

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 and actual 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