Research Article

BEED FRESHMEN STUDENTS' READINESS FOR COLLEGE LIFE

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Abstract

This research aimed to determine the BEED freshmen students' readiness for college life. The researcher used the descriptive correlational method. Descriptive method was used to gather and analyze data regarding the students' profile and a rating scale for the interview performance. The correlation method was also used to find out the relationship between personal profiles of the respondents and the level of readiness of the first year students for college life. The result of the study revealed that most of the respondents are females and within the age bracket of 15-16, Roman Catholic. Their parents were mostly high school graduates and worked as farmers and housekeepers. The respondents were good in singing and playing badminton. Their level of interview performance was VERY GOOD. The respondents have exerted all their efforts and made different preparations for their college life. As a whole, there was a significant relationship between the profile of the respondents and their interview performance. It is recommended therefore that administrators must strengthen the use of interview as admission pre-requisite to the course to determine the preparedness of the freshmen and to guide them in which course to take. Students should enrich themselves with knowledge about the college and course they want to take up so that they won't look confused when they are interviewed. Students must enhance their answering skills, be confident and be themselves upon the interview. Further study can be done using other variables to discover the level of readiness of the freshmen in entering college.

Keywords: Freshmen, Preparedness, College life, Interview performance.

INTRODUCTION

Life is like a novel. It is subdivided into chapters where in every chapter; there are new faces, new experiences and new challenges everyone might encounter. In every challenges and experiences that a person meet, a lesson is surely learned. Remember that lessons are best learned when it hurts the most. College life, others say it is the most difficult educational stage for a person has to prepare for the future and has to deal with every challenge blocking the way to success. Initially, assessing someone's' wholeness is done to determine which course suits a person most. An interview is conducted to serve as guide of the students in preparation the choices someone has to make. As a future college student, everybody has to go through an interview to determine if that person is ready for the course he is applying for and will he survive as he goes on and achieve success at the end of the course. Interviewing is a learned skill, and there are no second chances to make a great first impression. An interview is a way for an applicant and a representative from the college to get to know each other. It helps the applicant and the college figure out if both are a good match. Try to relax and be yourself, and make the interview a pleasant experience. In the interview, the applicant is given the chance to tell a school everything that the grades and test scores couldn't. Grades and test scores are only written. It is not only the written ones are counted but also the performance level. Remember that one factor to be an effective and efficient teacher is personality. For all the first year students who attempt to enroll in certain college, a face to face conversation the so-called interview is done. Trembling face, uncomfortable sitting and standing positions, unstoppable using of gadgets, shaky body, cold hands and whitening mouth are observed to the aspiring BEEd first year students while waiting for their turn in the interview.

Some are even scared that they are being accompanied by their parents or any older relatives. Unlike the others who look relax, confident and fascinating. An application form is being handed to the interviewer and sometimes the first statement being thrown is introducing you. Confidently, let the interviewer know you and impress him the very first time. Interviewees should not only impress the interviewers in their interview performance, they should also be overwhelmed with their school performances. Students excelled much in their UNP-CAT result and High School General Average is provided with little interview time. Always waste your time studying because when you study hard, you'll gain success at end. For the instructors, it will be easier for them to teach the students with sufficient intelligent skills, values and ideas that are needed in the profession. Scholastic performance in high school does not guarantee a certain candidate to pass an interview. It is often the deciding factor when deciding whether to admit or not to admit incoming freshmen in the college. This makes the face-to-face meeting a critical part of the process. The researchers mainly aimed to determine level of readiness of the BEEd Freshmen Students' for college life.

Statement of the Problem

The study mainly aimed to determine the BEED freshmen students' readiness for college life.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:

   a. Age
   b. Sex
   c. Religion

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d. Father's Educational Attainment
e. Mother's Educational Attainment
f. Father's Occupation
g. Mother's Occupation
h. Number of Children in the Family
i. Ordinal Position
j. High School Grade
k. UNP-CAT
l. Honors Received
m. Favorite Subject
n. Special Skills
o. Sports Engagement

2. What is the level of interview performance of the respondents along:

a. Analytical Aptitude
b. Intellectual Aptitude
c. Communication Aptitude
d. Maturity
e. Interpersonal Skills
f. Personal attributes

3. What is the extent of preparation of the respondents for college life?

4. Is there a significant relationship between the profile of the respondents and their interview performance?

Scope and Delimitation

This study was confined only on the level of readiness of the 211 BEEd First Year Students of the College of Teacher Education, University of Northern Philippines School Year 2013-2014for college life and the relationship of the students' variables which include age, sex, religion, father's educational attainment, mother's educational attainment, father's occupation, mother's occupation, number of children in the family, ordinal position, honors received, favorite subject, skills acquired and sports engagement to the UNP-CAT result, High School General Average and Interview Performance and the extent of preparation of the respondents for college life. Data gathered were analyzed through the use of the following statistical tools: frequency and percentages, mean rating and Pearson Product Moment of Correlation.

