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**PERSONAL, EDUCATIONAL AND OCCUPATIONAL
PROFILE AND TEACHING APTITUDE OF PHILIPPINE
NORMAL UNIVERSITY CERTIFICATE IN
TEACHING PROGRAM STUDENTS**

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Personal, Educational and Occupational Profile and Teaching Aptitude of Philippine Normal University Certificate in Teaching Program Students

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BACKGROUND

Since 1985, the Certificate in Teaching Program (CTP) has been one of the curricular offerings of the Philippine Normal University (PNU). The program provides non-Education graduates who wish to enter the teaching profession, with necessary professional training.

Universities/Colleges abroad also offer Teaching Certificate Program/Accelerated Certification for Teaching to graduates or professionals who did not take up Teacher Education course in college but wanted to become certified teachers. Course participants include recent college graduates, career changers and retirees seeking a second career. The program of study usually requires 21 credits for secondary, including nine credits in the core program and 24 credits for elementary, including nine credits in the core program. Additional credits are required for dual certifications in early childhood or special education. With special permission, a candidate may use teaching experience instead of a semester of internship.

In the Philippines, on the other hand, Republic Act 7836 (The Licensure Examination for Teachers Law) and Article II of CMO, Series of 2004, require graduates of non-education degrees to take 18 units of professional education courses, and 12 units of experiential learning courses (Field Study and Practice Teaching) to qualify for the LET.

In PNU, the CTP, through the Department of Advance Professional Development, offers a set of courses equivalent to those offered to the undergraduate education students. These courses include: Foundations of Education, Child and Adolescent Development, Theories of Learning and Guidance, Curriculum Development, Principles and Strategies of Teaching, Assessment of Learning and Developmental Reading. In addition, Field Study 1-6 and Practicum A and B are also offered.

The abovementioned courses provide the students with the basic knowledge, theories, principles, skills, values and training needed in the teaching profession. Specifically, the courses help them develop their understanding of the intricacies of the teaching-learning processes, facilitate their acquisition of basic teaching competencies, and instill in them positive attitude and values of nationalistic, morally upright and dedicated teachers.

In the past four years, PNU had a total of 291 CTP graduates. This figure indicates a relatively large number of non-education graduates from other universities and colleges, who wanted to pursue a career in teaching and who opted to get their teacher training at PNU.

Since then, there was no attempt to study the profile of these students. It was in this premise that the Center for Research and Development in Education (CREDE) in coordination with the Department of Advance Professional Development (DAPD) and the Office of Admissions conducted this study to create a database of CTP students to help policy-making bodies set

policies and guidelines (in curriculum and instruction, admission, retention, etc.) and conduct researches that would support the decisions made.

STATEMENT OF THE PROBLEM

This study sought to answer the following questions:

1. What is the profile of CTP students of Philippine Normal University in SY 2009-2010 according to the following variables:
 - A. Personal
 1. Gender
 2. Age
 3. Provincial and City Address
 4. Civil Status
 5. Number of Children (for married students)
 - B. Educational
 1. Type of School (Elementary, Secondary, Tertiary)
 2. Universities/Colleges Graduated From
 3. Degrees Earned in College
 - C. Occupational
 1. Current Job
 2. Immediate Past Job
 3. Number of Years (Current and Immediate Past Job)
 4. Monthly Income
2. What are their reasons for enrolling in the Certificate in Teaching Program?
3. Who is/are the person/s that influenced them to take CTP?

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4. What are their desired qualities/characteristics of an effective teacher?
 5. What are the qualities/characteristics of an effective teacher that they already possessed?
 6. What are the qualities/characteristics of an effective teacher that they still need to develop?
 7. What is the level of teaching aptitude of PNU-CTP students?

METHODOLOGY

This study used the descriptive-survey method. A questionnaire prepared by the researchers, which was validated by the CREDE and the Department of Advance Professional Development, was distributed to four hundred nineteen (419) CTP students in the first semester of SY 2009-2010. Two hundred thirty seven (237) questionnaires were retrieved. Data were processed using frequencies and percentages.

To determine the level of teaching aptitude, the researcher utilized the results of the Teaching Situations Inventory, the third part of the PNU Admissions Test (PNUAT). The scale below was followed:

21-25	Very High
16-20	High
11-15	Average
6-10	Low
1-5	Very Low

FINDINGS

A. Personal

Gender

From the total number of respondents, 184 or 77.64% were female, while 48 or 20.25% were male. This indicates that significantly, more women enter into the teaching profession. This result is supported by the findings of Mancao (2008) in her study on the profile of PNU freshmen. Indeed, the teaching profession continues to attract more female than male applicants. The case is also true in the United States. According to statistics released recently by the National Education Association, male teachers were accounted less than one-fourth of all teachers in 2006. While Kansas and Oregon boast the largest percentages of male teachers at 33% and 31%, respectively, Mississippi and Arkansas have the lowest, with males making up just fewer than 18% of the teachers in those states.

