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Attainment of the Immediate Program Graduate Attributes and Learning Outcomes of Teacher Candidates towards Global Competence Initiatives

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Abstract. This paper focuses on assessing the immediate program graduate attributes and learning outcomes for the teacher preparation towards global competence initiatives. It describes the students' retrospection, which will serve as a basis for the program's strategic enhancement. This study employed a descriptive survey of 75 teacher candidates in the Philippines. Findings revealed that the top five highest program graduate attributes are lifelong learner, responsive teacher, ethical educator, subject matter expert, and multi-literate educator. Simultaneously, the bottom five are effective communicator, value-laden educator, instructional material developer, classroom manager, assessor and evaluator, and curriculum planner and implementer. Grade in

experiential learning courses spelled the difference in the acquisition of graduate attributes. Implying that students with high academic performance perceived themselves to have a high level of acquisition of the Immediate Graduate Attributes (IGA). Retrospection of the respondents showed excellent satisfaction with the research and extension services, educational counseling program, and the instructors and professors' qualities while family and relatives were influential in choosing teaching as career preparation. Finally, parents' satisfaction and geographic locations are important factors that affect the teacher education program enrollment. This study will serve as reference in designing teacher education initiatives towards internationalization.

Keywords: Graduate Attributes; Immediate Program Learning Outcomes; Teacher Education; Retrospection; Global competence

1. Introduction

To respond to the growing demand for education in the 21st Century, UNESCO (2015) reported that one of the global problems facing the educational system is the shortages of specialized teachers who have the personal and professional attributes to deal with students of varying needs. Cobbold (2015) asserted that the most significant public policy issue facing countries worldwide is employing sufficient highly qualified teachers. Governments are striving to develop their educational systems to become an essential catalyst for student achievement through quality teacher education preparation (Darling-Hammond et al., 2010. Meyer & Norman 2020, Rubach & Lazarides, 2020, Teo 2019, Top et al., 2021). For decade studies, the influence of teachers on student achievement is so evident that they are considered the most significant learning element inside schools (Bruce et al., 2020, Hannaway & Mittleman, 2011, Harris & Sass, 2011, Hu et al., 2021, Koc & Celik 2015, Metzler & Woessmann, 2012, Reeves, et al., 2017, Shen, et al., 2020, Wang et al., 2020).

The previous international experience is no less noticeable in the Philippine context. Teacher Education Institutions in the Philippines and the rest of the ASEAN countries are fundamentally focusing their efforts to produce competent and high caliber graduates who will fill the country's teaching human resources needs. Professional discipline like teaching necessitates different subject courses' alignment to the Outcomes-Based Education (OBE) standards for Teacher Education Institutions. The track towards OBE defines the attributes of quality teacher education graduates in the Philippines. Quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for a long term and sustainable nation-building. Just recently, the adoption and implementation of the Philippine Professional Standards for Teachers (PPST) in the Philippines also paved the way to set out clear expectations of teachers along well-defined career stages of professional development from beginning to distinguished practice. It aims to engage teachers to embrace a continuing effort to attain proficiency actively; and apply a uniform measure to assess teacher performance, identify needs, and provide support for professional development. The PPST was used as a basis for all learning and development programs for teachers to ensure that teachers are adequately equipped to

implement the K to 12 program effectively. It can also be used for the selection and promotion of teachers. All performance appraisals for teachers shall be based on this set of standards. This becomes the basis for developing the identified generic attributes of university graduates competent, self-disciplined, and universally adept. Students' retrospection and satisfaction also play an essential role in the university's effective operation, particularly in developing graduate attributes.

This study is anchored on Human Capital Theory focusing on education as investment and Braun's Theory of correlation between education and industry/professions, emphasizing that the formation of knowledge and skills in the educational system is associated with labor, human resources productivity, and innovation. The need to assess the immediate level of acquisition of the program graduate attributes and course learning outcomes, including the retrospection of the students in studying, will provide essential intervention schemes for the improvement of the Teacher Education program to make more responsive to the attainment of the teacher education program educational objectives and its compliance to OBE system.