Theoretical Framework

The researchers reviewed the following readings related to their study, which guided them in conceptualizing this study. It's about demonstrating confidence: standing straight, making eye contact and connecting with a firm handshake. That first nonverbal impression can be a great beginning -- or quick ending -- to an interview. It is important to know what to wear to an interview and to be well-groomed. It is not appropriate for an interviewee to wear sports attire when interviewed for a Teacher Education course. From the very beginning of the interview, the interviewer is giving information of the college, either directly or indirectly. Better listen attentively. Good communication skills include listening and letting the person know you heard what was said. Observe your interviewer, and match that style and pace. Telling the interviewer more than he needs to know could be a fatal mistake. When you have not

prepared ahead of time, you may ramble when answering interview questions. It's a given that you should use appropriate language during the interview. Be aware of any inappropriate slang words or references to age, race, religion, politics or sexual orientation -- these topics could send you out the door very quickly. Remember to be polite always. Attitude plays a key role in your interview success. There is a fine balance between confidence, courtesy and modesty. Even if you're putting on a performance to demonstrate your ability, overconfidence is as bad, if not worse, as being too reserved. Asking questions also gives you the opportunity to find out if this is the right place for you. The best questions come from listening to what you're asked during the interview and asking for additional information. Always reflect the three Cs during the interview: cool, calm and confidence. You know you can make the course; make sure the interviewer believes you can, too. (bigfuture.com) The college interview is a part of the college application process at many colleges but not all of them. You may meet in person to talk with someone from the admission office, a current student or a graduate of the college. The interview is rarely the deciding factor in whether the college will accept you, but it can give a representative from the college a chance to get to know you better. You'll talk one-on-one with the interviewer. If your parent comes with you, he or she probably won't be in the room during the interview but may get a chance to talk to the interviewer afterward. It is a great chance to show your interest in a college. Remember that the interview is not a speech, it should be a conversation. What are college admission officers looking for when they read your application? They take into account more than your GPA and test scores. Your character and the personal qualities you can bring to a college are important too. That's why you need to think about your goals, accomplishments and personal values and figure out how you can best express those in your applications.

According to Earl Johnson, dean of admission at the University of Tulsa, "What is it that makes you unique, and how will you contribute to the life of our campus?" That's what admission officers want to know, to gauge what students can bring to their campus, they look for these types of qualities: Leadership, willingness to take risks, initiative, a sense of social responsibility, commitment to service and special talents or abilities. Overall, colleges want a mix of students to create a rich campus community. They want the class valedictorians, says Marty O'Connell, executive director of Colleges That Change Lives. But they also are looking for "students who are going to be involved in a lot of activities and students who are musicians and students who are athletes and everything in between."

Your application shows your qualities. Personal qualities are not easy to measure, but admission officers look at the items listed below for clues to an applicant's character. What you do outside the classroom reveals a lot about you. That's why some applications ask for details about extracurricular activities. But remember, it's not the number of activities that's important. Admission officers want to know what you've learned and how you've grown from participating in these activities. Your experiences provide insight into your character. It's all about what you've gained, what you've learned and how you communicate that. Mike Sexton, vice president for enrollment management at Santa Clara University, says that when admission officers read student profile, they ask themselves, "Would you like this person to be your classmate? Would you

like to work on a group project with this person?" The profile can reveal the answers to these questions more than any test score can. (princetonreview.com) Many colleges allow you to interview with an admissions representative, either on campus or in your hometown. If you do score an interview, take it seriously. But rest assured that it will not make or break you. Admissions officers will consider it when evaluating your application, although they'll be much more interested in your grades, test scores and essays. The practice interview is a great way to become aware of little things you might not have known you were doing. Don't pretend to be someone you're not. Remember, the key to getting admitted (and being happy at college) is matchmaking. You want to be yourself so that the person interviewing you can discern if you would be a good fit. Showcase the side of yourself that is professional, mature and confident. Smile, use your sense of humor and remember your interviewer wants the interview to go well too! They'll feel comfortable if you are comfortable. Students are sometimes told that the sign of a good interview is a long one. After all, simply express your continued interest in the school and thank your interviewer for taking the time to meet with you.

