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ASSESSING THE DESIRE OF COLLEGE GRADUATES TO TEACH (Inside-Out View of PNU Part IV)

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BACKGROUND

The Center for Research and Development in Education (CREDE) periodically conducts surveys to provide the academic community with relevant information on the University's student population. Among the several studies completed are the series of assessments, particularly of the college seniors' desire to teach.

When these long-range inquiries were initiated in 2001, findings revealed that only 61% of the college senior respondents would definitely teach after graduation (Mancao, 2001). A follow-up study on the same query in 2004 reported an increase of 69% of college seniors who would teach after graduation (Mancao, 2004). Five years later, the same question was answered in the affirmative by 74% of the graduating class. Seemingly, the tremendous leap was an affirmation of the efforts and hard work of the PNU academic community to realize the mission and vision of the University in producing teachers. PNU stands proud not only because it is the premiere teacher-training institution which produces graduates with education degrees but also because its graduates will teach as trained.

The employment that the college graduates take on does not only determine their quality of life but also affect the nation's industries and economy. Every year, in the higher education institutions (HEIs), thousands graduate in all degree programs. However, it is no secret that there are graduates "whose training and skills are not attuned to the needs of the labor market" (Soriano, 2009 as cited by Milan, 2010). In

the same article, Milan further cited that of the 1,000,000 college graduates annually, only 5-10% are employed in jobs consistent to their course, only 30-40% percent will find any employment and the vast majority of graduates will remain unemployed. Fortunately for PNU, a high 74% of its graduates in 2009 were enthusiastic to teach.

Has this figure improved for the graduating class of 2011? Will PNU graduates heed the new mandate of the University as the National Center of Teacher Education (NCTE) through Republic Act 9647 promulgated in June 2009?

As NCTE, the University is tasked to upgrade its capability in training pre-service and in-service Filipino teachers. Inherent to this task is the formation of pre-service teachers to serve the country. But, will PNU graduates choose to stay or go abroad for better job opportunities?

The Department of Education (DepEd) nationwide is always in need of teachers. Unfortunately, Filipino teachers are lured to work abroad where pay and work circumstances are so much better than what are earned here (Ubalde, 2009).

Jobs are aplenty, locally and abroad, for the Filipino teachers. Several countries prefer to hire Filipino teachers in various subjects: Science, Mathematics, and Special Education. Among Asian teachers, Filipino teachers are the most sought after for their English proficiency. Given these opportunities, what is the propensity of the PNU college graduates to work abroad?

This study is the fourth of the series undertaken to check on the PNU college graduates' teaching plans and predisposition to teach abroad.

METHODOLOGY

There were 1,125 college seniors for Class 2011, the target respondent group for this study. The class, in its freshman year in 2007, had a population of 1,306 (Fetalvero, 2008).

Starting in late January 2011, the researcher administered the survey instrument to 661 (58.76%) graduating students from the four colleges: College of Arts and Social Sciences (CASS), College of Education (CED), College of Languages, Linguistics and Literature (CLLL), and College of Sciences (COS). By this time, these students had already completed their off-campus teaching.

The survey instrument used in the study was the modified version of the ones used in earlier series. The modified form consisted of the following:

1. When you applied for admission in this University in SY 2007-2008, did you really want to become a teacher, i.e. to make teaching your career?
2. Is your present course/majorship what you really wanted for a college degree?
3. Now that you are about to graduate in March 2011, do you really want to become a teacher?
4. What is your priority plan after graduation? (Check what is applicable)
 - a. Apply in any job
 - b. Apply for a teaching job
 - i. Local public school
 - ii. Local private school
 - iii. Abroad
 - iv. Both private and public school
 - c. Start my own business
 - d. Pursue M.A. degree
 - e. Pursue another college degree

-
5. Given the opportunity to work abroad, what is the possibility that you will grab the offer? (Encircle the number that best represents your answer.)

Will not consider it at all 1 ----- 2 ----- 3 ----- 4 Will most likely consider it

The respondents in the study were from 26 of the 27 degree programs offered in the four colleges in the University.

Descriptive statistics were used to analyze the data.