Graduate attributes refer to the university's expectations of their students regarding their sets of knowledge, skills, and attitudes in which the students develop throughout their stay with the higher educational institution (Bowden et al. 2000, Hill, Walkington & France 2016, Barrie 2006). Hence, such graduate attributes go beyond the professional expertise and knowledge, reflecting the university's core values towards the graduates' preparation as the catalyst of societal development. Studies conducted on pre-service teachers' graduate attributes are still limited (Harrison & Ballantyne, 2005). In Australia, Hudson, Hudson, Fell and Shipway (2016) investigated the graduate standards of pre-service teachers found out that the pre-service teachers lacked the confidence to use techniques to promote maximum engagement of students with disabilities; show instructional comprehension. Pop (2015) also explored how pre-service teachers understand their teacher preparation and learned that students had a necessary teaching experience to develop their technical and personal values and attributes. Beltman et al. (2015) examined the individual orientation of early pre-service teachers, finding that service teachers have described themselves as teachers who have good learning opportunities, who have productive interactions with their students, and are sure of themselves as teachers. Sheridan (2011) also examined teacher's pre-service expectations of teacher competence using a mixed-method analysis, concluding that teachers felt that a well-advised teacher wants their students to recognize and make their teaching meaningful.

Institutions of higher education and teaching programs, in particular, are still seeking to enhance the standard of their teaching and graduation performance (Deneen et al., 2013). Outcome-Based Education (OBE) presents a structure to concentrate and coordinate the program on preset, explicitly specified learning objectives for students. In many fields of integrated expertise and skills gained by students during this program, it was seen as an essential change in education theory and practice (Tam, 2014; Biggs, 2014; Barrie & Prosser, 2004). For Spady

(1994), the creation phase of OBE offers proof of understanding. It covers school results and consequences. Studies on outcome-oriented higher education such as Akir, Eng, and Malie (2012), Lui and Shum (2012), and Lam (2009) have shown that OBE-structured students are more successful students than traditional students. Biggs and Tang (2007) claimed clearly that a results method targets and integrates the elements of an instructional framework with students' predicted success. For that strategy, learning environments are "backward designed" (Wiggins & McTighe, 2005; Webb, 2009) to synchronize with and help achieve performance.

Higher education literature has considered it essential to measure student satisfaction due to lower inscription pressure, decreased expenditures, limited fiscal resources, and intensified competition from government and private funding (Li et al. 2005, Schuh, 2009, Herdlein and Zurner 2015). Machado et al. (2011) have confirmed that student retention is a global obstacle to reach students. Kottler (2010) states that the individual's satisfaction is the affective framework for a substance or operation. When results and standards align, greater satisfaction is anticipated. According to Hermans et al. (2009), student satisfaction is critical to the institution's competitive sector. Therefore, Moro-Egido (2009) concludes that satisfaction is fundamental if students are perceived as buyers of education as a public good. The Commission of the European Communities' study (2006) stressed that higher education institutions would accept reforms if they are to remain successful in the new world. Gruber et al. (2010) and Osfield (2008) also argued that universities would meet the needs of a changing and varied student population. As the student becomes more a customer, institutions that rely on classroom learning and study must be more mindful of the students' satisfaction (Gruber et al., 2010).

Objectives of the Study:

This study assessed the extent of acquisition of the course program attributes and learning outcomes of teacher education graduating students and their retrospection on studying. Specifically, it aimed to: (1) assess the level of acquisition of the course program attributes and program learning outcomes; (2) Test the difference in the level of acquisition of the course learning outcomes when grouped according to the profile variables of the respondents; (3) determine the retrospections of the respondents on their: (3.1.) satisfaction on the quality of services of the university; (3.2) agencies through which the degree programs learned; (3.3) reasons of enrolling in the degree programs; (3.4) factors affecting the enrolment of the respondents to the teacher education degree programs. Results of this study offer a basis for strategic program enhancement of the degree program.

2. Methodology

Research Design

The descriptive survey research design was employed to determine the extent of the course program's attributes and learning outcomes of teacher candidates and their retrospection on studying at a higher learning institution. It surveyed and systematically described the respondents' characteristics and perceptions about

their level of competencies and skills acquired upon finishing their degree programs in the College of Teacher Education.

Respondents, Research Instruments, and Procedure

Data of the study were surveyed and generated from the sampled 75 teacher candidates. To ensure equal representation of the participants, the researcher employed systematic sampling was used. Raosoft was used to compute the sampling size set with a margin of 5%, 95% level of confidence, and 50% response distribution. Raosoft online software was accessed through this weblink <http://www.raosoft.com/samplesize.html>. The use of Raosoft as a sampling package provides power values to given sample size and alpha levels to avoid Type I and Type II errors (McCrum-Gardner, 2010; Omair, 2014). The complete list of the class population was requested to the dean's office with the university authorities' approval. A systematic sampling technique was employed. The following research ethics considerations guided this study. First, the university ethics committee approved data privacy and informed consent forms to be signed by the study respondents. Second, the researcher conducted an orientation on the purposes of the research before administering the instruments. Thirdly, the anonymity of the respondents and the institution was observed by not mentioning names.