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses. (McNamara,1999). An interview is a one-on-one directed conversation with an individual using a series of questions designed to elicit extended responses. Because this method allows you to probe for greater depth or explanation, simple yes/no questions or fixed-response questions are typically not used. Interviews allow participants to express their thoughts using their own words and organization and thus are particularly valuable for gaining insight. There are many factors that can exert great influence on the total development of a student. By identifying these factors, the teacher will be able to measure some extent individual differences in some quality or qualities that lead to success such as academic success. A considerable number of studies, literature and readings have been written on the relationship between academic achievement and other variables and the following bear similarities on the present study.

Nokbin (1985) investigated the relationship between academic performance and some socio-economic variables. His findings showed that number of family dependents do not influence the academic performance of the pupils. He also find out that parent's educational attainment does not influence the academic performance of the pupils. As to the family size, Hirunsawek (1987) categorized that students who belong to a family with 4 and more number of children are considered belonging to big families, and those with 3 or less belong to small families. He noted that family size is not a significant factor that effects English achievement. Almo (1993) evaluated the relationship of age to the academic achievement test in Precalculus subjects of the UNP Engineering freshmen, he found out that there is no significant relationship between the respondents' age and their achievement in College Algebra, Trigonometry and Analytic Geometry.

Conceptual Paradigm

Base on the literature reviewed and cited earlier, the researcher conceptualized the study as shown in the figure below:

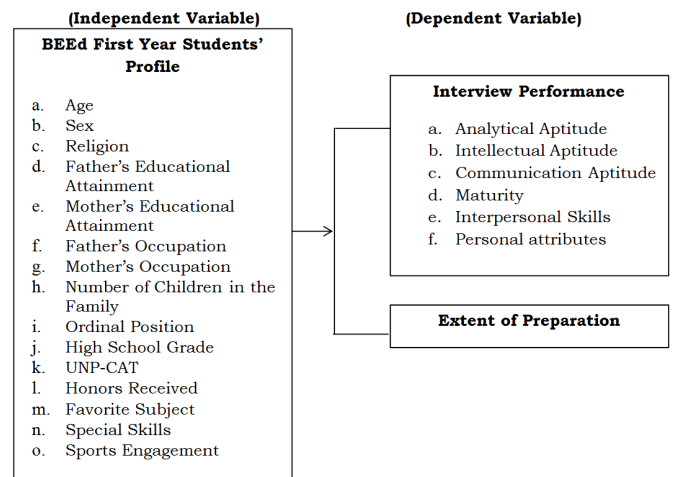Figure 1 shows that the students' profile significantly influence their Interview Performance.

Figure 1. The Research Paradigm

MATERIALS AND METHODS

This part presents the research design, research instrument, data gathering procedure, population and sample and the statistical treatment of data.

Research Design

The researcher used the descriptive correlational method. Descriptive method was used to gather and analyze data regarding the BEEd first year students' profile and a rating scale for the interview performance. The correlation method was used to find out whether the personal profiles of the respondents have something to do with the level of readiness of the first year for college life.

Population and Sample

The extent of this study limited only to the 211 Bachelor of Elementary Education first year students enrolled at the College of Teacher Education, University of Northern Philippines School Year 2013-2014.

Research Instrument

The study made used of a questionnaire which comprises of analytical aptitude, intellectual aptitude, communication aptitude, maturity, interpersonal skills and personal attributes. The questionnaire was validated by the BEED Program Head, Dr. Necy Cesaria V. Romo, BSED Program Head, Prof. Pacita Anicoche and Coordinator for Instruction, Prof. Ma. Jesusa R. Unciano. A rating scale for the interview performance of the respondents was set by the interviewer.
To determine the level of readiness of the BEED freshmen, the following norms for interpretation were used:

Interview Performance:

Scale	Descriptive Rating
8.01-10.00	Outstanding
6.01-8.00	Very Good
4.01-6.00	Good
2.01-4.00	Poor
1.00-2.00	Needs Improvement

Data Gathering Procedure

Data needed were collected upon the interview of the respondents. The questionnaires pertaining to the level of interview performance of the respondents along analytical aptitude, intellectual aptitude, communication aptitude, maturity, interpersonal skills and personal attributes were utilized. The extent of preparation of the respondents for college life was determined through an ambush interview of the randomly chosen 70 (1/3 of the total number of the respondents) respondents during their classes and by texting them. Data gathered were analyzed statistically through the use of frequencies, percentages, mean and correlation coefficient.