Table 1. Profile of Class 2011 and Survey Respondents

DEGREE/MAJORSHIP	Total Number of Graduates	Total Number of Respondents	%
CASS	189	126	67
BSE History	29	25	86
BSE Music	14	4	29
BSE PE	33	25	76
BSE Social Science	20	15	75
BSE Values Education	16	16	100
BS Psychology - Educ Psych	22	21	95
BS Psychology - Guidance and Counseling	55	20	36
CED	231	131	57
BECED	118	68	58
BEED	113	63	56
CLLL	243	142	58
AB/BSE Literature	51	19	37
BLIS	10	9	90
BSE English	102	68	67
BSE Filipino	50	25	50
BSE STA	30	21	70

Table 1. *Profile of Class 2011 and Survey Respondents (cont'd)*

DEGREE/MAJORSHIP	Total Number of Graduates	Total Number of Respondents	%
COS	462	262	57
BSE Biology	47	35	74
BSE Chemistry	8	8	100
BSE General Science	44	31	70
BSE Home Economics	18	0	0
BSE Mathematics	46	22	48
BSE Physics	33	28	85
BSE Physics and Technology	11	9	82
BS Biology for Teachers	47	37	79
BS Chemistry for Teachers	25	14	56
BS Information Technology Education	34	15	44
BS Math for Teachers	87	30	34
BS Nutrition and Dietetics for Teachers	39	20	51
BS Physics for Teachers	23	13	57
TOTAL	1125	661	58.76

FINDINGS AND DISCUSSION

Question 1: When you applied for admission in this University in SY 2007-2008, did you really want to become a teacher, i.e. to make teaching your career?

Table 2 shows a 1 % increase in the YES votes; from 53% (Mancao, 2009) to 54% in this current study. Respondents from College of Linguistics and Literature registered the highest percentage (66%) of YES votes, followed by College of Education (58%), College of Science (49%), and finally College of Arts and Social Sciences (47%). In 2009, the order of number of respondents who signified intention to teach right

from the start of their studies is as follows: CED (64%), CLLL (55%), CASS (48%) and COS (46%). The data reveals that the students who took majorships in the College of Education and the College of Languages, Linguistics and Literature were the ones who really love teaching even at the start of their stay in the University.

The respondents from CASS ranked highest (39%) among the *undecided* votes. This is a far cry from the 17% *undecided* votes in the 2009 study. The same unfavorable trend is also noted from the CED respondents with 28% *undecided* votes; a far cry from the 15% *undecided* votes in the 2009 study. While the *yes* votes may have slightly increased to 54% in 2011 from 53% in 2009, there is a disturbing rise (from 19% in 2009 to 27% in 2011) among respondents who were uncertain about teaching upon enrollment in the University. The ambiguity of these respondents' intention to teach is a challenge to the academic community to examine University's admission policies and processes in accepting college applicants.

Table 2. Percentage Distribution of Respondents according to Desire to Teach upon Admission in 2007

DEGREE/MAJORHIP	TOTAL Rs	YES	%	NO	%	UNDECIDED	%
CASS	126	59	47	18	14	49	39
BSE History	25	14	56	2	3	9	36
BSE Music	4	3	75	0	0	1	25
BSE PE	25	14	56	1	4	10	40
BSE Social Science	15	5	33	4	27	6	40
BSE Values Education	16	9	56	1	6	6	38
BS Psychology - Educ Psych	21	10	48	3	14	8	38
BS Psychology - Guidance and Counseling	20	4	20	7	35	9	45

Table 2. *Percentage Distribution of Respondents according to Desire to Teach upon Admission in 2007 (cont'd)*

