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PROFILE, EXPECTATIONS AND ACTUAL EXPERIENCES OF BOARD COURSE STUDENTS IN A STATE UNIVERSITY: BASES FOR PROGRAM ENCHANCEMENT

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ABSTRACT

Using the Longitudinal Descriptive Research, the profile, the expectations and the actual experiences of the Board Course Students admitted in June 2012 and graduated in 2016 were described. Two sets of validated questionnaires were used, one during the first year of respondents and the other one was answered during their last term. Data gathered were statistically treated using the Percentage, Ranking, Weighted Mean (WM), and the t-test formula.

Data revealed that more than 80 percent of respondents from the Bachelor in Secondary Education, major in English(BSEDEN) and Bachelor of Science in Accountancy(BSA) were living with their families while only 70 per cent of the Bachelor in Elementary Education (BEED)were also residing in their own homes, the rest were in boarding houses. Majority were from low income families, with either the mothers or the fathers were employed. Most of the parents were high school graduates with a few college and elementary school graduates respectively. Most have personal computers but a few have internet access at home. Their daily allowances ranged fromPhp21 to Php50 pesos daily provided mostly by parents.

All perceived, they were ready for college life, but there was a slight difference between their computed level of intended and actual commitment to their studies. Another notable difference was in the values of their expectations andactual experiences along with the areas of college learning, access to learning resources, acquisition of new skills, social experiences, and social and study balance.

KEYWORDS: University Education, Board Courses, Expectations, Experiences, Difference

INTRODUCTION

As State University, PUP- Bataan Branch continues to transform, expand, and diversify. It has the potential to impact how students perceive the landscape of their college or university life. Researchers have suggested that first-year students are coming to college with more “unrealistic or unrealized expectations” (Kreig, 2013 and perceptions of what it means to be a college student (Kreig, 2013; Schilling & Schilling, 1999). As a result of these ill-conceived expectations and perceptions, many students feel emotionally stressed because their perceptions are incongruent with their environment and reality (Kreig, 2013; Stern, 1966).

Like at Queensland University of Technology, when the first yearstudents arrived during their first semester, they explored the relationships between those expectations and theirreported experiences near the end of that semester. They mentioned in the same study the findings of the ten year period (1994 onwards by Krause, Hartley, James and McInnis, 2005) conducted by the Centre for Studies in Higher Education at the University of Melbourne in Australia which

indicated that majority of the students had their expectations fulfilled but a significant sub-groups like the international students and those enrolled in combined degreeswere less satisfied.

On the other hand, Ailes II et al.(2005) mentioned in their qualitative study that "first-year students are coming to college with more(as they quoted from Kreig, 2013) unrealized expectations."

Similarly, Kandiko and Mawer of King's College, London had also investigated the expectations and perceptions of the students in higher education across the UK in 2012-13 which summarized the view of students about higher education, the management and organization of their course and the role of the institution in fostering an environment for their learning, opportunities for social activities and development of their employability.

This current study looked into these Filipino students' profile, their expectations of their college life at PUP-Bataan Branch and their actual experiences after having stayed in the state university for four years.

Other researches like that of James (2002) as cited by Nelson et al. delved into the expectations in relation to the diverse individual roles, responsibilities and commitments causes of expectations, however, this study considered the profile of the respondents, only for purposes of presenting their background not to relate them with the identified differences between theplanned or expected and their actual experiences.

Importantly, the significant differences in the expectations and experiences was determined to identify areas in the program or students' experiences in the Branch that can be enhanced for the betterment of the delivery of the educational services to the clientele.

It utilized the same theoretical framework used by Ailes II et. althe Tinto's Model (1987) which states that students enter college with expectations and goals regarding personal and academic experiences.

METHODS

The study utilized a longitudinal descriptive research, involving the same groups of respondents withsurveys undertaken in two points/periods of their students' lives. The gathering of the dataon the profile and expectations of the subject was made through the use of a questionnaire. The respondents were from the three (3) board courses(so called because they are covered by a Licensure Examination given by the Professional Regulation Commission of the Philippines prior to the practice of their profession), namely: Bachelor in Elementary Education, Bachelor in Secondary Education, major in English, and Bachelor of Science in Accountancy. The first survey questionnaire was administered during respondents' interview in May 2012, and the second set of questionnaire to determine the actual experiences along the same themes of expectations was distributed in March 2016.

