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THE PROFILE OF PNU FRESHMEN SY 2009-2010

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College applicants are not mere numbers in the history of the University. The quality of college entrants, as measured in one way through the HS grade average, does affect the quality of PNU graduates, and later on their success in the Licensure Examination for Teachers (LET). In several researches, as cited by University Professor Lolita Nava during her lecture on July 29, 2009, the quality of PNU students has a bearing on whether they will become effective teachers upon graduation. Given the significance of quality applicants into the University, the Center for Research and Development in Education (CREDE) carries on with its annual report on the profile of college freshmen.

Apart from presenting the freshman profile of SY 2009-2010, this study will provide a comparative data on certain variables of the freshman applicants since SY 2005-2006. In so doing, implications and recommendations on this five-year data may be presented to enhance admission policies in order for the University to provide better teachers for a better world.

Methodology

There were only 3,079 applicants who took the PNU Admissions Test (PNUAT) for SY 2009-2010. Based on official records, this manifests a significant decrease from the usual 10,000+ applicants in a school year. The increase in the admissions test fee from P50.00 to P350.00 which was implemented in SY 2005 may explain this huge drop. Historically,

it is publicly known that applicants who take the PNUAT also take entrance exams in other colleges and universities. Given the low cost then of entrance exam fees, applicants were reputed to “shop” around for a university. Those who are serious about teacher education and believe in the quality of education that PNU offers are those who ultimately enroll in the University.

With permission from the dean of admissions, CREDE collated the data derived from the interview sheets of the SY 2009-2010 freshman applicants. The following variables usually compose the college applicants’ profile:

PNUAT Score	Type of High School
Gender	Choice of College Course
Age	Choice of Major
Civil Status	Parents’ Income
Religion	Reasons for enrolling at PNU
Permanent Address	Job Plans after Graduation
HS Address	

Results

Out of the 3,079 applicants who took the PNUAT for SY 2009-2010, fifty-three per cent (53%) or 1,629 passed (passing cut off of 85 out of 150 points). From the 1,629 PNUAT passers, 1,311 (80%) proceeded to enroll in PNU. Total number of freshman though is 1,344 inclusive of the 33 DOST scholars who are exempted from taking the PNUAT.

The results below include data from the freshmen profile since SY 2005-2006 (Hermosisima, 2005) for variables that are available.

PNUAT Scores

Although there were 1,629 applicants in SY 2009-2010 who passed the PNUAT, not all proceeded to finish the enrollment procedure which would have been to undergo the interview stage. Only 1,571 of these applicants underwent the interview as evidenced by the number of interview sheets from the Admissions office. Of the 1,571 applicants, 165 manifested a PNUAT score less than the passing cut-off of 85%. Five (5) had no PNUAT score as evidenced in the interview sheets. Apparently, there were applicants who did not reach the PNUAT passing cut-off score but were approved to undergo the interview process.

Batch 2009-2010 had an average PNUAT score of 95.85. The highest score obtained was 131, while the lowest was 72.

Table 1 below illustrates the PNUAT scores from SY 2007-2008. It is noteworthy to look into the acceptance of applicants who were taken in despite having a PNUAT score lower than 85%, as seen since SY 2008-2009 from the study of Fetalvero in SY 2008-2009 (See Table 2).

Table 1: Profile of PNUAT Scores

	SY 2007- 2008 (n=1366)	SY 2008- 2009 (n=1400)	SY 2009- 2010 (n=1571)
Average PNUAT score	97.02	95.55	95.85
Lowest PNUAT score	85	79	72
Highest PNUAT score	134	140	131

Table 2: Percentage Distribution of Respondents according to PNUAT Scores

PNUAT Score	SY 2007-2008 (n=1366)	SY 2008-2009 (n=1400)	SY 2009-2010 (n=1571)
140-144	0.00	0.07	0.00
135-139	0.00	0.00	0.00
130-134	0.22	0.00	0.13
125-129	0.51	0.71	0.57
120-124	1.17	1.43	1.53
115-119	4.54	3.64	3.96
110-114	6.44	6.86	5.68
105-109	8.86	8.50	8.62
100-104	12.74	1.93	12.20
95-99	16.40	17.64	14.37
90-94	21.74	17.43	20.18
85-89	27.01	19.43	21.90
80-84	0.00	13.21	10.22
75-79	0.00	0.07	0.26
Below 75	0.00	0.00	0.06
No Score	0.37	0.36	0.31
Total	100.00	99.99	100.00