In a local study, Sencio (in Rosas, 1999) revealed the major factors which contributed to the shortage of male teachers in the public schools: teachers' salaries were inadequate for male teachers especially if they had families; economic advancement opportunities were slow; and with apparent female-orientation of teachers nowadays, men could better be in other professions which generate higher income. Hence, economic, psychological and socio-cultural factors contribute to the shortage of male teachers.

Table 1. Frequency and Percentage Distribution of PNU CTP Students according to Gender

Gender	f	%
Female	184	77.64
Male	48	20.25
No Answer	5	2.11
Total	237	100.00

Age

In terms of age, many of the respondents belonged to 26-30 age range (77 or 32.49%) and 21-25 age range (64 or 27%). Only very few belonged to 46-50 age range (9 or 3.80%) and 51-55 (1 or .42%).

It is presumed that it took them 5 to 10 years after finishing their bachelor's degree before they realized to shift to the teaching career by starting to comply with the basic requirement of a teaching certificate and subsequently take the LET.

Table 2. Frequency and Percentage Distribution of PNU CTP Students according to Age

Age bracket	f	%
21-25	64	27.00
26-30	77	32.49
31-35	39	16.46
36-40	26	10.97
41-45	8	3.37
46-50	9	3.80
51-55	1	0.42
No Answer	13	5.49
Total	237	100.00

Civil Status

Majority of the CTP students were single, 148 or 62.44%, while 70 or 29.54% were married. The significantly high number of single students in this program shows that these students were in the stage of establishing their career. Hence, building their own family was not yet a priority.

Table 3. Frequency and Percentage Distribution of PNU CTP Students according to Civil Status

Civil Status	f	%
Single	148	62.45
Married	70	29.54
No Answer	17	7.17
Annulled	1	0.42
Separated	1	0.42
Total	237	100.00

Provincial Address

In terms of provincial address, majority of the CTP students were from provinces near the National Capital Region (NCR) like Cavite (12.66%), Laguna (5.91%), Bulacan (5.06%) and Batangas (4.21%).

It is also revealed in Table 3 that the program had reached students from provinces in Northern Luzon, Visayas and Mindanao like Cagayan de Oro (3.80%), Iloilo (2.53%), Leyte (2.53%), Nueva Ecija (2.53%) and Pangasinan (2.11%).

Table 4. Frequency and Percentage Distribution of PNU CTP Students according to Provincial Address

Provincial Address	f	%
Cavite	30	12.66
Laguna	14	5.91
Bulacan	12	5.06
Batangas	10	4.22
Cagayan de Oro	9	3.80
Iloilo	6	2.53
Leyte	6	2.53
Nueva Ecija	6	2.53
Pangasinan	5	2.11
Rizal	5	2.11
Bicol	4	1.69
Camarines Sur	4	1.69
Davao	4	1.69
Samar	4	1.69
Camarines Norte	3	1.27
Ilocos	3	1.27
Pampanga	3	1.27
Zambales	3	1.27
Agusan del Sur	2	0.84
Catanduanes	2	0.84
South Cotabato	2	0.84
Isabela	2	0.84
Mindoro Occidental	2	0.84
Aklan	1	0.42
Antique	1	0.42

Provincial Address	f	%
Aurora	1	0.42
Bohol	1	0.42
Bukidnon	1	0.42
Guimaras	1	0.42
Masbate	1	0.42
Negros Occidental	1	0.42
Nueva Vizcaya	1	0.42
Oriental Mindoro	1	0.42
Romblon	1	0.42
Roxas	1	0.42
Sorsogon	1	0.42
No Province/No Answer	84	35.44
Total	237	100.00

City Address

Most of the PNU CTP students resided in the City of Manila (19.83%) followed by Quezon City (12.66%), Caloocan City (7.17%), Paranaque City (6.75%) and Makati City (5.90%). Geographically, PNU is located at the heart of Manila. This could be one of the reasons why majority of PNU CTP students came from the same and neighboring cities. It is also noted that 24.89% indicated “no city address in NCR” or “no answer.” This is because many of them resided in the neighboring provinces of NCR like Cavite, Laguna, Batangas and Bulacan (see Table 4).