Statistical Treatment of Data

The data gathered are described and analyzed using the following statistical tools.

Frequency and percentage were used to describe the profile of the respondents.

Mean was used to determine the level of interview performance of the BEED first year students.

Pearson Product Moment of Correlation was used to determine the relationship between the student's profile and the high school general average, UNP-CAT result and interview performance. The significance of the correlation coefficients was tested at the .05 probability level.

Interpretation, analysis and presentation of data

This chapter presents the data, which were analyzed and interpreted with the use of the different statistical treatment discussed in the previous chapter. The analysis and interpretation of the data provided answers to each problem, which the present study ought to discover.

Problem 1. What is the profile of the respondents in terms of the following:

a. Age
b. Sex
c. Religion
d. Father's Educational Attainment
e. Mother's Educational Attainment
f. Father's Occupation
g. Mother's Occupation
h. Number of Children in the Family
i. Ordinal Position
j. High School Grade
k. UNP-CAT
l. Honors Received
m. Favorite Subject
n. Special Skills
o. Sports Engagement

Profile of the Respondents

The following table presents the profile of the BEED first year students of the College of Teacher Education.

Table 1. Profile of the Respondents

Personal Profile		F	%
1.	**Age**		
•	15-16	194	91.94
•	17-18	15	7.11
•	21-22	2	0.95
Total		211	100
2.	**Sex**		
•	Male	25	11.85
•	Female	186	88.15
Total		211	100
3.	**Religion**		
•	Roman Catholic	183	86.73
•	Iglesia ni Cristo	8	3.79
•	Pentecost	7	3.32
•	Born Again	6	2.84
•	Seventh Day Adventist	1	0.47
•	Baptist	2	0.95
•	Mormon	1	0.47
•	Aglipayan	3	1.42
Total		211	100
4.	**Father's Educational Attainment**		
•	Bachelor's Degree	61	28.91
•	College Undergraduate	34	16.11
•	High School Graduate	67	31.75
•	High School Undergraduate	9	4.27
•	Elementary Graduate	20	9.48
•	Elementary Undergraduate	2	0.95
•	Deceased	17	8.06
Total		211	100
5.	**Mother's Educational Attainment**		
•	Master's Degree	6	2.84
•	With Master's Unit	1	0.47
•	Bachelor's Degree	76	36.02
•	College Undergraduate	33	15.64
•	High School Graduate	71	33.65
•	High School Undergraduate	6	2.84
•	Elementary Graduate	14	6.64
•	Elementary Undergraduate	2	0.95
•	Deceased	2	0.95
Total		211	100
6.	**Father's Occupation**		
•	Teacher	2	0.95
•	Driver	29	13.74
•	Fisherman	10	4.74
•	Farmer	88	41.71
•	Engineer	1	0.47
•	Security Guard	8	3.79
•	Seaman	2	0.95
•	PNP	4	1.90
•	Laborer	26	12.32
•	Government Employee	11	5.21
•	OFW	2	0.95
•	Businessman	6	2.84
•	Deceased	11	5.21
•	None	11	5.21
Total		211	100
7.	**Mother's Occupation**		
•	Teacher	27	12.80
•	House Keeper	141	66.82
•	Farmer	3	1.42
•	Government Employee	9	4.27
•	Laborer	1	0.47
•	Businesswoman	18	8.53
•	OFW	11	5.21
Total		211	100
8.	**Number of Children in the Family**		
•	9-10	3	1.42
•	7-8	4	1.90
•	5-6	34	16.11
•	3-4	115	54.50
•	1-2	55	26.07
Total		211	100