Similar to the two (2) previous school year freshman profiles, the biggest number of applicants (21.90%) in this current study scored 85-89 in the PNUAT. This range is just right in the passing cut-off. The average score (95.85) is at least 10 points higher from the cut-off score of 85. The significance of this data may be taken from the study of Hermosisima (2006) which postulated that the “PNUAT scores consistently came out as a reliable indicator of both BEED and BSSED groups’ Licensure

Examination for Teachers scores.” The PNUAT passing cut-off score of 85 out of 150 is merely a 57% passing rating. To help realize the goal of the University to improve the quality of incoming students, recruitment policies need review. This is particularly imperative especially when applicants who scored way below the passing cut-off score are allegedly admitted in order to meet student population quota. Doing so may compromise the quality of students the University is mandated to mold into teachers, principally more pressing now with the passage of RA 9647 (effective June 30, 2009) which has designated PNU as the National Center for Teacher Education.

Gender

Female applicants generally outnumber the male by a ratio of at least 5:1. Table 3 provides the trend of gender profile over the past five (5) years. The teaching profession continues to attract more female applicants than the male.

Table 3: Profile of Freshman Applicants by Gender

School Year	Male	Female	Total
2005-2006	20%	80%	1,068
2006-2007	23%	76%	1,332
2007-2008	20%	80%	1,366
2008-2009	21%	79%	1,400
2009-2010	22%	78%	1,571

Age

For Batch 2009, the youngest freshman applicant is 14 years old (see Table 4) which is the usual among the influx of applicants into the University. This year's batch oldest applicant is 46 years old. The mean age is 16.37. It is noteworthy to make mention that at least 10% of the applicants are more than 18 years old, an affirmation that age is no barrier to educational opportunities.

Table 4: Percentage Distribution of Freshman Applicants according to Age

School Year/ Age	14	15	16	17	18	19	20 up	TOTAL
2005-2006	0.09	8.80	50.00	24.91	7.49	3.18	4.40	1,068
2006-2007	0.00	17.00	54.00	18.00	4.95	2.33	4.20	1,332
2007-2008	0.29	21.01	51.32	15.89	4.54	2.20	4.76	1,366
2008-2009	0.21	19.00	56.50	13.57	3.79	2.00	4.93	1,400
2009-2010	0.51	24.54	50.35	12.59	5.11	2.17	4.73	1,571

Civil Status

As expected, majority of the freshman applicants are of single civil status (Table 5). It is alleged that married persons may no longer have the luxury of time and finances, or the inclination to pursue an education degree.

Table 5: Percentage Distribution of Freshman Applicants according to Civil Status

School Year	Single	Married	Total
2005-2006	97.28	0.84	1,068
2006-2007	99.50	0.50	1,332
2007-2008	98.10	0.44	1,366
2008-2009	99.87	0.43	1,400
2009-2010	99.20	0.40	1,571

Religion

Three out of four applicants adhere to the Roman Catholic faith.

Table 6: Percentage Distribution of Freshman Applicants according to Religion*

School Year	Catholic	Christian	Islam	INC	Others	Total
2005-2006	76.66	23.34	0.09	-	1.22	1,068
2009-2010	74.00	17.80	0.20	3.3	1.80	1,571

*Only these school years had religion as a variable

Permanent Address

Table 7 presents the permanent address of the freshman applicants. Across the years in review, the NCR has been the main source of applicants coming to the University with a high 70.21% in SY 2009-2010.