Admitted first year from these three courses in May 2012 were 200 students but the total number of respondents for this study was trimmed down to107 because only those who were given questionnaires during the interview and those whose graduation in April 2016 was approved by the Academic Council were included as final respondents, implying that purposive sampling was used in the final selection of the sources of data.

Statistical tools included the percentage, weighted mean (WM) and the t -test formula.

RESULTS AND DISCUSSIONS

Following is the description of the profile of respondents

Profile

As shown in Table 1on the next page, the greater number, 44 or 41.12 per cent of respondents came from the Bachelor in Elementary Education and the least number was from the Bachelor of Science in Accountancy constituting only 21 or 19.63 per cent. In terms of sex, 89 or 83.18 per cent were females, with only 18 or 16.82 per cent males.

A longitudinal research studies, the same set of individual in two point/periods in their life, in this paper, the two periods were: 1) during theirinterviewprior to their admission as first year college students in June 2012, in their respective courses in the Branch; 2) their last term in March 2016. All three programs have the same allotment of enrollees, 50 students per section. Admission requirement for these three Board Courses include the result of the Polytechnic University of the Philippines Entrance Examination (PUPCET), BSA applicants in the Branch must be in the first 100 qualifiers and the BSEDEN and BEED should be in the next 151 to 250 with High School Card Average, Grade in English, Science and Math to be 85 per cent or higher. Though respondents were on equal footing in terms of the range in HighSchool grades and PUPCET results, retention rate differ. Notable is the small survival rate in Bachelor of Science in Accountancy (BSA) which is attributable to the Retention Policy in the Program, a student to be able to proceed to a higher level should maintain a grade of at least 2.00 in their major subjects or if lower than this required rating, must pass the qualifying exam. On the other hand, in the BEED and BSEDEN Department, there is no such requirement, though 100 per cent survival rate was not also attained, for varying reasons. Based on observation, drop out from this Department was due to finding jobs and early marriage.

The other focus of Table 1 is on the sex of the college students, it appeared that in the Branch, there are more female students than the males in these three courses. This is not an isolated case, in support to the female domination in enrolment in college degrees, Schaefer (2005) pointed outthat in the United States, women have made great strides in one area“the proportion of women who continue schooling.” However, in contrast, Tyler (1995) as cited by Schaefer(2005), in China’s State Education Commission estimation in 1995, nearly 10 million were recorded to be school dropouts, most of whom were girls.

Table 1: Distribution of Respondents According to Degree Program and Sex

Degree Program	Sex					
	Male	Per cent	Female	Percent	Total	Percent
Bachelor in Elementary Education	5	11.36	39	88.64	44	41.12
Bachelor in Secondary Education	5	11.90	37	88.10	42	39.25
Bachelor of Science in Accountancy	8	38.10	13	61.90	21	19.63
Total	**18**	**16.82**	**89**	**83.18**	**107**	**100.00**

The next table presents where the students live while pursuing their tertiary education Table 2 on the next page depicted the close knit Filipino culture, even children reach the majority age, they still live with parents 78.06 per cent live

with parents and only21.94 per cent were with relatives. This figure also shows that more than ¾ of the respondents are from Mariveles and the smaller number are from other provinces whose purpose in temporarily living with relatives was to obtain a university degree. This also shows the Filipino culture of extended family.

Table 2: Distribution of Respondents According to Withwhom they Live with while Studying

Living with...	Bachelor in Elem. Educ.		Bachelor of Sciencein Secondary Educ.		Bachelor of Science in Accountancy		Average
	F	%	f	%	f	%	
Parents	31	70.45	34	80.95	18	85.71	78.06
Relatives	13	29.55	8	19.05	3	14.29	21.94
Total	**44**	**100.00**	**42**	**100.00**	**21**	**100**	**100.00**

The nuclear family living with relatives in one household, is an example of the concept of extending financial support to kins.