DEGREE/MAJORHIP	TOTAL Rs	YES	%	NO	%	UNDECIDED	%
CED	131	76	58	18	14	37	28
BECED	68	40	59	10	15	18	26
BEED	63	36	57	8	13	19	30
CLLL	142	93	65	24	17	25	18
AB/BSE Literature	19	13	68	2	11	4	21
BLIS	9	8	89	1	11	0	0
BSE English	68	43	63	12	18	13	19
BSE Filipino	25	21	84	1	4	3	12
BSE STA	21	8	38	8	38	5	24
COS	262	129	49	64	24	69	26
BSE Biology	35	20	57	7	20	8	23
BSE Chemistry	8	7	88	1	12	0	0
BSE General Science	31	24	77	2	7	5	16
BSE Home Economics	0						
BSE Mathematics	22	11	50	3	14	8	36
BSE Physics	28	14	50	7	25	7	25
BSE Physics and Technology	9	1	11	6	67	2	22
BS Biology for Teachers	37	21	57	11	30	5	14
BS Chemistry for Teachers	14	5	36	3	21	6	43
BS Information Technology Education	15	1	7	8	53	6	40
BS Math for Teachers	30	13	43	5	17	12	40
BS Nutrition and Dietetics for Teachers	20	4	20	7	35	9	45
BS Physics for Teachers	13	8	62	4	31	1	8
TOTAL	661	357	54	124	19	180	27

Question 2: Is your present course/major what you really wanted for a college degree? If your answer is NO, what course/major would you have wanted?

As shown in Table 10, 7 in 10 respondents were content with their choice of course. The most satisfied with their college degree were respondents from CASS (83%), followed by CLLL (76%), then by CED (69%), and COS (66%). Except the DOST scholars who enrolled in the University with the predetermined courses, freshman students hurdle qualifying examinations in academic departments for the degree they desire. Most students are able to make it to the department of their choice. However, some are shuffled to their second and third course choice due to section quota and/or failure to pass the selection criteria. From the data revealed in Table 3, more than half of the respondents from 24 of the 26 course programs were pleased with their course. The respondents from the remaining two course programs, Bachelor of Secondary Education major in Physics and Technology (BSE PT) and Bachelor of Science Physics for Teachers (BSPT) expressed extreme dissatisfaction.

Table 3. Percentage Distribution of Respondents according to Desired Course for a College Degree

DEGREE/MAJORSHIP	TOTAL Rs	YES	%	NO	%
CASS	126	104	83	22	17
BSE History	25	19	76	6	24
BSE Music	4	4	100	0	0
BSE PE	25	21	84	4	16
BSE Social Science	15	10	67	5	33
BSE Values Education	16	13	81	3	19
BS Psychology - Educ Psych	21	18	86	3	14
BS Psychology - Guidance and Counseling	20	19	95	1	5

Table 3. *Percentage Distribution of Respondents according to Desired Course for a College Degree (cont'd)*

DEGREE/MAJORSHIP	TOTAL Rs	YES	%	NO	%
CED	131	90	69	41	31
BECED	68	51	75	17	25
BEED	63	39	62	24	38
DEGREE/MAJORSHIP	TOTAL Rs	YES	%	NO	%
CLLL	142	108	76	34	24
AB/BSE Literature	19	17	89	2	11
BLIS	9	8	89	1	11
BSE English	68	51	75	17	25
BSE Filipino	25	19	76	6	24
BSE STA	21	13	62	8	38
COS	262	173	66	89	34
BSE Biology	35	26	74	9	26
BSE Chemistry	8	8	100	0	0
BSE General Science	31	16	52	15	48
BSE Home Economics	0				
BSE Mathematics	22	13	59	9	41
BSE Physics	28	19	68	9	32
BSE Physics and Technology	9	1	11	8	89
BS Biology for Teachers	37	32	86	5	14
BS Chemistry for Teachers	14	11	79	3	21
BS Information Technology Education	15	10	67	5	33
BS Math for Teachers	30	20	67	10	33
BS Nutrition and Dietetics for Teachers	20	14	70	6	30
BS Physics for Teachers	13	3	23	10	77
TOTAL	661	475	72	186	28

Of the 661 respondents, 186 (or 28%) will graduate with a college degree not to their liking. Of these 186 respondents, 168 (or 90%) specifically bared their desired courses.

Table 4 displays the top six courses preferred by Class 2011. Interestingly, although there are some slight changes in the order, these six courses were also the top preferred courses of Class 2009 (Mancao, 2009).

Table 4. Top Six Course Preferences of Class 2011

Course	f	%
English	27	16
Psychology	22	13
Mathematics	14	8
Biology	11	7
Mass Communications	8	5
Business Administration	5	3

Table 5. Top Six Course Preferences of Class 2009

Course	f	%
Mathematics	12	10
Mass Communications	11	9
Psychology	9	7
Business Administration	7	6
English	7	6
Biology	6	5

Other courses preferred by Class 2011 included: advertising, early childhood education, elementary education, nutrition and dietetics, chemistry, civil engineering, computer science, criminology, culinary arts, fine arts, history, information technology education, international relations, law, medicine, music, nursing, political science, public administration, social science, theater arts, and tourism.