Table 7: Percentage Distribution of Freshman Applicants according to Permanent Address

Permanent Address	SY 2005	SY 2006	SY 2007	SY 2008	SY 2009
NCR	60.77	67.00	65.52	69.79	70.21
Region IV-A	20.88	19.00	8.71	19.71	19.92
Region III	7.40	6.00	7.25	7.07	6.49
Region IV-B	-	-	2.93	1.00	1.34
Region V	0.84	-	3.73	0.43	.032
TOTAL	1,068	1,332	1,366	1,400	1,571

Among the cities in the NCR, Quezon City tops the list of where college applicants reside, followed by Manila (Table 8). This trend has been observed consistently since 2005. Third in the list is Caloocan City. That Manila only ranks second among the cities that PNU services is worth looking into especially since PNU is right in the heart of the city of Manila. In a previous survey though (Mancao, 2001), it was gathered from the community respondents (those who were working professional and non-PNU student respondents) that PNU was then regarded as the most popular choice among teacher education institutions such as UP, Ateneo, DLSU, PUP, PLM, NTC, UST and any other SUCs for any one who wished to become a teacher. However, graduates from Manila high schools who intend to take education degree seem to prefer other teacher education institutions considering the fact that a meager 14.58% from Batch 2009 residents with permanent address in Manila choose PNU. Perhaps, to reiterate a constant recommendation from several past researches, PNU must examine the effectiveness of its recruitment policy not simply to attract a higher number of applicants but more importantly, to encourage high school graduates to love the teaching profession.

Table 8: Percentage Distribution of Freshman Applicants according to Permanent Address in the NCR

Permanent Address	SY 2005	SY 2006	SY 2007	SY 2008	SY 2009
Quezon City	23.11	26.29	16.03	16.21	15.72
Manila	20.96	20.67	11.93	15.07	14.58
Caloocan City	13.10	14.61	8.42	6.71	7.45
Paranaque City	6.16	6.74	5.20	4.50	5.86
Las Pinas City	6.32	5.96	4.83	4.21	5.47
Pasay City	5.55	6.29	4.69	5.07	5.03
Valenzuela City	6.78	-	3.95	2.86	3.56
Makati City	4.31	5.39	3.88	4.31	3.44
Malabon City	3.85	4.83	3.51	3.85	1.97
TOTAL	1,068	1,332	1,366	1,400	1,571

High School Address

At least two-thirds of Batch 2009 graduated mainly from high schools in the NCR as shown in Figure 1. The rest are from Cavite, Bulacan and Laguna.

Figure 2 displays which cities in the National Capital Region these high schools are located. Out of 1,571 applicants processed in Batch 2009, 1,028 or 68% came from the NCR, led by Quezon City (23%). Manila followed closely at 22%. The rest were from Caloocan City (10%), Paranaque City (9%), Las Pinas City (8%), and Pasay City (6%).

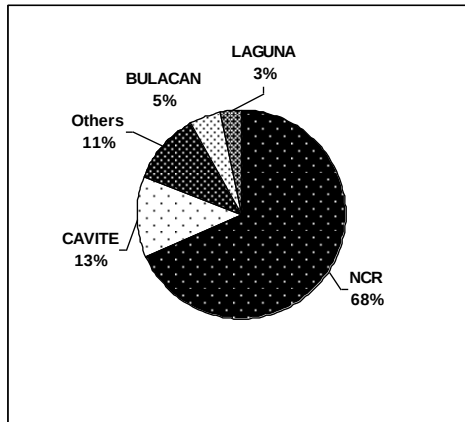


Figure 1: Percentage Distribution of Freshman Applicants according to High School Address, Batch 2009

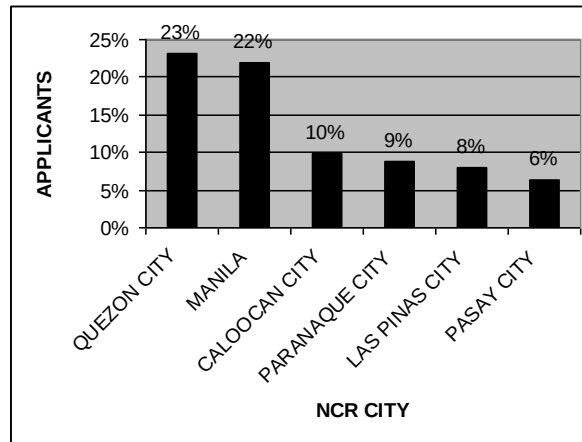


Figure 2: Percentage Distribution of Freshman Applicants according to High School Address, Batch 2009