As observed in industrialized Philippine communities, Filipinos whose relatives remain in their rural provinces where there are no affordable tertiary education institutions, take the responsibility of providing shelter for their cousins nieces/nephews, grandchildren or even to *Kababayans*(a Filipino term to mean people coming from the same ethnic origins) particularly if they are more affluent than their charges.

Though, more than ¾ of the respondents remain living with parents while pursuing their education. Similarly, in an article written by Desilver (2016) he specified that more young adults in the US are also living with their parents. He further mentioned that a similar scenario is true in 28 European Union members (nearly half, 48.1 per cent) 18-34 years old were living with their parents in 2014.

Likewise, in a study released by the Pew Research Center (2016), it revealed that in 2014, 32 per cent of the millennial live with their parents, citing three reasons: 1) they were waiting longer to get married; 2.) the difficulty of finding and keeping a job; and 3) higher cost of living.

Table 3: Distribution of Respondents According to their Family Monthly Income

Income	Bachelor in Elem. Education		Bachelor of Sciencein Secondary Educ.		Bachelor of Science in Accountancy	
	f	%	f	%	f	%
More than P20,000 a month	1	2.27	6	4.29	8	38.10
P15,001 to P20,000	3	6.81	9	21.43	4	19.05
P10,001 to P15,000	10	22.73	17	40.48	6	28.57
P5.001 to P10,000	21	47.73	5	11.90	1	4.76
Less than P5,000	9	20.45	5	11.90	2	9.52
Total	**44**	**100.00**	**42**	**100.00**	**21**	**100.00**

As indicated in Table 3, almost 50 per cent of the respondents from the Bachelor in Elementary Education have a family income amounting to more than Php5,000 to Php10,000, while more of those from the Bachelor in Secondary Education and Bachelor of Science in Accountancy have clustered in the income ranging from more than 10,000 to 15,000 pesos.

According to the Philippines StatisticsAuthority, theagency that spearheads the conduct of studies among others, the Family Income and Expenditure had revealed that the income ranging between Php5,000.00 to Php10,000.00 with four children was not enough to live comfortably.

This smaller income, can be explained that, as shown in Table 4, all three groups of respondents have clustered in the "one working parent category" the reason why the family income in Table 3 was only within the range of more than P5,000 toP15,000 per month. In spite of having one working parent and with a minimal income, it appeared that parents value the education of their children.

Table 4: Sources of Family Income

Source of Income	Bachelor in Elem. Educ.		Bachelor in Secondary Educ.		Bachelor of Science in Accountancy	
	f	%	F	%	f	%
Both parents are working	14	31.82	15	35.71	8	38.10
one working parent	21	47.73	22	52.38	10	47.62
Not working parent, support from relatives	9	20.45	5	11.90	3	14.29
Total	**44**	**100.00**	**42**	**100.00**	**21**	**100.00**

Table 5, shows that the Fathers have graduated the High School level, though from the BSA group the percentage for High School graduates equals the percentage of college graduate Fathers, however from the BEED group there were two whose fathers were not able to finish even the elementary level.

Table 5: Father's Educational Attainment

Father's Level of Educational Attainment	Bachelor in Elem. Education		Bachelor in Secondary Educ.		Bachelor of Science in Accountancy	
	f	%	F	%	f	%
College Graduate	4	9.09	7	16.67	9	42.85
With college Units	3	6.82	11	26.19	3	14.29
High School Graduate	25	56.82	15	35.71	9	42.85
Not HighSchool Graduate	4	9.09	3	7.14	0	0
Elementary School Graduate	6	13.64	6	14.29	0	
Not Graduate of Elementary School	2	4.55	0	0.00	0	0
Total	**44**	**100.00**	**42**	**100.00**	**21**	**100.00**

Similar to the fathers' educational attainment in Table 5, Table 6 depictsthe mothers to be mostly graduate of high school level. This can be predicted as reason for their children's desire to pursue higher education. In support, according to Roberts (2010) Maternal influence was found to be the leading factor over whether children stayed on at school and went on to study at university and to social mobility within the family. The link was strongest between mothers and daughters although there was still a distinct linkbetween mothers and sons.