9.	Ordinal Position		
•	Eldest	76	36.02
•	Second	46	21.80
•	Third	22	10.43
•	Fourth	3	1.42
•	Fifth	2	0.95
•	Seventh	2	0.95
•	Youngest	59	27.96
Total		211	100
10.	High School General Average		
•	90-94	20	9.48
•	85-89	137	64.93
•	80-84	54	25.59
Total		211	100
11.	UNP CAT		
•	90-94	1	0.47
•	85-89	24	11.37
•	80-84	76	36.02
•	75-79	110	52.13
Total		211	100
12.	Favorite Subject		
•	English	52	24.64
•	Filipino	69	32.70
•	Mathematics	35	16.59
•	Science	38	18.01
•	MAPEH	6	2.84
•	Social Studies	11	5.21
Total		211	100
13.	Honors Received		
•	Valedictorian	2	0.95
•	Salutatorian	2	0.95
•	1st Honorable Mention	3	1.42
•	2nd Honorable Mention	1	0.47
•	3rd Honorable Mention	1	0.47
•	With Honors	28	13.27
•	None	174	82.46
Total		211	100
14.	Special Skills		
•	Dancing	92	38.49
•	Singing	107	44.77
•	Journalism	7	2.93
•	Drawing	18	7.53
•	Declaiming/Orating	2	0.84
•	Playing Instruments	7	2.93
•	None	5	2.09
Total		239	100
15.	Sports Inclined to		
•	Badminton	109	51.42
•	table tennis	2	0.94
•	volleyball	65	30.66
•	basketball	12	5.66
•	Track and Field	1	0.47
•	Softball	7	3.30
•	Table Tennis	2	0.94
•	Taekwondo	1	0.47
•	Chess	12	5.66
Total		212	100

On Age: As presented in table 1, the data reflect that there is a greater volume of students who are at the age bracket of 15-16, which has 194 or 91.94%. Fifteen (7.11%) of the respondents are at the age bracket of 17-18 and two (0.95%) are at the bracket of 21-22. This suggests that most of the respondents are in the right age upon entering college.

On Sex: The table shows that majority are female which comprises the 88.15% (186) of the respondents and only 11.85% (25) comprises the female respondents. This implies that females prefer to be a engage in teaching than males.

On Religion: There is a greater number of Roman Catholic respondents which has 183 or 86.73%. There are eight (3.79%)

Iglesia ni Cristo, seven (3.32) Pentecost, six (2.84%) Born Again, one (0.47%) Seventh Day Adventist, two (0.95%) Baptist, one (0.47%) Mormon and three (1.42%) Aglipayan. This proposes that the Bachelor of Elementary Education is a mixture of different religions that a respondent is accepted whatever the religion is.

On Father's Educational Attainment: As shown in the table, the respondents' fathers are high school graduate composing 31.75% (67) and 28.91% (61) are Bachelor's Degree holders. This indicates that the higher the degree obtained by parents, the higher the possibility parents can provide the needs of the respondents to their studies.

On Mother's Educational Attainment: Commonly of the respondents' mother(76 or 36.02%) are Bachelor's degree holders. Only few didn't finish didn't finish high school level with 6 or 2.64%. This only shows that mothers are focused to the welfare of the respondents.

On Father's Occupation: Generally, the father's occupation of the respondents is farming (88 or 41.71). Only two (0.95) is a teacher. This illustrates that fathers prefer to send the respondents to the teaching course for its demand.

On Mother's Occupation: Most of the respondents' mothers are housekeeper (141 or 66.82) and 27 or 12.80% are teachers. The data shows that mothers provide much attention to the respondents' studies through standing by the respondents' side every time the respondents need help and support.

On Number of Children in the Family: Based on the table, majority of the respondents belong to the bracket 3-4 (115 or 54.50) and three (1.42%) are from the bracket of 9-10.

On Ordinal Position: As presented on the table, there are 76 (36.02%) respondents who are the eldest of the family. This shows that a great responsibility is in the hand of the respondents for these respondents are the family's hope of tomorrow.

On High School Grade: Most of the respondents (137 or 64.93%) have an average grade of 85-89. This means that the respondents had paid much attention to their studies in high school.

On UNP CAT: From the same table, majority of the respondents, (110 or 52.13%) had acquired a result of 75-79. The result of the respondents' UNP CAT determines which courses they can result in the University.

On Favorite Subject: The data shows that 69 (32.70) of the respondents adore Filipino and 52 (24.64%) for English. The favorite subject of the respondents reflects on which they excel most.

On Honors Received: A great mass of the respondents (174 or 82.46%) graduated in high school without honors and only 28 or 13.27% graduated with honors.

On Special Skills: A large amount of the respondents (107 or 44.77%) acquired the skills in singing and only 92 or 39.49% are good in dancing. This implies that the respondents dominate the singing arena than any other talents or skills.

On Sports Engagement: Based on the table, majority of the respondents (109 or 51.422%) stand out in badminton and only

65 or 30.66% are in to volleyball. This indicates that respondents prefer to play badminton which is an indoor game than playing outdoor games.