Analyzing these figures, only 14.38% (226 out of 1,571) applicants of Batch 2009 graduated from high schools located in the city of Manila. This scanty percentage implies that the University is seemingly unable to attract a great number of high school graduates from secondary schools in Manila to take an Education course right here in PNU despite the proximity of location, the designation of PNU as center of excellence and its acknowledged reputation for quality education and low tuition fees.

Type of High School

For several years, at least 2 out of 3 applicants were from the public high schools. Batch 2009, as illustrated in Table 9, shows the highest number of applicants from public high schools at 77.60%.

Expectedly, a public high school graduate will have no qualms to acquire a college diploma from another public school, such as a state university. However, private high school graduates may perceive adversely the idea of enrolling in a state university unless it is the University of the Philippines of which passing its admission exams is the most coveted dream among college applicants. The question on where do private high school graduates from the NCR register to take an Education course is worth looking into. Again, why not in PNU which has the highest passing percentage in the LET according to its category of examinee population and is more importantly designated as the center of excellence in teacher education?

Table 9: Percentage Distribution of Freshman Applicants according to Type of High School

School Year	Public	Private	Others	Total
2006-2007	70.00	30.00	0.00	1,332
2007-2008	72.04	27.16	7.39	1,366
2008-2009	64.07	19.57	13.43	1,400
2009-2010	77.60	22.40	0.00	1,571

Choice of College Course

The interview sheet for the freshman applicant includes a query on the choice of course s/he intends to pursue in the University. Over the years, courses under the Bachelor of Secondary Education topped the list by as much as 50% of the total number of applicants as outlined in Table 10. Bachelor of Science courses follow with 24.60%. A far third course preference is BEED with 6.90% of the total number of Batch 2009 applicants.

Table 10: Percentage Distribution of Freshman Applicants according to Choice of College Course

Course	SY 2005	SY 2006	SY 2007	SY 2008	SY 2009
AB	-	-	-	-	0.40
AB/BSE	4.87	-	-	0.64	0.10
BECED	3.56	4.0	3.37	4.93	2.60
BEED	10.77	7.00	14.28	12.86	6.90
BS	22.00	30.00	33.68	32.57	24.60
BSE	50.75	48.0	45.31	47.50	62.40
Others	6.93	12.00	3.37	1.50	2.90
TOTAL	1,068	1,332	1,366	1,400	1,571

Choice of Major (Among BS and BSE courses)

Table 11 dissects what specific majors in the BS and BSE degrees were the applicants intending to take.

English (28.98%) is the most popular for Batch 2009, followed by those who desire Psychology (17.72%) and Math (15.34%). In a non-formal interview among students taking up English as their major, several replied that their intention is to work at call centers, a career that is most attractive now to young graduates due to its high salary and social prestige. On a positive note, the applicants recognize the excellent training PNU offers to provide them with effective communication skills. However, PNU is essentially a teacher education institution. Adhering to its mandate is to provide teachers for the nation, not call center agents.

It is interesting to note that college applicants are now more attracted to taking up English which had ranked second to Psychology for several years. The growth of call centers all over the country plus the positive world-wide reputation of the Philippines for call center agents, may have been factors in the double increase of English major lovers for Batch 2009. Likewise, fluency in the English language is a skill that any human resource manager would highly prioritize among applicants, regardless the nature of the job applied for. This was the result of an informal survey done by first year students on several HRM offices in the NCR. Unfortunately again, the mission of PNU is to guarantee a high standard of education to students not just to become adept in English but to become teachers for the country.