Table 6: Mother's Educational Attainment

Level of Educational Attainment	Bachelor in Elem. Educ.		Bachelor of in Secondary Educ.		Bachelor of Science in Accountancy	
	f	%	F	%	f	%
College Graduate	8	9.09	5	16.67	3	14.29
With college Units	2	6.82	5	26.19	2	9.52
High School Graduate	23	56.82	26	35.71	14	66.67
Not HighSchool Graduate	3	9.09	1	7.14	1	4.76
Elementary Sch Graduate	7	13.64	3	14.29	1	4.76
Not Graduate of Elem. School	1	4.55	2	0.00	0	0
Total	**44**	**100.00**	**42**	**100.00**	**21**	**100.00**

Table 7: Technology Driven-Learning Resources at Home

Learning Resources	Bachelor in Elem. Educ.		Bachelor in Sec. Educ.		Bachelor of Science in Accountancy	
	f	%	F	%	f	%
Computer unit	20	45.45	19	45.23	11	52.38
Internet Access	12	27.77	17	40.47	7	33.33
Total	**44**	**100.00**	**42**	**100.00**	**21**	**100.00**

Table 7 showed the learning resources the respondents have at home. As indicated, more than half of the BSA group have computers, though not all of them have internet connections. It is also interesting to note that almost half of the BEED and BSEDEN have computer units but similar to the former group, not all of them have internet connections at home. This implies that students still relied on the Library Reference Books available in the Branch. This is supported by the Librarian's Report (April 2016) that from January to March 2016 alone, a total of 1,689of the 2,146 total enrolledor 78 per cent of the students have registered borrowing different types of books.

The condition that more than the majority of the students do not have internet access at home can be traced to financial expense parents will incur if this will be provided to their children. Pre-paid internet home providers charge a minimum of Php999.00or more monthly fee (Globe Tattoo, Smart Bro or PLDT), similarly, post-paid providers collect also an almost the same amount which will be added to the family burden considering the established low monthly income provided in Table 8.

Table 8: Allowance Per Day

Amount of Allowance	Bachelor in Elem. Educ.		Bachelor In Sec. Educ.		Bachelor of Science in Accountancy	
	f	%	f		f	%
Php101-Php150	1	2.27	5	11.90	0	0.00
Php51-Php100	23	52.27	26	61.90	16	76.19
Php21-Php50	19	43.18	10	23.81	4	19.04
Php 20	1	2.27	1	2.38	1	4.76
Total	**44**	**100.00**	**42**	**100**	**21**	**100.00**

Offered data in Table 8 indicate that most of the respondents have daily allowances amounting to P51 to P100 a day. Data above implied that most of the respondents whose allowance is P100, have sufficient budget for their daily transportation expenses (minimum of P34), food for lunch and one snack (minimum of P50), but if it is below P100, they have to sacrifice one of their needs so that they can have both "ends meet" so to speak. This is a common situation in most statefunded universities in the country where the economically marginalized but intellectually capable Filipinos have the chance to obtain qualitytertiary education. A bigger percentage of their tuition fee is subsidized by the government. In fact, Republic Act 7722 (an Act, which is a consolidation of Senate Bill No. 1453 and the House Bill No. 1220 finally passed by the Senate and the House of Representatives on May 4, 1994 and May 17, 1994, respectively) guarantees the right of all Filipino citizens to affordable quality education at all levels which further states that the government shall take appropriate steps to ensure that education is accessible to all. (www.ched.gov.ph)

Similarly, as published in the website, www.msinus.com/content/list-state-universities-usa, in other countries likethe United States, they also have State or Public University funded by US government which receives full or part of its funding from the State Government. As reported by the Digest of US Educational Statistics, College enrolment among low-income students has increased based on their 2013 data.

