces top caliber/ competitive/ highly knowledgeable/well-rounded professionals (286 or 20.94%), and 2) PNU was highly recommended/advised by relatives, past teachers and friends (214 or 15.67%). Some of them were inspired by their teachers who graduated from PNU. They said that their teachers who graduated from PNU are the best.

Simply because they want to become teachers was the reason of 196 or 14.35% of the student-respondents. They mentioned further that by becoming teachers they can share their knowledge with their fellow Filipinos. Many of them want to teach here in the Philippines and help educate and inspire the young children who are the future of this country. They want to contribute to the progress of our country. They also claim that they love children so they want to contribute to their education. Very few of them want to teach abroad after graduation. Not all of them, though, plan to teach after finishing a course at PNU. They want to become psychologists or guidance counselors. Some of them said that they will take up BSE major in Biology and continue to take up medicine. Many of them would like to teach in high school teaching subjects like English, Mathematics, History Chemistry, Physics, etc. Others plan to teach in the elementary level, in the preschool level and in Special Education. A few also want to teach in college.

PNUAT Score

To qualify for admission, a freshman-applicant must get a score of at least 85 in the Philippine Normal University Admission Test. The PNUAT is made up of 150 items. Table 17 presents the frequency and percentage distributions of the respondents according to their PNUAT score.

Table 17. Frequency and Percentage Distributions of Respondents According to PNUAT Score

Score	Frequency	Percentage
130-134	3	0.22
125-129	7	0.51
120-124	16	1.17
115-119	62	4.54
110-114	88	6.44
105-109	121	8.86
100-104	174	12.74
95-99	224	16.40
90-94	297	21.74
85-89	369	27.01
No Score	5	0.37
Total	1366	100.0
Average	97.02	

It is obvious that most of the respondents (369 or 27.01%) barely passed the PNUAT with scores of 85 to 89. Only 26 or less than 2% of them got scores of 120 or higher. The mean score of 97.02 is quite high. The scores of five of the respondents were not indicated in the Interview Sheets.

SUMMARY OF FINDINGS

The PNU Freshmen of School Year 2007-2008 are mostly female aged 16 to 17, single. They belong to families with two to

four children. They graduated from public elementary and secondary schools. They reside in the National Capital Region, particularly in Quezon City, Manila and Caloocan City. In addition to the NCR, other big feeders of the University are Region 4A, particularly Cavite, and Region 3. Tagalog is the main dialect they use at home. English is the second most commonly used language by them.

Most of their mothers are either housewives, teachers or office employees while their fathers are drivers, conductors, mechanics, service crew members or office employees. Both parents reached at least a college level of education and they have a monthly income of P10,000.00 or less.

They plan to take up Education, particularly Bachelor of Secondary Education (B.S.E.) or Bachelor of Elementary Education (BEEd). Their subject preferences include English, Mathematics and Biology.

They were attracted to PNU mostly because of the high quality and standard education it offers and its being the premier teacher training institution. The fact that it charges low and affordable tuition fee is an added attraction. Most of them see that PNU is the only means by which they can obtain a college education if they only have to depend on the income of their parents.

The 2007 Freshmen got PNUAT scores ranging from 85, the passing score, to 132, out of the highest possible score of 150. The overall mean of the scores is 97.02.

There is very little change in the profile of the present batch of first year college students of PNU from the past freshmen profiles.

RECOMMENDATIONS

The findings of the present freshmen profile seem to suggest the need for the following actions to be taken by concerned PNU academic officials

1. Review the curricular programs of the courses which very few students select. Those concerned can package these programs more attractively so that more students will enroll in the courses.
2. Prepare a plan of action or a program with the objective of attracting more male high school graduates to enroll at PNU. Men as well as women are needed in the teaching profession.
3. There is still a need to improve the general recruitment mechanism to be able attract more of the best high school graduates to further improve the performance of PNU in the Licensure Examination for Teachers.
4. Future researchers can make use of the data included in this report to determine:
 - a. The factors that affect the performance of the applicants in the PNUAT
 - b. The predictors of PNUAT
 - c. The type of students that go into the different curricular programs and courses

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