Table 11: Percentage Distribution of Freshman Applicants according to Choice of Major

Course	SY 2005*	SY 2006	SY 2007	SY 2008	SY 2009
English	49.81	12.95	14.86	14.86	28.98
Psychology	2.34	18.01	17.28	15.64	17.72
Math	30.71	10.66	9.15	9.00	15.34
Biology	22.38	5.00	4.25	4.43	6.89
Filipino	25.47	3.00	1.39	1.57	4.37
History	20.51	3.00	1.61	1.93	4.37
Physics	15.45	1.95	1.98	2.50	3.56
TOTAL	1,068	1,332	1,366	1,400	1,571

(*multiple responses)

Parents' Income

Looking at two (2) batches of college applicants, four (4) years apart, there appears to be a remarkable increase in the income between both parents (See Tables 12 and 13). One may conclude that the Batch 2009 applicants come from families with better earning capacity.

Table 12: Percentage Distribution of College Applicants' Father's Income

Monthly Income	SY 2005	SY 2009
Below Php 10,000	58.90	33.00
More than Php 10,000	16.01	23.00
More than Php 20,000	0.00	5.00
Above Php 30,000	0.00	3.00
No Answer	26.05	36.00
TOTAL	1,068	1,571

Table 13: Percentage Distribution of College Applicants' Mother's Income

Monthly Income	SY 2005	SY 2009
Below Php 10,000	46.91	23.00
More than Php 10,000	12.27	17.00
More than Php 20,000	0.00	2.00
Above Php 30,000	0.00	1.00
No Answer	40.82	57.00
TOTAL	1,068	1,571

Reasons for enrolling at PNU

Batch 2009 affirms more the quality/high standard of education that PNU offers with 61.62% of the college applicants choosing this reason. Since 1992 (Avarientos, 1994) when the Research Center had one of its data gathering on this matter, this reason had also ranked high. That PNU is the number 1 teacher education institution in the perception of the applicants follows next with 44.68%. These two (2) top reasons are laudable and affirmative of PNU's drive to ensure academic excellence to its stakeholders.

Before tuition fees were raised in 2005, the affordable tuition fee was a common reason among the applicants to enroll in the University. In the late 1990s and early 2000s, this reason ranked first with an average of 70% of the respondents choosing this answer. For Batch 2009 and even since 2006, this reason has slipped to below 25% choice, ranking a far third among the other intentions in choosing PNU. This data is certainly a pleasant fact to acknowledge. Students come to PNU banking on the reputation of University that it offers quality teacher education, that it is the number 1 teacher education institution in the country, and that tuition fee is not the main basis.

Table 14: Percentage Distribution of College Applicants' Reasons for Enrolling at PNU*

Reasons	SY 2006 (n=1,332)	SY 2007 (n=1,366)	SY 2008 (n=1,400)	SY 2009 (n=1,571)
1. PNU offers quality/high standard of education.	25.81	39.53	74.29	61.62
2. PNU is the #1 TEI	35.44	33.67	75.70	44.68
3. Tuition is inexpensive.	6.70	22.55	18.64	14.26
4. PNU has good reputation / prestige.	-	20.94	10.50	11.84
5. The family influenced me.	-	15.67	10.07	7.13
6. PNU has exceptional faculty.	-	-	10.86	1.53
Others	22.50	14.35	-	6.81

* multiple response

Job plans after graduation

Table 15 identifies what the prospective college freshmen will do after graduation. As revealed in their respective interview sheets where this question was asked, *"to be a teacher"* is highest at 85% which is a far cry from the 60.07% response of Batch 2008. Hopefully, college applicants who proclaimed this answer do so with sincerity and stay focused on this goal until graduation. Several researches showed that upon entry into the University, majority of the prospective applicants said yes to becoming a teacher (Mancao 2001, Mancao 2004, Mancao 2009). However, the 2001 survey manifested only 61% of the graduating class who were definite to be teachers; 69% in survey 2004, and a surprising improvement of 74% in survey 2009 wherein 59% of the 2009 graduating class were the respondents.