Likewise, the European university system is mostly based on public funding, as mentioned in the article,"*Tuition Fees at Universities in Europe - Overview and Comparison*" the reason why European universities can provide excellent quality for very low or even no tuition fees at all. Similarly, in Austrian universities, there are no tuition fees for students from EU-EEA member countries, Switzerland and least developed countries. (Austrian agency for international mobility and cooperation in education, science and research).http://www.mastersportal.eu/

On the other hand, in the Indian higher education sector, they also have universities where theState governments are responsible for providing plangrants for their development and non-plan grants for their maintenance. The University Grants Commission (UGC) is the agency in India that provides funding for maintenance and development of these universities.

Similar to the Philippine context, state universities all over the world provide educational opportunities to deserving students whose economic status hinder them to enter other universities charging higher tuition fees.

As observed, the social sphere of students revolve around their families, their peer group(termed **barkada**in Filipino), classmates, church or school organizations. As indicated in Table 9 in the next page, the family remained(4.12 WM interpreted as "most often," and 3.76 in 2016) to be the social unit where the BEED-respondents have chosen to be with while they were studying. It was no surprise that they were often (3.07 and 3.15) with classmates since six(6) hours or more of their time in school depending upon the enrolled units are spent with classmates.

In contrast, the BSEDEN group have planned and realized most oftenassociation with members of their school organizations (4.07 and 4.17), church group mates (3.86 and 4.19) and peer group (3.605 and 3.81) respectively. This is attributed to their being away from families, it is from this group of respondents where a number were found to be living in boarding houses or with relatives because their families were in other provinces.

The decreased computed WM from the data obtained from the BSA group indicated that there had been a difference in their planned time allotment for the different units in their social lives. However, it is noteworthy to point out

that the Accountancy student have been with classmates lessoften compared to the other two groups of respondents, this can be attributed to the nature of their major subjects, the BSA can focus solving Accounting or Auditing problems alone. While education students particularly in their Field Studies they need to confer with classmates regarding observed teaching methodologies and students or pupils' behaviors.

Table 9: Social Life, Planned and Actual

Social Life	Bachelor in Elem. Educ. (44)		Bachelor In Sec. Educ.(42)		Bachelor of Science in Accountancy (21)	
	Weighted Mean		Weighted Mean		Weighted Mean	
	2012	2016	2012	2016	2012	2016
Family	4.12	3.76	1.62	2.61	2.38	2.56
Peer Group outside School	2.69	2.87	3.60	3.81	3.5	2.88
Classmates	3.07	3.15	3.30	2.53	2.17	2.0
Church Organization	1.87	4.22	3.86	4.19	3.94	2.25
School Organizations	1.82	1.29	4.07	4.17	1.75	2.14

Legend: 1.0-1.5: not at all; 1.51-2.50: less often; 2.51-3.50: often; 3.51-4.50:very often; and 4.51-5.00: always

Table 10: Level of Difference at≤ 0.05Significance Between the Planned and Actual Social Life

Program	t-value	p-value	Interpretation
Bachelor in Elementary Education	-0.52373	.30733	Not Significant
Bachelor in Secondary Education	-0.29839	.386505	Not Significant
Bachelor of Science in Accountancy	-0.85933	.207583	Not significant

To test the level of difference between the planned time allotment for the different units of the social life of the respondents, the t-test formula was applied.

The computed p - value above denoted that there was no significant difference in the planned and actual or experienced socialization patterns among the three groups of respondents**.**

Table 11: Planned and Actual Coping with Challenges of College Life

Themes	Bachelor in Elem. Education		Bachelor in Secondary Education		Bachelor of ScienceIn Accountancy	
	Weighted Mean		Weighted Mean		Weighted Mean	
	2012	2016	2012	2016	2012	2016
Time management	4.00	4.27	3.95	4.17	3.48	4.0
Managing the work loads	4.05	4.16	4.02	4.20	3.89	4.37
Coping with class challenges	4.07	4.36	4.12	4.24	4.18	4.26
Balance between study, social life and organization activities	3.90	4.33	4.0	4.22	3.89	3.89
Adoption to college life	3.86	4.10	4.07	4.59	3.83	4.62
Benefit to Library/Learning Resources	3.83	4.14	4.09	4.31	3.67	4.12
Develop academic skills	4.07	4.38	4.17	4.51	4.22	4.19
Motivation, Commitment	4.17	4.26	4.0	4.43	4.0	3.94