Problem 2. What is the level of performance of the respondents along:

a. Analytical Aptitude
b. Intellectual Aptitude
c. Communication Aptitude
d. Maturity
e. Interpersonal Skills
f. Personal attributes

Table 2 presents the level of interview performance of the respondents along the different criteria set by the researchers (analytical aptitude, intellectual aptitude, communication aptitude, maturity and interpersonal skills).

Table 2. Level of Performance of the Respondents

Criteria		X	Descriptive Rating
A.	**Analytical Aptitude**		
1.	Analysis of problems	7.85	VG
2.	Structured and organized thinking	7.45	VG
3.	Logical Thinker	6.65	VG
Average		7.32	VG
B.	**Intellectual Aptitude**		
1.	Alertness	7.90	VG
2.	Understanding the question	7.60	VG
3.	Language usage	6.45	VG
Average		7.32	VG
C.	**Communication Aptitude**		
1.	Presentations of ideas	7.35	VG
2.	Capacity for synthesizing information	6.25	VG
Average		6.80	VG
D.	**Maturity**		
1.	reliability and responsibility	8.00	VG
2.	sincerity and stability	7.85	VG
3.	determination	8.55	O
4.	self-confidence	8.00	VG
		8.13	O
E.	**Interpersonal Skills**		
1.	establish and maintain rapport	6.85	VG
2.	responses correspond to and interact with the interviewer's question	6.55	VG
3.	stimulate involvement with the interviewer	6.00	G
Average		6.47	VG
F.	**Personal attributes**		
1.	Voice	8.25	O
2.	Gesture, manner of emphasizing points interview	7.35	O
3.	attitudinal posture	6.45	VG
4.	facial expressions	6.75	VG
5.	physical involvement	6.80	VG
6.	manner	6.00	G
7.	appearance	7.25	VG
Average		6.68	VG
As a Whole		7.12	VG

Legend:
Range Score	Descriptive Rating	
8.01 – 10.00	O -	Outstanding
6.01 – 8.00	VG -	Very Good
4.01 – 6.00	G -	Good
2.01 – 4.00	NI -	Needs Improvement
1.00 – 2.00	P -	Poor

Along the criteria analytical aptitude, the mean average is 7.32 with a descriptive rating of "Very Good". This implies that the respondents are very good analytical and logical thinkers which are good characters a teacher must possess. In line with the intellectual aptitude of the respondents with a mean rating 7.32 described as "Very Good". This indicates that the respondents are alert in understanding and analyzing the questions thrown by the interviewer and that the respondents can use the language or medium of conversation fluently. The table presents that the communication aptitude of the

respondents has a mean average of 6.80 with a descriptive rating of "Very Good". This shows that the respondents had responded to the questions accurately and efficiently in a given time. As presented on the table, the respondents got the highest mean average at this item, maturity with 8.13 and a descriptive rating of "Outstanding" and got a mean average of 6.47 with a descriptive rating of "Very Good" along interpersonal skills. The result means that the respondents are confident of themselves to be accepted in the college after their interview. As a whole, the level of interview performance of the respondents along analytical aptitude, intellectual aptitude, communication aptitude, maturity, interpersonal skills and personal attributes is "Very Good" as reflected by the overall mean of 7.12. This points out that the respondents had performed well during their interview. That the respondents are fully accepted to the course Bachelor of Elementary Education (BEED) passing the qualifications of the course set by the College.

Problem 3. What is the extent of preparation of the respondents for college life?

The researchers interviewed 70 (1/3) of the respondents along the extent of their preparations for college life. Most of them reviewed their high school notes and books in preparation of the UNP-CAT. Others asked tips and the content of the admission test just for them to be totally prepared in achieving their set average for them to qualify on the courses they wanted to take up. As to the preparation of their interview, the respondents asked guidance and tips on what to do before, during and after the interview proper from those who are enrolled at the College of Teacher Education with the course Bachelor of Elementary Education and experienced the said endeavor. Other respondents even practice a real scenario of an interview together with their family and friends for them to gain confident. Some even faced the mirror and observed themselves on their facial expressions, their gestures and even their mannerisms which are usually done when a person is nervous or trembling in front of the interviewer. The respondents viewed college life the hardest compared to elementary and secondary education life. It is choosing what you are to be in the future. It is making your dreams a reality. It is facing a harder challenge compared to the previous challenges the respondents had encountered for they are to be molded as effective and efficient future teachers. This is a manifestation that the freshmen students really work hard and exerted effort in facing and dealing with the requirements in their entrance to college life.