Just like in 2009 where these courses were likewise listed by the respondents, many of these preferred courses are not related to Education. Nineteen percent (19%) would have wanted to take non-

Education courses. This is higher than the 11% of respondents in the study done in 2009, who were approved for admission into the University but were not keen to take Education. The proliferation of incoming freshman students who are not convinced to be teachers is a concern that must be addressed. Despite the subtest in the PNU admission test on predisposition to teaching which assess a college applicant's suitability to enroll in the University which offers purely Education degrees, students who are unenthusiastic about teaching are still admitted.

Fortunately, of the 28% (186) who are graduating with a degree not to their liking, 69% will teach upon graduation. Sadly, 6% of these 186 respondents are definite in their plan not to teach, while 25% are undecided if they want to teach or not once they have their diploma. One may infer that the inability of the student to pursue the course of their choice has an impact on the University's goal to produce teachers who will actually teach.

Ironically, among the respondents who declared that their present course is what they really wanted (475 out of 661), 2% stated they will not teach after graduation and 14% are undecided about teaching. Despite liking their course, there are 67 respondents (14% of 475) who are still ambivalent about teaching with two months left before graduation. Of these 67 respondents, 32 or 48% come from the College of Sciences, specifically the respondents from the BS Information Technology Education and from the BS Nutrition and Dietetics for Teachers programs.

Question 3: Now that you are about to graduate in March 2011, do you really want to become a teacher?

Over all, 80% of the 661 respondents affirmed that they wanted to become teachers (Table 6). From 74% in 2009, a 6% increase can be

noticed. The increase may suggest that University has succeeded in infusing among its graduates the passion for teaching.

CED had the most number (118) or 90% of students who were certain to teach after graduation. CLLL followed with 117 or 82%, then the CASS with 97 or 77%, and the COS with 197 or 75%.

Seventeen percent (17%) or 113 of the respondents were undecided whether to teach after graduation, while 3% or 19 of them were certain not to become teachers. The 50% of the 113 respondents who were undecided and the 52% of the 19 respondents who were certain not to teach were both from the COS.

Table 6. Percentage Distribution of Respondents according to Plans to Teach after Graduation in March 2011

DEGREE/MAJOR	TOTAL Rs	YES	%	NO	%	UNDECIDED	%
CASS	126	97	77	4	3	25	20
BSE History	25	22	88	1	4	2	8
BSE Music	4	4	100	0	0	0	0
BSE PE	25	20	80	0	0	5	20
BSE Social Science	15	9	60	0	0	6	40
BSE Values Education	16	14	87	0	0	2	13
BS Psychology - Educ Psych	21	17	81	1	5	3	14
BS Psychology - Guidance & Counseling	20	11	55	2	10	7	35
CED	131	118	90	3	2	10	8
BECED	68	63	93	0	0	5	7
BEED	63	55	87	3	5	5	8
CLLL	142	117	82	2	1	23	16
AB/BSE Literature	19	19	100	0	0	0	0
BLIS	9	8	89	0	0	1	11
BSE English	68	47	69	2	3	19	28

Table 6. *Percentage Distribution of Respondents according to Plans to Teach after Graduation in March 2011 (cont'd)*

DEGREE/MAJOR	TOTAL Rs	YES	%	NO	%	UNDECIDED	%
BSE Filipino	25	24	96	0	0	1	4
BSE STA	21	19	90	0	0	2	10
COS	262	197	75	12	5	53	20
BSE Biology	35	26	74	1	3	8	23
BSE Chemistry	8	8	100	0	0	0	0
BSE General Science	31	27	87	1	3	3	10
BSE Home Economics	0						
BSE Mathematics	22	15	68	2	9	5	23
BSE Physics	28	24	86	1	4	3	11
BSE Physics and Technology	9	6	67	0	0	3	33
BS Biology for Teachers	37	26	70	4	11	7	19
BS Chemistry for Teachers	14	12	86	0	0	2	14
BS Information Technology Education	15	7	47	0	0	8	53
BS Math for Teachers	30	24	80	3	10	3	10
BS N and D for Teachers	20	9	45	0	0	11	55
BS Physics for Teachers	13	13	100	0	0	0	0
TOTAL	661	529	80	21	3	111	17

Finishing an education degree does not at all guarantee that one will teach after graduation. One glaring example is the case of respondents from the BS Guidance and Counseling program. Almost all (95%) of the respondents in the program are elated about the degree they will obtain, but only 55% of them are certain to teach after graduation.