Table 5. Frequency and Percentage Distribution of PNU CTP Students according to City Address

City Address	f	%
Manila	47	19.83
Quezon City	30	12.66
Caloocan	17	7.17
Parañaque	16	6.75
Makati City	14	5.91
Las Piñas	10	4.22
Pasay	9	3.80
Pasig	8	3.38
Valenzuela	7	2.95
Mandaluyong	5	2.11
Muntinlupa	4	1.69
Taguig	4	1.69
Cavite	3	1.27
Antipolo	3	1.27
Malabon City	1	0.42
Marikina	2	0.84
No City Address/No Answer	59	24.99
Total	237	100.00

Number of Children

Most of the married/separated students had only one (1) child (20 or 27.78%). This was followed by respondents with two (2) children (19 or 26.39%) and three (3) children (13 or 18.06%). The aforementioned could be attributed to factors like age of the

married respondents, number of years married and family socio-economic condition.

Table 6. Frequency and Percentage Distribution of PNU CTP Students according to Number of Children

No. of Children	f	%
1	20	27.78
2	19	26.39
3	13	18.06
4	8	11.11
0	4	5.56
5	3	4.17
6	1	1.39
No Answer	4	5.56
Total	72	100.00

B. Educational

Type of School

It can be gleaned from Table 7 that majority of the respondents finished their elementary education in public schools, 169 or 71.31%, while only 68 or 28.69% in private schools. On the contrary, majority of the respondents completed their secondary education in private schools, 137 or 57.81%, while 98 or 41.35% in public schools. For tertiary education, most of the respondents earned their college degree from private universities/colleges, 141 or 59.49%, while 94 or 39.66% from state-owned institutions.

Table 7. Frequency and Percentage Distribution of the Respondents according to Type of School Attended in Elementary, High School and College

Type of School	f	%
Elementary		
Public	169	71.30
Private	68	28.70
Total	237	100.00
Secondary		
Public	98	41.35
Private	137	57.81
No Answer	2	0.84
Total	237	100.00
Tertiary		
Public	94	39.66
Private	141	59.50
No Answer	2	0.84
Total	237	100.00

Universities/Colleges Where the Respondents Earned Their Bachelor's Degree

Top on the list of universities/colleges where CTP students earned their bachelor's degree were the following: Polytechnic University of the Philippines (PUP), 20 or 8.44%; University of the Philippines (UP), 18 or 7.59%; Far Eastern University (FEU), 12 or 5.06%; Pamantasan ng Lungsod ng Maynila (PLM), 12 or 5.06%; University of Sto. Tomas (UST), 11 or 4.64%; Adamson University (AdU), 7 or 2.95%; Centro Escolar University (CEU), 7 or 2.95%;

University of the East (UE), 7 or 2.95%; and Technological University of the Philippines (TUP), 6 or 2.53%.

It is good to note that some of the non-education graduates of the abovementioned prestigious universities/colleges chose to have their teacher preparation at PNU. These findings show that PNU, as the National Center for Teacher Education (NCTE), continues to enjoy and maintain a good reputation in teacher education.

Table 8. Universities/Colleges Where CTP Students Earned Their Bachelor's Degree

Tertiary School	f	%
Polytechnic University of the Philippines	20	8.44
University of the Philippines	18	7.59
Far Eastern University	12	5.06
Pamantasan ng Lungsod ng Maynila	12	5.06
University of Sto. Tomas	11	4.64
Adamson University	7	2.95
Centro Escolar University	7	2.95
University of the East	7	2.95
Technological University of the Philippines	6	2.53
Eulogio "Amang" Rodriguez Institute of S&T	5	2.11
Mapua Institute of Technology	5	2.11
St. Paul College	5	2.11
University of Perpetual Help System	5	2.11
De La Salle University	4	1.69
Lyceum of the Philippines	4	1.69
Manila Doctors College	4	1.69
Technological Institute of the Philippines	4	1.69

Tertiary School	f	%
Cagayan State University	3	1.27
Central Colleges of the Philippines	3	1.27
Emilio Aguinaldo College	3	1.27
Philippine Christian University	3	1.27
San Beda College	3	1.27
St. Paul University	3	1.27
St. Scholastica's College	3	1.27
Arellano University	2	0.84
Bicol University	2	0.84
Catanduanes State Colleges	2	0.84
City College of Manila	2	0.84
Colegio de San Juan de Letran	2	0.84
Laguna College	2	0.84
Don Mariano Marcos Memorial State University	2	0.84
National College of Business and Arts	2	0.84
New Era University	2	0.84
Pasig Catholic College	2	0.84
Philippine Women University	2	0.84
St. Joseph Academy	2	0.84
St. Louis University	2	0.84
System Technology Institute	2	0.84
AMA University	1	0.42
Asian College of Science and Technology	1	0.42
Asian Institute of Maritime Studies	1	0.42
Ateneo de Cagayan	1	0.42
Ateneo de Naga	1	0.42
Batangas State University	1	0.42

