

Title: PNU Graduating Students' Aspirations: A Changing Profile on Demographics and Career Pathing
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Abstract:

The main purpose of this study was to describe the profile of the 2004 graduating class of the University. "Profile" here was liberalized since the data collected include not only the demographics of the students, but also their expectations from and views of their alma mater, attitudes towards teaching as a lifetime career, plans after graduation, and projections of themselves in the future.

The study used the descriptive survey design, using a researcher-developed questionnaire. Three hundred and twenty-nine (329 or about 28%) of the graduating students responded to the survey questionnaire.

As expected, the PNU fourth year population when the study was conducted was dominated by female students (90.58%), single (96.35%), Metro Manila residents, and Filipino language speakers. A little less than 50% of the students' mothers and more than half of their fathers were employed. They had one to four siblings. The biggest number of them were in the BEEd program, followed by BSE Biology, then by BECEd. Represented by less than 10 student-respondents were the following degree programs: BSE NDT (1), Music Education (1), BSE Values Education (2), BSE Filipino (4) BLIS (7), BSE HE (7), BSE English (9), and BSE PE (9). Majority of the respondents were graduates of public high schools in the National Capital Region.

Most of the respondents expected to get a grade point average of between 84 and 91 at the end of their college education. Only five of the respondents expected higher than 91 GPAs. Not one of them expected a GPA of lower than 80. When the respondents were asked to rate PNU on a scale of 100, with 75 as passing and 100 as perfect, almost three fourths of the respondents rated the University very highly, from 90 to 99. Only four of the respondents gave a rating of lower than 80 to PNU.

Many of the respondents (44.38%) divulged that they expected PNU to be "an institution that would develop their knowledge and skills to become effective educators". "Quality/high standard of education" and "competent/effective teachers" were two other initial expectations disclosed by the respondents. The above-mentioned student expectations were also the three highest in rank when the students were asked which of their expectations were realized. Among their expectations which they thought were not realized were:

complete/good facilities. A few respondents claimed that not all their teachers were competent/dedicated/effective. Forty-six or 13.98% of the respondents stated that all of their expectations were met.

In terms of the most influential subject, in the BSE and BS programs, the highest percentage was noted in the area of specialization, with 43.44% of the BSE students and 50% of the BS students choosing their own areas of specialization. For the BEEd and BECED programs, the most influential subjects were in the areas of Professional Education, 30.17% and 39.29%, respectively. Among the BLIS majors, the most influential subject is an elective (57.14%), followed closely by General Education courses.

With regard to the respondents' most influential professor, the BSE and BS majors chose professors in the specialization courses. With the BEEd and BECED respondents, their most influential professors were their professional education professors. Four of the seven BLIS respondents pointed out that their specialization and elective professors were equally influential. Top reasons for their students' choice of the most influential professor were: 1) Teacher is excellent/competent; 2) Teacher is encouraging/inspiring/motivating; 3) Teacher knows how to deal with students; 4) Teacher is committed/dedicated to teaching and has positive attitude; and 5) The professor is an embodiment of an ideal teacher. On the choice of the most influential subject, the top three reasons were: 1) The subject made me realize the importance of teaching/pains and gains of being a teacher; 2) The subject is interesting; and 3) I learned a lot in the subject.

A little less than 90% of the respondents do not regret having enrolled at PNU and would still enroll at PNU given another chance. Top in the list of the respondents' sources of support in college were the respondents' parents, followed by scholarship, then by sibling and "self-support".

When asked about their immediate plans after graduation, most of the respondents said they will apply for jobs. Other plans include: 1) Review and take the Licensure Examination for Teachers (LET); 2) Pursue graduate studies while working at the same time.

On the question on whether they have already applied for a job, nearly 85% of the respondents answered negatively. Seven (7) out ten (10) respondents disclosed that they see themselves teaching for the rest of their lives, but more than 25% of the sample said otherwise. These were the respondents who were forced to enroll in the university for varied reasons.

When asked how they describe themselves 10 to 20 years from now, the respondents gave the following responses: 1) has obtained MA/PhD with higher position; 2) happily married with children; 3) a competent teacher; 4) a school administrator/with high position in school or district; 5) still a teacher, and 6) with own business/school.

Generally, the sample had a favorable attitude towards teaching/teachers as evidenced by the overall mean score of 4.23, in a scale of 5. The item which obtained the highest

weighted mean of 4.70 was “Teaching can transform our society for the better.” Noteworthy is that a number of the respondents stood by their position **not** to engage in teaching after graduation, giving these self-images: “with job/profession not related to teaching” (8.81%); and “has pursued my first choice of course/another career” (1.82%).

To the respondents, the schools ranked no. 1, the church was no. 2, then business, media, and lastly the military, in terms of the institutions’ positive effect on the country.

The respondents’ most admired persons were their parents, followed closely by their teachers. PNU President Nilo L. Rosas, God/Jesus and family/relatives were also among the top five responses given by the respondents as to their most admired persons.

The respondents were also asked to give additional comments about PNU. Among the positive comments, the top responses dwelt on the recognition and appreciation of PNU as the best teacher-training institution, acknowledging the improvements in its physical facilities and its good administration/school system. On the other hand, among the negative comments, the core of the responses was on the faculty and the facilities, two areas which were also the focus of attention in the suggestions given by the respondents. Thus, there were both positive comments about the facilities, there were still complaints about them (e.g., some room are not conducive to learning).

Among the recommendations are the following: 1) The University must look into ways on how to be able to weed out freshman-applicants who have no intentions at all to engage in the teaching profession so that its resources will be appropriately expended on the target clientele; 2) The University should continuously and extensively pursue the conduct of Job Fair so as to accommodate the need of the graduating students to work as soon as possible after graduation.