Table 7. Degree Programs with High Course Satisfaction but with Low Propensity to Teach

Degree	YES to Course Choice	Will Teach after Graduation
BSE Social Science	67%	60%
BS Psychology – Guidance Counseling	95%	55%
BSE English	75%	69%
BS Biology for Teachers	86%	70%
BS Information Technology Education	67%	47%
BS Nutrition and Dietetics for Teachers	70%	45%

Likewise, disliking one's course is not necessarily alarming that the graduates will subsequently not teach once they graduate. Table 8 enumerates six (6) degree programs in which the respective respondents rated quite low (52% to 76%) their satisfaction with their course. However, the respondents of these degree programs manifested high in their plans to teach. One such tremendous leap are respondents of the BSE Speech & Theatre Arts from whom only 62% said Yes to course choice but from the same group of respondents, 90% have confirmed they will teach.

Table 8. Degree Programs with Low Course Satisfaction but with High Propensity to Teach

Degree	YES to Course Choice	Will Teach after Graduation
BSE History	76%	88%
BECED	75%	93%
BSE Filipino	76%	96%
BSE Speech and Theatre Arts	62%	90%
BSE General Science	52%	87%
BSE Physics	68%	86%

Awareness of the students' extent of course satisfaction and determination to teach can challenge faculty to develop and nurture among teacher education students the passion for teaching until they

graduate. The development and nurturance of love for teaching among students may be started during the admission period. The faculty must strive to diligently safeguard the student's budding passion for teaching during their four-year stint in the University. This is a must particularly in the CASS and COS where 1 in 5 respondents (Table 6) remains undecided even after finishing all academic requirements. These colleges were the same colleges featured in the 2004 and 2009 studies, whose number of students that did not at all intend to teach was disquieting.

Question 4: What is your priority plan after graduation? (Check what is applicable)

The respondents were asked to identify their plans after graduation by checking any of the choices below:

- a. Apply for any job
- b. Apply for a teaching job
 - i. Local public school
 - ii. Local private school
 - iii. Abroad
 - iv. Both private and public school
- c. Start a business
- d. Pursue M.A. degree
- e. Pursue another college degree

Table 9 shows that 3 in 4 respondents planned to apply for a teaching job. A third of the respondents saw the necessity of pursuing master's degree while working. One in five (135 or 20%) indicated "apply for any job". Scrutinizing the data further, 58% or 66 of 113 respondents who were undecided to teach will apply for any job. With this data, it is apparent that those who are undecided to teach will settle for any job.

The college with the highest number of students who were certain to apply for a teaching job was CED with 119 or 91%, followed by the CLLL with 122 or 86%, COS with 202 or 77%, and CASS with 82 or

65%. CASS, however, got quite a high number (51 or 40%) of respondents who indicated to apply for any job, implicit of their half-heartedness in taking up teacher education courses.

Table 9. Percentage Distribution of Responses according to Priority Plans after Graduation

DEGREE/ MAJORSHIP	TOTAL Rs	Apply in any job		Apply for a teaching job		Start my own business		Pursue MA degree		Pursue another college degree	
		f	%	f	%	f	%	f	%	f	%
CASS	126	51	40	82	65	8	6	38	30	10	8
BSE History	25	10	40	18	72	4	16	14	56	5	20
BSE Music	4	0	0	4	100	0	0	2	50	1	25
BSE PE	25	5	20	21	84	1	4	5	20	0	0
BSE Social Science	15	6	40	11	73	1	7	1	7	1	7
BSE Values Education	16	4	25	14	88	1	6	4	25	1	6
BS Psychology - Educational Psychology	21	11	52	11	52	0	0	7	33	1	5
BS Psychology – Guidance and Counseling	20	15	75	3	15	1	5	5	25	1	5
CED	131	15	11	119	91	8	6	50	38	7	5
BECED	68	7	10	63	93	3	4	21	31	5	7
BEED	63	8	13	56	89	5	8	29	46	2	3
CLLL	142	15	11	122	86	6	4	54	38	13	9
AB/BSE Literature	19	0	0	18	95	2	11	10	53	3	16
BLIS	9	0	0	7	78	0	0	9	100	0	0