Tertiary School	f	%
Cagayan Colleges Tuguegarao	1	0.42
California State University	1	0.42
Cavite State University	1	0.42
Central Luzon State University	1	0.42
Central Philippine University	1	0.42
Chiang Kai Shek College	1	0.42
College of Holy Spirit, Manila	1	0.42
Colegio San Agustin	1	0.42
DLSU-College of St. Benilde	1	0.42
Eastern Visayas State University	1	0.42
Foursquare Bible College	1	0.42
Jesus is Lord Colleges Inc.	1	0.42
La Consolacion College	1	0.42
Manila Central University	1	0.42
Miriam College	1	0.42
Mindanao State University	1	0.42
Northern Christian College	1	0.42
National University	1	0.42
Osmeña Colleges	1	0.42
Our Lady of Fatima Univ.	1	0.42
Philippine Marine Institute	1	0.42
Philippine School of Business Administration	1	0.42
Samar State University	1	0.42
Somaskan Fathers Seminary	1	0.42
Southern Leyte State University	1	0.42
St. Camillus College Seminary	1	0.42
St. Columbian College	1	0.42

Tertiary School	f	%
St. Dominic College	1	0.42
St. Francis College	1	0.42
Tiburcio Tancinco Memorial Institute of Science and Technology	1	0.42
University of Immaculate Concepcion-Davao	1	0.42
University Eastern Philippines-Samar	1	0.42
University of Makati	1	0.42
University of Rizal System	1	0.42
University of Southern Mindanao	1	0.42
West Visayas State University	1	0.42
No Answer	10	4.22
Total	237	100.00

Degrees Earned in College

In terms of the degrees earned in college, many of the respondents finished BS Business Administration (37 or 15.61%). Following in the list were: BS Psychology (16 or 6.75%), AB Mass Communication (14 or 5.91%), BS Nursing (9 or 3.80%), AB Computer Science (6 or 2.53%), BS Commerce (6 or 2.53%) and BS Food Technology (6 or 2.53%).

Table 9. Frequency and Percentage Distribution of PNU CTP Students according to Degrees Earned in College

Degrees earned	f	%
BS Business Administration	37	15.61
BS Psychology	16	6.75
BS Nursing	9	3.80
AB Mass Communication	7	2.95

Degrees earned	f	%
Bachelor in Journalism	7	2.95
AB Computer Science	6	2.53
BS Commerce Major in Entrepreneurship	6	2.53
BS Food Technology	6	2.53
AB Communication Arts	5	2.11
BA in Philosophy	5	2.11
BS Chemistry	5	2.11
BS Computer Science	5	2.11
BS Hotel and Restaurant Management	4	1.69
BS Mathematics	4	1.69
AB Political Science	3	1.27
Bachelor in Banking Finance	3	1.27
BS Biology	3	1.27
BS Engineering	3	1.27
BS Information Technology	3	1.27
AB Behavioral Science	2	0.84
AB English	2	0.84
BS Chemical Engineering	2	0.84
BS Civil Engineering	2	0.84
BS Electronics Communication Engineering	2	0.84
BS Electrical Engineering	2	0.84
BS in Computing/Information System	2	0.84
BS Computer Management	2	0.84
Bachelor of Dentistry	2	0.84
AB Anthropology	1	0.42
AB International Studies	1	0.42
AB Psychology	1	0.42

Degrees earned	f	%
AB Social Sciences	1	0.42
BA English Major in Language	1	0.42
Bachelor in Cooperative	1	0.42
Bachelor of Laws	1	0.42
BS Accountancy	1	0.42
BS Commerce Accounting	1	0.42
BS Community Development	1	0.42
BS Community Nutrition	1	0.42
BS Computer Engineering	1	0.42
BS Customs Administration	1	0.42
BS Development Communication	1	0.42
BS Fisheries	1	0.42
BS History	1	0.42
BS Information Management	1	0.42
BS Int'l Business & Entre. Management	1	0.42
BS Interior Design	1	0.42
BS Medical Technology	1	0.42
BS Nutrition and Dietetics	1	0.42
BS Physical Therapy	1	0.42
BS Physics	1	0.42
BS Public Administration	1	0.42
BS Public Health	1	0.42
BS Statistics	1	0.42
BS Tourism	1	0.42
AB Liberal Arts	1	0.42
No Answer	65	27.43
Total	237	100.00

C. Occupation

First/Current Job

Table 10 below shows that 54 or 22.78% of the respondents had teaching as their first job after graduation. Others indicated they worked as office employee, 15 or 6.33%; manager, 9 or 3.79%; clerk, 8 or 3.38%; administrative assistant, 7 or 2.95%; administrative officer, 5 or 2.11%; cashier, 5 or 2.11%; data analyst, 5 or 2.11%; engineer, 5 or 2.11%; and sales representative, 5 or 2.11%.