Table 15: Percentage Distribution of College Applicants' Job Plans after Graduation*

Reasons	SY 2008 (n=1,400)	SY 2009 (n=1,571)
To be a teacher	60.07	85.00
To be a guidance counselor	5.29	4.00
To work in HRM office	3.79	1.00
Get another course	5.21	1.00
Be a librarian	0.57	1.00
To be a psychologist	8.00	3.00
Any job will do	-	3.00

* - multiple response

Implications and Recommendations

1. The decrease in college applicants (down to only 3,079 in Batch 2009) does not leave much room to select those who truly deserve to fill up at least 1,300 freshman slots in the University. It is recommended that recruitment and selection policies of the University be re-examined, particularly in staging campaign strategies to attract high caliber students from both public and private high schools to pursue an education course at PNU.
2. There were applicants who did not reach the passing cut-off score of 85 in the PNUAT but were approved to proceed with enrollment procedures. It is recommended that a firm stance in observing the passing cut-off score be maintained to ensure quality students who, based on research, will definitely turn out to be quality teacher education graduates.
3. PNU college applicants reside mainly in the NCR. Only 14.58% of them live in Manila where PNU is located. It is recommended that a more rigorous crusade be undertaken to

reach out to high school graduates of Manila City high schools thereby re-affirming the presence of the University right in Manila as a favorite teacher education institution within the applicant's own locality. Otherwise, Manila high schools graduates who prefer other teacher education institutions other than PNU signify a potential loss of those who are high school graduate honor awardees and are inclined to be teachers.

4. The Bachelor of Secondary Education (BSE) course is the most popular choice (62.40%) among college applicants as indicated in their interview sheets. This is followed by the Bachelor of Science (BS) course (24.60%), and a far third is the Bachelor in Elementary Education (BEED) with only 6.90% of the applicants opting for this degree. This trend has remained unchanged since SY 2005-2006. It is recommended that the College of Education, together with the Office of the Admissions, establish an attractive promotional blitz to lure college applicants to consider taking up BEED.
5. Among the specific majors the college applicants intend to pursue, the following are the top three (3) answers for Batch 2009: English, Psychology and Math. There are more than 24 major offerings in the University but the preponderance of responses from several freshmen profiles in the past revolve mainly around the above-mentioned three, plus a sprinkle of a few who selected Biology, Filipino, History and Physics. It is recommended that all academic departments advertise their course and major so that through the admissions office, incoming college students are informed of the wide variety of course major choices which they can avail of to make them excellent contented teachers.
6. Of late, the so-called "affordable tuition fees" of the University is no longer the top reason on why students flock to PNU. For the past five (5) annual freshmen surveys, "PNU offers

quality/high standard of education” and “PNU is the number 1 teacher education institution” have clinched the top-ranked reasons. This is a laudable evolution in the motives of aspiring applicants who want to join PNU. It is recommended that the entire academic community will make a supreme effort to preserve these perceptions about PNU, particularly in the light of the University’s designation as National Center for Teacher Education (NCTE) on June 30, 2009. This may be done specifically through the implementation of: relevant faculty and staff development programs; excellent student services; comfortable and conducive campus facilities; and a library responsive to students’ needs.

7. From 60% of its applicants in SY 2008-2009, 85% of Batch 2009 professed to teach after graduation, the highest in all freshmen profiles. It is recommended that the faculty and staff be made aware of this tremendous fact so that these students will maintain faith and fervor in their plan. Hopefully, this percentage will stay, or better yet increase, when these students are due to graduate in four (4) years. As gathered in the past, only 2 out of 3 (60%) candidates for graduation are determined to teach (Mancao, 2001). This ratio has improved to 74% from those who graduated in March 2009. Needless to say, much is lost when students who are subsidized by the national budget to be teachers for the country’s needs graduate but have no desire to become one. PNU cannot afford to waste its resources on a possible 25% who will not teach. This translates to 56 faculty members and 56 classroom slots *per semester* to teach students who will not eventually become teachers after graduation. Thus, the significance of a review on the University’s recruitment and selection policies cannot be taken for granted.

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