Problem 4. Is there a significant relationship between the profile of the respondents and their interview performance?

Table 3 unveils the Correlation between Students' Profile and Interview Performance of the respondents. As depicted on the table, as a whole, there is a significant relationship between the profile of the respondents and their interview performance at 0.05 probability level. Therefore, the profile of the respondents has a great influence on their interview performance. Only the age, sex and religion of the student's profile tend not to bear significant correlation on their interview performance. Therefore, the null hypothesis stating that there is no significant relationship between the students' profile along their age, sex, religion and their interview performance is accepted.

Table 3. Correlation between Students' Profile and Interview Performance of the Respondents

Students' Profile	Interview Performance						Overall
	Analytical Aptitude	Intellectual Aptitude	Communication Skills	Maturity	Interpersonal Skills	Personal Attributes	
Age	-0.257*	-0.448*	-0.026	-0.139	-0.008	0.034	-0.151
Sex	-0.249*	-0.515*	0.238*	-0.484*	0.3588	0.466*	-0.126
Religion	-0.319*	-0.497*	-0.101	-0.150	-0.004	0.002	-0.191
Father's Educational Attainment	-0.559*	-0.660*	0.118	-0.372*	0.105	0.431*	-0.253*
Mother's Educational Attainment	-0.540*	-0.726*	0.136	-0.428*	0.145	0.430*	-0.263*
Father's Occupation	-0.536*	-0.642*	-0.712*	-0.317*	-0.001	0.332*	-0.372*
Mother's Occupation	-0.466*	-0.555*	0.047	-0.283*	-0.081	0.188	-0.253*
Number of Children in the Family	-0.529*	-0.686*	-0.076	-0.478*	0.163	0.481*	-0.281*
Ordinal Position	-0.553*	-0.583*	0.215*	-0.246*	-0.069	0.349*	-0.241*
HS Grade	-0.532*	-0.639*	0.048	-0.386*	-0.034	0.3328	-0.275*
UNP CAT	-0.472*	-0.658*	0.011	-0.513*	0.295*	0.583*	-0.239*
Favorite Subject	-0.557*	-0.701*	0.281*	-0.701*	-0.701*	-0.701*	-0.514*
Honors Received	-0.252*	-0.527*	-0.701*	-0.506*	0.327*	0.426*	-0.259*
Overall	-0.448*	-0.603*	-0.040	-0.385*	0.038	0.258*	-0.263*

Legend: * - significant at 0.05 prob level (.195)

This implies that personal factors have influenced their interview performance. It is a great manifestation that based from their extent of preparation, the respondents made them mentally, physically, emotionally ready. Nokbin (1985) investigated the relationship between academic performance and some socio-economic variables. His findings showed that number of family dependents do not influence the academic performance of the pupils. He also find out that parent's educational attainment does not influence the academic performance of the pupils. As to the family size, Hirunsawek (1987) categorized that students who belong to a family with 4 and more number of children are considered belonging to big families, and those with 3 or less belong to small families. He noted that family size is not a significant factor that effects English achievement. Almo (1993) evaluated the relationship of age to the academic achievement test in Pre-calculus subjects of the UNP Engineering freshmen, he found out that there is no significant relationship between the respondents' age and their achievement in College Algebra, Trigonometry and Analytic Geometry.

Summary, findings, Conclusions and Recommendations

This chapter summarizes the findings of the study, the conclusions drawn and the recommendations proposed by the researcher.

Summary

The study aimed to determine the level of preparedness of the BEEd First Year Students' in an interview as one of the requirements to be accepted as freshmen. The subjects of the study were 211 BEED freshies of the College of Teacher Education during the School Year 2013-2014. The research instrument used was questionnaire validated by experts in determining the level of interview performance of the respondents. The data gathered were analyzed through the use of frequency and percentage. Weighted mean and correlation coefficients were made use in determining the level of preparedness of the BEEd First Year Students' in an interview as one of the requirements to be accepted as freshmen.