Legend: 4.51-5.0: Excellent; 3.51-4.50:Very Satisfactory; 2.51-3.50:Satisfactory; 1.51-2.50:Fair; and 1.0-1.50:Poor

The BEED (2012) planned and actual (2016) coping with time management was described to be very satisfactory (4.00 and 4.27), however, it differed when the BSA group were considered, it appeared that their rating for the plan was only a WM of 3.48 interpreted as "satisfactory" which was later computed in 2016 (actual experience) to be 4.00 meaning they have improved along this area. Their rating became very satisfactory.

An interesting revelation from the data above was the computed 4.62 WM from the BSA respondents along the area of adoption to college life. This is expected because they were able to survive the retention policy imposed on their department.

Nonetheless, except for the mentioned WM from the BSA time management, in all the dimension of college life experiences, the respondents were rated Very satisfactory even during their first year level implying that all were ready to handle college education. This is attributable of course, from their being top ranking in theUniversityCollege Entrance Test scores and grade in High School.

Table 12: Level of Difference at ≤0.05SignificancePlanned and Actual Coping with Challenges of College Life

Program	t-value	p-value	Interpretation
Bachelor in Elementary Education	-4.54531	.000229	Significant
Bachelor in Secondary Education	-4.59129	.00021	Significant
Bachelor of Science in Accountancy	-2.2779	.019473	Significant

The computed p-value of less than 0.05 in all three departments implied that there was a difference between what the respondents envisioned during the first year and their actual experiences while in the university.

Social Expectations and Experiences

Table 13: Expected and Actual Experiences as College Students in the Branch

Expectations	Bachelor in Elementary Education		Bachelor in Secondary Education		Bachelor of Science in Accountancy	
	Weighted Mean		Weighted Mean		Weighted Mean	
	2012	2016	2012	2016	2012	2016
Fulfilling Positive college Experiences	2.64	2.60	2.90	2.80	2.50	2.44
Team work Challenge	2.63	2.65	2.55	2.70	2.56	2.44
Development of new skills	2.62	2.65	2.71	2.83	2.50	2.61
Fun, & diverse social experiences	2.49	2.48	2.65	2.66	2.50	2.50
Motivating, stimulating and interesting and engaging learning experiences	2.67	2.64	2.73	2.88	2.50	2.38
Social/student/organization/study balance	2.59	2.53	2.52	2.62	2.22	2.33
Busy, challenging, intense and demanding college experiences	2.54	2.71	2.74	2.90	2.61	2.78

Legend: 2.51-3.00 High; 1.51-2.50 Moderate; 1.0-1.50- Low

The high expectations of the BEED and BSEDEN students were all fulfilled in the university. They were expecting that college life in the university is a fulfilling, positive, busy, challenging, intense and demanding experience, the computed WM for both groups 2.60 and 2.80, 2.54 and 2.71 proved that they have had a highly fulfilling experience in the Department. Contrary, the BSA had a moderately satisfying expectation in this area which turned out to be the same, which can be traced to their knowledge that the Department has a more astringent retention policy, some of their classmates who were not able to meet this retention requirement have shifted to other courses, or have decided to transfer to other universities. However, they were not disappointed along the last area which is "busy, challenging, intense and demanding college experience.

Team work challenge was a highly satisfying experience again for the Education Students since during their six (6) Field Study courses and the 6-units Practice teaching they have always been in groups when assigned to training elementary and secondary schools. On the other hand, the experience of the Accountancy students is different, they were trained to work alone because one they are already in the Accounting field after graduation, they will be assigned to work alone in preparing Financial Statements or in auditing financial statements.