Table 9. *Percentage Distribution of Responses according to Priority Plans after Graduation (cont'd)*

DEGREE/ MAJORSHIP	TOTAL Rs	Apply in any job		Apply for a teaching job		Start my own business		Pursue MA degree		Pursue another college degree	
BSE English	68	12	18	54	79	2	3	15	22	5	7
BSE Filipino	25	1	4	25	100	2	8	11	44	2	8
BSE STA	21	2	10	18	86	0	0	9	43	3	14
COS	262	54	21	202	77	16	6	90	34	25	10
BSE Biology	35	9	26	24	69	2	6	16	46	5	14
BSE Chemistry	8	0	0	8	100	0	0	1	13	0	0
BSE General Science	31	4	13	26	84	0	0	6	19	1	3
BSE Home Economics	0										
BSE Mathematics	22	3	14	18	82	1	5	9	41	2	9
BSE Physics	28	5	18	26	93	5	18	17	61	7	25
BSE Physics and Technology	9	2	22	7	78	0	0	1	11	0	0
BS Biology for Teachers	37	2	5	31	84	1	3	21	57	3	8
BS Chemistry for Teachers	14	0	0	11	79	0	0	0	0	1	7
BS Information Tech Educ	15	9	60	9	60	4	27	3	20	4	27
BS Math for Teachers	30	6	20	23	77	2	7	8	27	2	7
BS Nutrition and Dietetics for Teachers	20	13	65	7	35	1	5	4	20	0	0
BS Physics for Teachers	13	1	8	12	92	0	0	4	31	0	0
TOTAL	661	135	20	525	79	38	6	232	35	55	8

Dissecting the response to “apply for a teaching job”, Table 10 outlines where the respondents intend to apply. Six (6) out of 10 aspire to teach in a private school compared to 2 out of 10 who are certain to apply in a public school. Favoring the private school can be due to many reasons: facilities, class size, salary, benefits, budget, administrative support, and culture. (<http://privateschool.about.com/cs/employment/a/teachingcond.htm>) Worth mentioning is the fact that two-thirds of the respondents come from public high schools. While it is true that the mandate of the University to provide quality teachers is not solely for the public schools, the academic community can have another look at this data on how the respondents can be persuaded to equally consider employment in the public schools which do have less in terms of facilities, salary, benefits, etc.

Table 10. Percentage Distribution of Respondents according to Intended Place to Teach

DEGREE/MAJORSHIP	TOTAL Rs	Teach in a public school		Teach in a private school		Teach in either public / private		Teach abroad	
		f	%	f	%	f	%	f	%
CASS	82	15	18	40	49	12	15	2	2
BSE History	18	2	11	6	33	3	17	0	0
BSE Music	4	1	25	3	75	0	0	0	0
BSE PE	21	2	10	12	57	4	19	0	0
BSE Social Science	11	3	27	6	55	0	0	1	9
BSE Values Education	14	4	29	10	71	0	0	1	7
BS Psychology - Education Psychology	11	2	18	1	9	5	45	0	0
BS Psychology - Guidance and Counseling	3	1	33	2	67	0	0	0	0
CED	119	30	25	68	57	16	13	0	0
BECED	63	13	21	40	63	7	11	0	0
BEED	56	17	30	28	50	9	16	0	0

Table 10. *Percentage Distribution of Respondents according to Intended Place to Teach*
(cont'd)