Table 10. Frequency and Percentage Distribution of PNU CTP Students according to First/Current Job

First/Current Job	f	%
Teacher	38	16.03
Faculty/Instructor/Professor	16	6.75
Office Employee	15	1.69
Manager	9	3.38
Clerk	8	3.38
Administrative Assistant	7	2.95
Administrative Officer	5	2.11
Auditor	5	2.11
Cashier	5	2.11
Data Analyst	5	2.11
Engineer	5	2.11
Sales Representative	5	2.11
Book Keeper	4	1.69
Call Center Agent	4	1.69

First/Current Job	f	%
Customer Service Rep.	4	1.69
OFW	4	1.69
Private Tutor	4	1.69
Researcher	4	1.69
Sales Manager	4	1.69
Human Resource Assistant	3	1.27
Marketing Assistant	3	1.27
Self-Employed	3	1.27
Assistant Manager	2	0.84
Biologist	2	0.84
Campus Minister	2	0.84
Copy Editor	2	0.84
Project Development Associate	2	0.84
IT Specialist	2	0.84
Supervisor	2	0.84
Bank Teller	2	0.84
Accountant	1	0.42
Accounting Officer	1	0.42
Administrative Aide	1	0.42
After Sales Assistant	1	0.42
Business Process Associate	1	0.42
Communication Skills Trainer	1	0.42
Day Care Worker	1	0.42
Dentist	1	0.42
Encoder	1	0.42
Entrepreneur	1	0.42
Executive Assistant	1	0.42
Laboratory Officer	1	0.42

First/Current Job	f	%
Magsaysay Maritime Corp.	1	0.42
Merchandising Artist	1	0.42
Minister of Gospel	1	0.42
Nurse	1	0.42
PAL Loader	1	0.42
Pastor	1	0.42
Project Comm. Assistant	1	0.42
Purchasing Assistant	1	0.42
Quality Assurance Head	1	0.42
Quality Assurance Rep.	1	0.42
Quality Control Inspector	1	0.42
Real Estate Agent	1	0.42
Sales Coordinator	1	0.42
Secretary	1	0.42
Security Guard	1	0.42
Senior Customer	1	0.42
No Answer	33	13.92
Total	237	100.00

Teaching after graduation can be taken as one of the reasons that influenced the respondents to enroll in the certificate in teaching program.

Type of Institution/Company (First/Current Job)

Majority of the respondents were employed in private institutions/companies (202 or 85.23%), while only very few worked in public institutions/companies (18 or 7.59%).

Table 11. Frequency and Percentage Distribution of PNU CTP Students according to Type of Institution (First/Current Job)

Type of Institution/Company (Current Job)	f	%
Private	202	85.23
Public	18	7.60
No Answer	17	7.17
Total	237	100.00

Number of Years (Current Job)

It can be observed from Table 12 that 53 or 22.36% of the respondents had been in their first/current job for one (1) year. Next to the aforementioned data are as follows: two (2) years, 38 or 16.03%; less than one (1) year, 35 or 14.76%; three (3) years, 27 or 11.39%; and four (4) years, 16 or 6.75%.

Table 12. Frequency and Percentage Distribution of PNU CTP Students according to Number of Years in Their Current Job

No. of Years (Current Job)	f	%
1	53	22.36
2	38	16.03
less than 1 year	35	14.80
3	27	11.40
4	16	6.75
5	9	3.80
10	6	2.53
6	3	1.27
9	3	1.27

No. of Years (Current Job)	f	%
20	2	0.84
21	2	0.84
15	2	0.84
22	1	0.42
18	1	0.42
7	1	0.42
8	1	0.42
25	1	0.42
16	1	0.42
13	1	0.42
11	1	0.42
No Answer	22	9.28
Total	237	100.00

Immediate Past Job

Table 13 shows that 22 or 9.28% of the respondents had teaching as their past immediate job before their present occupation. Others worked as office employee, 17 or 7.17%; customer care agent, 6 or 2.53%; secretary, 5 or 2.11%; and supervisor, 5 or 2.11%.