Table 14: Level of Difference at ≤0.05 Significance level Between Expectations and Actual Experiences of the College Students inthe Branch

Program	t-value	p-value	Interpretation
Bachelor in Elementary Education	-0.29981	.384725	Not significant
Bachelor in Secondary Education	-1.31873	.105936	Not significant
Bachelor of Science in Accountancy	-0.1725	.432958	Not significant

As expected, there was no significant difference in the expectations and actual experiences of the respondents alongwith the areas identified in Table 14. Prior to their admission in the three Departments students have already been

receiving orientation through the Career Guidance Program of their respective High Schools, they have been properly informed of what they should be expecting from the courses that they will be enrolling.

Academic

Table 15: Entry and Exit Competency Level of Respondents

Skills	Bachelor in Elem. Educ. (44)		Bachelor In Secondary Educ. (42)		Bachelor of Science in Accountancy (21)	
	Weighted Mean		Weighted Mean		Weighted Mean	
	2012	2016	2012	2016	2012	2016
Reading Competency	3.96	4.51	3.48	4.27	3.84	4.27
Writing Competency in the English language	3.51	4.21	3.56	4.17	3.90	4.32
Listening Skills	4.18	4.45	3.56	4.24	4.18	4.23
Taking Notes	4.14	4.44	3.66	4.18	3.73	4.13
Mathematical Skills	4.16	4.20	3.33	4.18	4.45	4.50
Time Management skills	3.93	4.36	3.33	4.10	2.90	3.70
Average	3.98	4.36	3.48	4.19	3.89	3.98

Since the study began when the respondents were in their first year level in the university, only the basic competencies were considered. All groups were able to register Very Satisfactory level of competencies, both in 2012 and 2016, with increased in the computed Weighted Mean in all areasduring the later year.

Table 16: Level of Difference at ≤0.05 Significance Level

Program	t-value	p-value	Interpretation
Bachelor in Elementary Education	-3.27725	.004161	Significant
Bachelor in Secondary Education	-11.74763	.000001	Significant
Bachelor of Science in Accountancy	-0.28215	.008444	Not significant

The computed p - values in Table 14 indicated that there was a significant difference in the competency level particularly with the two groups, BEED and BESEDEN indicated that there was an improvement in their reading, writing listening, taking notes mathematical and time management skills. However, the 0.0844 p value is interpreted as “no significant difference” it does not imply that there was no improvement in BSA’s competency level, this opens an opportunity for further inquiry.

CONCLUSIONS

- Most of the respondents from the three programs were female, mostly living with parents, less than 1/3 have monthly family income ranging from more than Php10,000 but not exceeding Php15,000, with almost majority having only one employed parent. Most of their fathers and mothers finished High School. Most relied on reading materials rather than the computer or e-learning facilities and most of the students have daily allowances ranging

from more than Php 50.00 but not more than Php100.

- Social life both planned and actually experienced revolved around their families, classmates, school and church organizations and with their peer groups as indicated by the computed p value for each group.
- There was a significant difference in the planned and actual coping experiences of the respondents along with the challenges of college lifegrouped according to themes.
- There was a significant difference between the entry and exit competency level among the two groups from the Education Department but no significant difference as implied by the computed p value on the WM from the BSA department.
- Enhancement programs must be adopted in the three programs particularly in BSA department.

RECOMMENDATIONS

- The Branch must coordinate with the Division Office of the DepEd so that they may participate in the annual Career Guidance given to the Junior High School in order to promote the Education course particularly to male students.
- The Administration through its Students Services Office must coordinate with different Non-government Agencies like the FAB Chamber of Commerce, the Association of Human Resources Managers and the like in order to seek for scholarship for the low-income students.
- The Guidance Office must consider intervention programs along with the
- areas of college life coping skills in as much as there was a computed significant difference between respondents' expectations and their actual experiences.
- Further research on the aspect of specific competencies acquired after
- the 4 years stay in the Branch must be undertaken to determine readiness of graduates to handle employment challenges after college, variables to be included must consider demands of specific job targets.
- Enhancement programs in the three Board Courses (particularly in BSA)
- offered in the Branch should be along the areas of model of instruction, instructional materials and assessment tools preparation.
- Faculty Development Programs must remain a priority program of the
- University in as much as the professor's effectiveness in handling classes spells the difference in students' performance

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