Findings

Based on the data gathered, the following findings were accentuated after the data were analyzed and interpreted:

1. **Personal Profile of the Student-Respondents**

   a. **Age:** Majority of the students (194 or 91.94%) belong to the age bracket 15-16.

   b. **Sex:** Mainly of the respondents (186 or 88.15%) are females while 25 are males (11.85%).

   c. **Religion:** Commonly to the respondents belonged to Roman Catholic with 183 or 86.73%. Twenty eight (13.27%) have different Religious Affiliation.

   d. **Father's Educational Attainment**: Respondents' fathers are mostly high school graduate composing 31.75% (67) and 28.91% (61) are Bachelor's Degree holders.

   e. **Mother's Educational Attainment:** Commonly of the respondents' mother (76 or 36.02%) are Bachelor's degree holders.

   f. **Father's Occupation:** Generally, the father's occupation of the respondents is farming (88 or 41.71). Only two (0.95) is a teacher.

   g. **Mother's Occupation**: Most of the respondents' mothers are housekeeper (141 or 66.82) and 27 or 12.80% are teachers.

   h. **Number of Children in the Family:** Majority of the respondents belong to the bracket 3-4 (115 or 54.50) and three (1.42%) are from the bracket of 9-10.

   i. **Ordinal Position:** There are 76 (36.02%) respondents who are the eldest of the family.

   j. **High School Grade:** Most of the respondents (137 or 64.93%) have an average grade of 85-89.

   k. **UNP-CAT:** Majority of the respondents, (110 or 52.13%) had acquired a result of 75-79.

   l. **Favorite Subject:** The data shows that 69 (32.70) of the respondents adore Filipino and 52 (24.64%) for English.

   m. **Honors Received:** A great mass of the respondents (174 or 82.46%) graduated in high school without honors and only 28 or 13.27% graduated with honors.

   n. **Special Skills:** A large amount of the respondents (107 or 44.77%) acquired the skills in singing and only 92 or 39.49% are good in dancing.

   o. **Sports Engagement:** Based on the table, majority of the respondents (109 or 51.422%) stand out in badminton and only 65 or 30.66% are in to volleyball.

2. **Level of performance of the respondents along:**

   a. **Analytical Aptitude.** The respondents got an average of 7.32 and a descriptive rating of "Very Good".

   b. **Intellectual Aptitude.** As presented on the table, an average of 7.32 is garnered by the respondents in the interview with a descriptive rating of "Very Good".

   c. **Communication Aptitude.** Along this criterion, the respondents gained an average rating of 6.18 which is "Very Good".

    d. Maturity. Based on the table, the respondents achieved an average rating of 8.13 with a descriptive rating of "Outstanding".

    e. Interpersonal Skills. The respondents got an average rating of 6.47 with a descriptive rating of "Very Good" along interpersonal skills in the interview.

    f. Personal attributes. The interview performance of the respondents along this criterion is "Very Good" with an average of 6.68.

3. The extent of preparation of the respondents for college life

Most of the respondents reviewed their high school notes and books in preparation of the UNP-CAT; they asked guidance and tips on what to do before, during and after the interview proper from those who are enrolled at the College of Teacher Education with the course Bachelor of Elementary Education and experienced the said endeavor. Other respondents even practice a real scenario of an interview together with their family and friends for them to gain confident; and they viewed college life the hardest compared to elementary and secondary education life. It is choosing what you are to be in the future.

4. There is a significant relationship between the students' profile and their interview performance.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. Most of the respondents are females and within the age bracket of 15-16. Majority of the respondents are Roman Catholic and parents are mostly high school graduates and worked as farmers and housekeepers. Great bulk of the respondents are good in singing and play badminton.
2. The level of performance of the respondents along analytical aptitude, intellectual aptitude, communication skills, maturity, interpersonal skills and personal attribute "Very Good".
3. Most of the respondents reviewed their high school notes and books in preparation of the UNP-CAT; they asked guidance and tips on what to do before, during and after the interview proper from those who are enrolled at the College

of Teacher Education with the course Bachelor of Elementary Education and experienced the said endeavor. Other respondents even practice a real scenario of an interview together with their family and friends for them to gain confident; and they viewed college life the hardest compared to elementary and secondary education life. It is choosing what you are to be in the future.

4. There is a significant relationship between the students' profile and their interview performance.

Recommendations

Relative to the findings and conclusions made in this study, the following recommendations are hereby directed.

1. School administrators must strengthen the use of interview as admission pre-requisite to the course to determine the preparedness of the freshies and to help them decide which course to take.
2. Students should enrich also themselves with knowledge about the college and course they want to take up so that they won't be look like confused when they are interviewed.
3. Students must enhance their answering skills and look calm, cool and confident upon the interview.
4. Further study can be done to discover the level of preparedness of the freshies in entering college.

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