Table 13. Frequency and Percentage Distribution of PNU CTP Students according to Immediate Past Job

Immediate Past Job	f	%
Teacher	22	9.28
Office Employee	11	4.64
Customer Care Agent	6	2.53
Faculty/Instructor/Professor	6	2.53

Immediate Past Job	f	%
Secretary	5	2.11
Supervisor	5	2.11
Book Keeper	4	1.69
Manager	4	1.27
OFW	4	1.27
Accounting Clerk	3	1.27
Auditor	3	1.27
Call Center Agent	3	1.27
Sales Representative	3	1.27
Research Assistant	3	1.27
IT Specialist	3	1.27
Administrative Officer	2	0.84
Cashier	2	0.84
Encoder	2	0.84
Executive Assistant/ Secretary	2	0.84
Marketing Officer	2	0.42
Office Assistant	2	0.42
Quality Control Analyst	2	0.84
Sales Manager	2	0.84
Writer	2	0.84
Accountant	1	0.42
Accounting Assistant	1	0.42
Administrative Assistant	1	0.42
Systems Analyst	1	0.42
Business Dev't Manager	1	0.42
Stocks Checker	1	0.42
COMELEC Employee	1	0.42

Immediate Past Job	f	%
Conference Assistant	1	0.42
Curriculum Developer	1	0.42
Customer Service	1	0.42
Dentist	1	0.42
Editor	1	0.42
Engineering Assistant	1	0.42
Food Attendant	1	0.42
Guidance Counselor	1	0.42
HR Assistant	1	0.42
Information Specialist	1	0.42
IT Helpdesk Analyst	1	0.42
Nurse	1	0.42
Operation Manager	1	0.42
Pharmacist	1	0.42
Project Coordinator	1	0.42
Recruitment Staff	1	0.42
Sales Associate	1	0.42
Sales Officer	1	0.42
Security Officer	1	0.42
Self Employed	1	0.42
Service Crew	1	0.42
Telemarketer	1	0.42
Test Administrator	1	0.42
Therapist	1	0.42
Tutor	1	0.42
No Answer/No Job	95	40.08
Total	237	100.00

Type of Institution/Company (Immediate Past Job)

Of the respondents who had jobs before their present occupation, 128 or 90.14% were employed in private institutions/companies, while 14 or 9.86% were employed in public institutions/companies.

Table 14. Frequency and Percentage Distribution of PNU CTP Student according to Type of Institution/Company (Immediate Past Job)

Type of Company/Institution (Immediate Past Job)	f	%
Private	128	90.14
Public	14	9.86
Total	142	100.00

Number Years of Service (Immediate Past Job)

It can be gleaned from Table 15 that 34 or 23.94% of the respondents had stayed in their previous job for one (1) year. Following the top spot were the following: less than one (1) year, 30 or 21.13%; two (2) years, 29 or 20.42%; three (3) years, 16 or 11.27%; and four (4) years, 11 or 7.75%.

Table 15. Frequency and Percentage Distribution of PNU CTP Students according to Number of Years of Service (Immediate Past Job)

Number of Years (Immediate Past Job)	f	%
1	34	23.94
less than 1 year	30	21.13
2	29	20.42

Number of Years (Immediate Past Job)	f	%
3	16	11.27
4	11	7.75
6	6	4.23
8	5	3.52
12	3	2.11
7	2	1.41
10	2	1.41
14	2	1.41
16	1	0.70
5	1	0.70
Total	142	100.00

Monthly Income

Sixty-seven (67) or 28.27% of the respondents had a monthly income ranging from Php10,000 to Php15,000 while 50 or 21.10% had an income between Php15,001 and Php20,000 and 43 or 18.14% between Php5001 to Php10,000. Others earned above Php25,000 (26 or 10.97%) and between Php20,000 to Php25,000 (14 or 5.91%). Only a very few earned below Php5,000 (5 or 2.11%).

Table 16. Frequency and Percentage Distribution of PNU CTP Students according to Monthly Income

Monthly Income	f	%
10,001-15,000	67	28.27
15001-20000	50	21.10
5001-10000	43	18.14
25001-above	26	10.97
20001-25000	14	5.91
Below 5000	5	2.11
No Answer	32	13.50
Total	237	100.00

Reasons for Enrolling in Certificate in Teaching Program

Majority of the respondents specifically identified “earning education units and to take the LET” as the top reason why they enrolled in the program. Beyond earning units, they also perceived the program as an opportunity to acquire basic knowledge and develop skills needed in teaching and to develop desirable values that teachers should possess. Indeed, the program served its purpose.

These reasons were supported by Harris and Rutledge (in Nava, 2009) in their review of teacher effectiveness. He revealed four prevailing models of teachers’ work and teacher effectiveness: teaching as labor, teaching as craft, teaching as profession and teaching as art.