The tool in collecting research data was a research questionnaire constructed by the researcher in which items were adopted from the Outcomes-Based Education syllabi consisting of the program graduate attributes and program learning outcome statements of the College of Teacher Education. The items in the survey questionnaire were arranged in sequence into four parts. Part I elicited the personal profile of the respondents. Part II measured the level of acquisition of the program attributes and program learning outcomes. Part III identified the retrospections of the respondents of their studies in a higher learning institution. The questionnaire was self-made, and it was validated before its administration to reduce errors in the measurement process. As to the study's research procedure, permission was sought from concerned authorities before conducting the study. As ethical procedures, informed consent forms were accomplished. Discussion about the study's objectives and significance was conducted to the group, and their voluntary participation was sought. The administration of the research instrument lasted for two weeks, after which tabulation of research data was carried out.

Data Analysis

To analyze the data, descriptive and inferential statistics were used. Frequency, mean score, standard deviation, ranks, and percentage distribution were used to describe the study's variables. Independent sample t-test, one-way analysis of variance was employed to identify the difference in the attainment of learning outcomes when grouped according to profile variables. Post-Hoc Tukey HSD test was used to confirm the significant difference between the mean responses of the group. The scale of interpretation for the variables being measured to assess the acquisition of the intended program attributes, course learning outcomes and level of satisfaction followed the scale of 1 to 5 with 1 as the lowest and 5 as the highest.

3. Results and Discussion

Level of Acquisition of the Teacher Education Program Attributes of the Respondents. This study assessed the level of acquisition of the program attributes of graduating students of the teacher education program, which will ensure the development of skills to better equip the future teachers for work environment and employment.

Table 1. Level of Acquisition of the Course Program Graduate Attributes of the college of Teacher Education

Program Graduate Attributes	Program Learning Outcomes	Mean (n=75)	Std. Dev.	D.I.	Rank
CTEO 1 Subject matter Expert	Manifest deep and principled understanding of educational concepts and theories in different areas aligned to course.	3.69	0.66	HE	4
CTEO 2 Classroom Manager	Make the classroom a conducive and safe learning environment and implement appropriate pedagogical approaches for diverse learners.	3.58	0.61	HE	8
CTEO 3 Multi-literate educator	Implement appropriate pedagogical approaches for diverse learners	3.67	0.66	HE	5
CTEO 4 instructional Material Developer	Develop and use appropriate instructional materials for meaningful learning activities and experiences	3.61	0.72	HE	7.5
CTEO 5 Curriculum Planner and Implementer	Plan, innovate and implement components of the curriculum based on the standards set by regulating bodies.	3.31	0.78	ME	10
CTEO 6 Assessor and Evaluator	Employ a wide range of educational assessment tools and evaluate their effectiveness in improving the teaching-learning process	3.57	0.70	HE	9
CTEO 7 Effective communicator	Communicate effectively in English, Filipino and Mother Tongue in Various Academic and Social Settings	3.63	0.71	HE	6
CTEO 8 Ethical Educator	Model and practice professional and ethical standards of the teaching profession	3.70	0.65	HE	3
CTEO 9 Value-laden Teacher	Exhibit desirable work ethics, personal traits and beliefs consisted of Filipino family and universally shared values	3.61	0.58	HE	7.5

CTEO 10 Responsive Teacher	Manifest excellence in crafting and implementing programs and activities that promote social, cultural, economic, political, ecological and technological growth and development	3.93	0.68	HE	2
CTEO 11 Lifelong Learner	Exhibit passion for learning, professional growth, and educational leadership	3.96	0.71	HE	1
Grand Mean		3.66	High Extent		

Legend: 4.20-5.00- Very High; 3.40-4.19- High; 2.60-3.39- Moderate; 1.80-2.59- Low; 1.00-1.79- Very Low

Table 1 generally presents that the teacher education graduating students in a higher learning institution have a high level of the acquisition on the teacher education program attributes reflected with the grand mean of 3.66. This means that based on the respondents' assessment, they indicated a high understanding of the personal and professional attributes to manifest as future professional teachers. The top five graduate attributes are the lifelong learner, responsive teacher, ethical educator, subject matter expert, and multi-literate educator. The bottom five were being an effective communicator, value-laden educator, an instructional material developed, classroom manager, assessor and evaluator, curriculum planner, and implementer.

A closer look at the data reveals that CTEO 11. Lifelong learner program graduate attribute with IPO of exhibit passion for learning, professional growth, and educational leadership obtained the highest mean of 3.96 (SD=0.71) ranked first by the respondents. They generally viewed themselves to have capably valued learning as essential characteristics of the 21st-century educator. As future teachers, they emphasize value learning as part of their career preparation and development.