DEGREE/MAJORSHIP	TOTAL Rs	Teach in a public school		Teach in a private school		Teach in either public / private		Teach abroad	
		f	%	f	%	f	%	f	%
CLLL	104	20	19	73	70	1	1	4	4
AB/BSE Literature	19	1	5	17	89	0	0	0	0
BLIS	7	1	14	1	14	0	0	1	14
BSE English	54	5	9	44	81	0	0	3	6
BSE Filipino	25	10	40	15	60	0	0	0	0
BSE STA	18	4	22	13	72	1	6	0	0
COS	202	60	30	122	60	8	4	4	2
BSE Biology	24	8	33	14	58	0	0	2	8
BSE Chemistry	8	1	13	6	75	0	0	0	0
BSE General Science	26	2	8	22	85	1	4	0	0
BSE Home Economics	0								
BSE Mathematics	18	4	22	14	78	0	0	0	0
BSE Physics	26	8	31	15	58	1	4	2	8
BSE Physics and Technology	7	2	29	4	57	1	14	0	0
BS Biology for Teachers	31	12	39	13	42	4	13	0	0
BS Chemistry for Teachers	11	4	36	6	55	0	0	0	0
BS Information Tech Educ	9	0	0	6	67	1	11	0	0
BS Math for Teachers	23	13	57	11	48	0	0	0	0
BS Nutrition and Dietetics for Teachers	7	1	14	5	71	0	0	0	0
BS Physics for Teachers	12	5	42	6	50	0	0	0	0
TOTAL	507	125	25	303	60	37	7	10	2

Question 5: Given the opportunity to work abroad, what is the possibility that you will grab the offer? (Encircle the number that best represents your answer.)

Will not consider 1 ----- 2 ----- 3 ----- 4 Will most likely it at all
consider it

In line with the issue on the exodus of Filipino teachers to seek employment abroad, the question was asked to measure the propensity of the respondents to work overseas.

To interpret the weighted mean of the responses, the following scale is used:

1.0 – 1.50	Will not consider at all
1.51 – 2.50	Will not consider
2.51 – 3.50	Will likely consider
3.51 – 4.0	Will most likely consider

From the 26 degree courses involved in this study, respondents from 20 degree courses “will likely consider” working abroad when given an opportunity (Table 11). At least a third of the respondents from CASS and COSS articulated to turn down opportunities to work abroad. The rest will go abroad when the opportunity comes along.

Table 12. Propensity of Respondents to Work Abroad

DEGREE/MAJOR	Weighted Mean	Interpretation
CASS	2.66	Will likely consider
BSE History	2.48	Will not consider
BSE Music	2.75	Will likely consider
BSE PE	2.96	Will likely consider
BSE Social Science	1.93	Will not consider
BSE Values Education	2.88	Will likely consider
BS Psychology - Educ Psych	2.71	Will likely consider
BS Psychology – Guidance and Counseling	2.8	Will likely consider

Table 12. *Propensity of Respondents to Work Abroad (cont'd)*

DEGREE/MAJOR	Weighted Mean	Interpretation
CED	2.86	Will likely consider
BECED	2.91	Will likely consider
BEED	2.81	Will likely consider
CLLL	2.86	Will likely consider
AB/BSE Literature	2.89	Will likely consider
BLIS	3.11	Will likely consider
BSE English	2.91	Will likely consider
BSE Filipino	2.56	Will likely consider
BSE STA	2.9	Will likely consider
COS	2.74	Will likely consider
BSE Biology	3.02	Will likely consider
BSE Chemistry	2.62	Will likely consider
BSE General Science	2.93	Will likely consider
BSE Home Economics	NA	NA
BSE Mathematics	3	Will likely consider
BSE Physics	2.57	Will likely consider
BSE Physics and Technology	2.22	Will not consider
BS Biology for Teachers	2.92	Will likely consider
BS Chemistry for Teachers	2.42	Will not consider
BS Information Tech Educ	2.53	Will likely consider
BS Math for Teachers	2.8	Will likely consider
BS Nutrition and Dietetics for Teachers	2.8	Will likely consider
BS Physics for Teachers	1.77	Will not consider

Apparently, a high majority of the respondents perceived better working conditions and salary in foreign countries. In several internet postings, Filipinos working abroad (or overseas Filipino workers) often work as doctors, physical therapists, nurses, accountants, IT experts, engineers, architects, entertainers, technicians, **teachers**, military servicemen, seafarers, students, caregivers, domestic helpers, and

maids ([http://en.wikipedia.org/wiki/Overseas Filipino](http://en.wikipedia.org/wiki/Overseas_Filipino)). Despite the risk of brain drain, the Philippine government does not discourage migration. Instead, OFWs are hailed as investors who contribute to the economic growth through remittances, buying of properties and creating businesses ([http://en.wikipedia.org/wiki/Overseas Filipino](http://en.wikipedia.org/wiki/Overseas_Filipino)).

In the February 2011 posting on the website of Filipinos overseas, insights into why Filipinos choose to work abroad state:

The wobbly economic and political situation in the Philippines is one of the main reasons why most professionals and highly knowledgeable Filipinos choose to work abroad. They could not see any light from higher authorities to realize success for the country. And for the people they find more meaning giving in their skills in other countries rather than staying in a place where stability is far by reach.

<http://filipinooverseas.org/why-filipinos-choose-to-work-abroad/>

The aforementioned paragraph is evidence that, economically, nothing much has transpired in the Philippines. In 2009, these thoughts were already echoed to another website which addresses Filipino overseas workers. Unstable economic situation, low salary, poor benefits and better comforts abroad, among others, were cited then as reasons why more than a million Filipinos work abroad (<http://www.pinoy-ofw.com/news/355-reasons-why-many-filipinos-like-to-work-abroad.html>). For the candidates for graduation who will soon join the country's workforce, slow economic progress and minimal employment enhancement constantly lure them to aspire for jobs abroad.

Although the survey question poses wishful thinking for the respondents, the data reveals their mind set. That a great majority of the PNU graduates would opt to work abroad, should an opportunity

arise, appears to run counter to the University's designation as National Center for Teacher Education. The enacted law adheres to *"the policy of the country is to give priority to the continuing professional training and development of all Filipino teachers and optimize the potentials of the country's teaching force to increase access to, promote equity in, and improve the quality of basic and higher education"* (Republic Act 9647, June 2009). The main concern of the University is logically the teaching force which is purposefully developed to address the education needs of the country. For its graduates to contemplate foreign teaching employment is to deprive the Philippine Department of Education of crucial support in its Education For All (EFA) program. (<http://www.gov.ph/2011/01/13/deped-continues-to-invest-in-the-war-against-illiteracy/>). Specifically, the DepEd strives for all Filipino school children to be functionally literate and imbued with life skills. Taking into account the propensity of PNU graduates to work abroad, the academic community should address this latent danger, chiefly in the role of the University as National Center for Teacher Education and its affiliation with partner agencies such as the Department of Education. Encouraging students who are soon-to-be teachers to exercise greater and deeper love and service for country through local employment in spite seemingly distressing conditions is essential amidst rising tempting offers to work abroad.

CONCLUSION

The notable increase, from 74% to 80%, in the number of PNU graduates who confirm plans to teach after graduation is a remarkable feat of the University. Designated as the country's National Center for Teacher Education (R.A. No. 96471), the University can stand tall that as a teacher-training institution who turns out an average of 1,000 teachers annually, its graduates do teach as so mandated and envisioned. Faced with 21st-century radical political and economic revolutions all over the world, the academic community is challenged on how to stay focused in responding to the rallying call "to provide

teachers for a better world". Within the control of management, the faculty and supporting staff are decisions and staunch commitment to guarantee excellent University services, exceptional academic scholarship, and the diligence to review institutional policies in order to ensure that the formation of its students is according to the epitome of a PNU graduate.

RECOMMENDATIONS

Data from this study prompted the following recommendations:

1. That as early as the sophomore year of students, the academic departments are aware of their aspiration, or the lack thereof, to teach in order to make certain that the students will definitely be molded with the passion for teaching;
2. That the recruitment and selection processes of the University be re-examined to address whatever loopholes there may be in admitting applicants who are not predisposed to teaching;
3. That the faculty endeavor to recognize signs of course dissatisfaction among students in order to assist those concerned to appreciate the degree programs they have been placed in;
4. That the academic community assist the students in appreciating the Philippine public school system so that the latter are enjoined to consider employment thereat; and
5. That the academic community address the seemingly high propensity of the respondents to work abroad vis-à-vis the mandate of the University as National Center for Teacher Education.

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