In regarding teaching as a profession, teachers’ work is understood to include a technical knowledge as well as an exercise of judgment on how to apply this knowledge with students. Teachers draw on their formal knowledge base as well

as on their knowledge of learners. Teachers' knowledge base is gained through education, experience, and meaningful professional development.

Table 17. Frequency and Percentage Distribution Students according to Reasons for Enrolling in the Certificate in Teaching Program

Reasons	f	%
To earn education units & take the LET	158	67.23
To have additional knowledge in teaching	21	8.94
To prepare for an alternative teaching job	9	3.83
To teach abroad	8	3.40
For professional development	6	2.55
To enhance teaching Skills	6	2.55
To satisfy DepEd requirements	5	2.13
To have a permanent job	5	2.13
To establish own school	4	1.70
To teach own child	4	1.70
To inspire learners	3	1.28
To learn the correct proper way of teaching	2	0.85
To manage and implement effective school policies	1	0.43
To have a day shift job	1	0.43
To make my weekdays worthwhile	1	0.43
Total	235	100.00

Note: Multiple responses. Percentages are based on the total sample (n=235)

Persons Who Influenced Students to Take CTP

When asked about the person/s who influenced them to take CTP, 93 or 40.09% of the respondents revealed that it was “self-will” to enroll in the program. However, only 75 or 32.33% mentioned that their family members (parents, siblings) influenced their decision. Further, 28 or 12.07% and 13 or 5.49% said that they were influenced by their friends and former teachers.

It is important to note that self-developed interest in teaching suggests positive attitude toward the profession. This finding is supported by Frey (2002) in his study about essential characteristics of teachers that can contribute in improving student achievement. These characteristics include trust, respect, humility and attitude.

In another study, Yero (in Nava, 2009) proposed that teacher effectiveness lies in the mindset of the teacher, in the largely unconscious thought processes that motivate and support the teacher's external behaviors. These cover the beliefs, values, assumptions and other thinking processes of a teacher.

Table 18. Persons Who Influenced CTP Students to Take CTP

Persons who influenced	f	%
Self Will	93	40.09
Family	75	32.33
Friend	28	12.07
Co-teachers	11	4.74
Educators	9	3.88
Employer	7	3.02
Officemates	7	3.02
Manager	1	0.43
Total	232	100.00

Note: Multiple responses. Percentages are based on the total sample (n=232)

Respondents' Desired Qualities of an Effective Teacher

Top on the list of desired qualities of an effective teacher was being "patient and caring" (76 or 20.27%). This was followed by being "knowledgeable" (58 or 15.47%), "teaches with love and passion" (52 or 13.87%), "effective motivator" (24 or 6.4%) and "good speaker" (18 or 4.8%).

Patience and care were significant factors in teacher effectiveness. In the study of Nava (1990), the teachers' being "caring" emerged as one factor which includes sense of understanding, approachability, sense of humor, fairness, perseverance, etc. associated with teacher effectiveness.

The National Education Association revealed that showing students you care about them helps create a positive, supportive relationship and helps build an environment where learning can flourish. Nodding (2002) also affirmed that a caring teacher can regularly establish relations of care in a wide variety of situations. Similarly, Thompson, Greer and Greer (2005) listed 12 themes that revolve around the broad theme of caring. These were fairness, positive attitude, preparedness, personal touch, sense of humor, creativity, willingness to admit mistakes, forgiving, respect, high expectation, compassion and sense of belonging.

Being knowledgeable suggests mastery of the subject matter or the "what-to-teach." Santrock (2002) revealed two major characteristics of effective teachers: pedagogical content knowledge and expert knowledge.

Education Week Magazine (in Nava, 2009) defined effective teachers as those that inspire greater learning on their students, possessing deep content-area knowledge; their courses focused on how best to teach a particular subject and proficiency in subject matter by having majored the subject in college.

Table 19. CTP Students' Desired Qualities of an Effective Teacher

Qualities/Characteristics	f	%
Patient	76	20.27
Knowledgeable	58	15.47
Teach with love and Passion	52	13.87
Effective Motivator	24	6.40
Good Speaker	18	4.80
Creative	15	4.00
Understanding	15	4.00
Responsible	12	3.20
Approachable	10	2.67
Flexible	10	2.67
Good Listener/Adviser	10	2.67
Open Minded	10	2.67
Competent	6	1.60
Fair	6	1.60
Punctual	6	1.60
Attentive	5	1.33
Confident	5	1.33
Positive thinker	5	1.33
Professional	5	1.33
Respectful	4	1.07
Has a Sense of Humor	4	1.07
Dedicated	3	0.80
Degree Holder	3	0.80
Diligent	3	0.80
Disciplined	3	0.80

Qualities/Characteristics	f	%
Desire to leave a Legacy	2	0.53
Informal	2	0.53
Innovative	2	0.53
Committed	1	0.27
Leader	1	0.27
Liberal	1	0.27
Resourceful	1	0.27
Total	375	100.00

Note: Multiple responses. Percentages are based on the total sample (n=375)

Qualities of an Effective Teacher That the Respondents Already Possessed

It can be examined from Table 20 that “being patient” ranked first in the qualities the respondents already possessed (76 or 27.14%). Following the first spot were: “teaches with love and passion” (60 or 21.42%), “knowledgeable” (24 or 8.57%), “Creative” (13 or 4.64%) and “Good listener” (11 or 3.93%). Surprisingly, many of these qualities were perceived as qualities of an effective teacher.

Table 20. Qualities/Characteristics of an Effective Teacher That the CTP Students Already Possessed

Qualities/Characteristics	f	%
Patient	76	27.14
Teach with Love and Passion	60	21.43
Knowledgeable	24	8.57
Understanding	15	5.36
Creative	13	4.64

Qualities/Characteristics	f	%
Good Listener	11	3.93
Responsible	11	3.93
Approachable	9	3.21
Flexible	8	2.86
Effective Motivator	7	2.50
Good Speaker	6	2.14
Attentive	4	1.43
Competent	4	1.43
Efficient	4	1.43
Professional	4	1.43
Fair	3	1.07
Open Minded	3	1.07
Respectful	3	1.07
Innovative	2	0.71
Open to Challenges/Changes	2	0.71
Positive thinker	2	0.71
Has a Sense of Humor	2	0.71
Confident	1	0.36
Degree Holder	1	0.36
Desire to a Leave a Legacy	1	0.36
Disciplined	1	0.36
Honest	1	0.36
Liberal	1	0.36
Punctual	1	0.36
Total	280	100.00

Note: Multiple responses. Percentages are based on the total sample (n=280)

Qualities of an Effective Teacher that the Respondents Still Need to Develop

Even though “knowledgeable,” “patient,” “good speaker” and “creative” ranked top on the list of perceived qualities of effective teachers and in the qualities they already possessed, the same qualities appeared to be the characteristics they still need to develop. This only assures that these qualities are really imperative in the life of a teacher, as he/she performs his/her roles in the profession.

Table 21. Qualities of an Effective Teacher That CTP Students Still Need to Develop

Qualities/Characteristics	f	%
Knowledgeable	47	20.17
Creative	29	12.45
Patient	29	12.45
Confident	14	6.01
Good Speaker	14	6.01
Effective Motivator	12	5.15
Competent	11	4.72
Desire to Create a Change	11	4.72
Good Listener	11	4.72
Understanding	11	4.72
Punctual	10	4.29
Has professional work ethics	7	3.00
Committed	6	2.58
Approachable	5	2.15
Effective Classroom Manager	5	2.15

Qualities/Characteristics	f	%
Attentive	3	1.29
Has high Self Esteem	3	1.29
Disciplined	2	0.86
Authoritative	1	0.43
Good Decision Maker	1	0.43
Diligent	1	0.43
Total	233	100.00

Note: Multiple responses. Percentages are based on the total sample (n=233)

Teaching Aptitude of Respondents

The average teaching aptitude level of PNU CTP students was 18.78, interpreted as “high.” This shows that knowledge, skill and values expected from a teacher were much evident among the respondents before they entered the program. The test also included measure of teaching preferences and styles and abilities of teachers to solve problems in the classroom and to make decisions for the welfare of students.

CONCLUSIONS AND RECOMMENDATIONS

The PNU CTP students represent a profile of prospective teachers who are certain of their potentials and opportunities in the teaching profession because of their personal, educational and occupational investments and experiences which include a positively developed interest in teaching, possession of desirable qualities of effective teachers and continuing commitment for professional development.

Nevertheless, the following recommendations are offered:

- The Department of Advance Professional Development must conduct supplemental activities for the CTP students to enhance their love and passion for teaching and further develop their knowledge, skills and other desirable qualities of teachers since their academic preparation for the profession is limited compared to that of the undergraduate students.
- The faculty of DAPD must consider the personal, educational and occupational background of CTP students in their attempt to explore or develop methodologies and strategies of teaching that would fit their students.
- Continuous studies on the program and its clientele be conducted (like tracer study) to assess the impact of the CTP in their personal and professional endeavors.

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