Specifically, CTEO 10. The responsive teacher with IPO of manifest excellence in crafting and implementing programs and activities that promote social, cultural, economic, political, ecological, and technological growth and development as an attribute was ranked second and rated with the mean of 3.93 (SD=0.68) interpreted with high extent level of acquisition. This implies that the graduating pre-service teachers have a high level of skill in this attribute. This connotes that they are equipped with a responsive teacher's characteristics, particularly in handling diverse learners with multi-cultural upbringing. Au (2009) shares that were addressing students' individual needs is a critical concern faced by the education sector since most of the teachers are not prepared to become responsive to the students' needs.

Meanwhile, the ranked third was the CTEO 8. Ethical educator attributes with IPO of the model and practices professional and ethical standards of the teaching profession registered with the mean of 3.70 (SD=0.65) with the interpretation of a high extent level of acquisition implies that the respondents manifest the ability

to model and practice ethical standards in the practice of teaching profession. Iroegbu and Adeleke (2017) declare that choosing a profession demands that the person must of necessity learn, practice, and abide by the profession's professional ethics. Awareness of the existing professional standards is indicative of a professionals' likelihood of confirming ethical values under all possible contingencies (Boon, 2011).

In like manner, CTEO 1. subject matter expert as a program graduate attribute with program learning outcomes of manifesting deep and principled understanding of educational concepts and theories in different areas aligned to course ranked fifth with the mean of 3.69 (SD= 0.66) interpreted to have a high extent level of acquisition. The finding clearly shows that the graduating pre-service teachers have a high attribute of being a subject matter expert. They emphasize the idea that content knowledge is important in becoming a teacher. The knowledge on the subject matter taught and the skill to facilitate learning.

In addition, being a CTO 3. multi-literate educator with IPO of Implementing appropriate pedagogical approaches for diverse learners was ranked sixth as evidenced with the mean of 3.67 (SD=0.66) by the respondents. This finding reveals that the pre-service graduating students show the inclination of being a multi-literate teacher. They consider themselves capable of using different effective models and strategies to integrate technology in the academic environment. Palak and Walls (2009) have stated that university teacher training should prepare students to focus on technology use classrooms. Magulod (2017) recommends that pre-service teachers' training to the up-to-date advances in teaching will make them effectively facilitate the learning process.

Moreover, CTE0 7. Effective communicator attribute with program learning outcome of Communicating effectively in English, Filipino, and Mother Tongue in Various Academic and Social Settings was significantly rated with 3.63 (SD= 0.71) registered in the seventh rank. The finding reveals that pre-service teachers consider that good communication skill is a vital attribute that should be developed. They are aware that having good communication skills is the basic need of academic success among learners. Khan et al. (2017) found out that teachers without good communication facilities can cause a low academic performance level.

In addition, CTE0 9. Instructional-material developer graduate program attribute with learning outcome of developing and using appropriate instructional materials for meaningful learning activities and experiences obtained the mean of 3.61 (SD=0.58) ranked 7.5. This generally implies that the respondents can recognize themselves as instructional material developers. Magulod (2017) noted that designing, developing, and utilizing learning materials suited to the students' individual needs is an indicator of an effective teacher in the 21st Century. Instructional Materials are an essential tool in the process of learning.

In like manner, CTEO 9. Value-laden educator as program graduate attributes with learning the outcome of exhibit desirable work ethics, personal traits and beliefs consisting of Filipino family and universally shared values obtained the

mean of 3.61 ranked 7.5. This implies that the respondents can positively recognize the importance of possessing desirable personal and work values which are important to become a professional teacher. They can recognize well their value orientation. In the study of Celikoz and Cetin (2004) as cited by Necla (2016), they found out that if pre-service teachers are oriented and capacitated to manifest desirable attitude towards their career, the higher possibility of performing their work properly when they will be in the field.

As to CTE0 6. Classroom manager program graduate attribute with learning outcome of making the classroom a conducive and safe learning environment and implement appropriate pedagogical approaches for diverse learners. It was rated with the mean of 3.58, which ranked ninth among the attributes. This shows that the pre-service teachers understand the effective utilization of classroom management styles appropriate to different situations. Classroom management is the teacher's ability to manage learning activities, including social and behavioural interaction (Martin, Yin & Baldwin, 1998).

As CTEO 6. Classroom assessor and evaluator registered with learning the outcome of employ a wide range of educational assessment tools and evaluate their effectiveness in improving teaching-learning process obtained the mean of 3.57 with high extent level of acquisition ranked ninth among the attributes. This shows that the pre-service teachers understood utilizing different assessment modes and processes to improve the teaching-learning process. