

**Assessing the Desire of College Graduates to Teach
(Inside-Out View of PNU, Part IV)**

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ABSTRACT

This study is the fourth of the series undertaken to check on the PNU college graduates' teaching plans. Unique to this series is the inclusion of the propensity of the college graduates to work abroad.

Almost two-thirds of the entire undergraduate Class of 2011 (n=1,125) participated in the study two months prior to their graduation. The respondents came from 26 out of 27 degree courses offered in the university. Findings showed that 54% of the respondents were already eager to become teachers even during their freshman year. Seventy per cent (70%) were contented with their choice of course. Shortly before graduation, 80% expressed their enthusiasm to become teachers, 17% were undecided, and 3% remained resolute not to teach. As to plans after graduation, 75% of the respondents intended to apply for a teaching job. One-third of the respondents saw the necessity of pursuing master's degree while working. Among those who will teach, 60% aspire to apply in private schools, 20% in public schools, and the remaining 20% in either private or public school. Fifty-eight per cent (58%) of those who were undecided to teach after graduation disclosed they will settle for any job. Majority of the respondents from 20 out of the 26 degree programs expressed that they "will likely consider" work abroad. Although the survey question posed wishful thinking for the respondents, the data revealed the mind set of the majority on their predisposition to work overseas.

Since 2001 when this series commenced, the University, as gleaned from this study, has achieved an 80% success rate that its college graduates will actually become teachers amidst the 21st-century radical political and economic revolutions all over the world wherein college graduates face the hardships of employment and underemployment. The study recommended that the academic community a) ascertain that students who expressed lack of aspiration to teach be nurtured with the passion for teaching; b) that the recruitment and selection processes of the University be reviewed to address whatever loopholes there may be in admitting applicants who are not predisposed to teaching; c) that academic advising is extended on those who are dissatisfied with course placement; d) that appreciation for the public school system is worked on to encourage job application thereat; and e) that the seemingly high inclination of majority of the college graduates to work abroad be contemplated upon vis-à-vis the mandate of the University as National Center for Teacher Education.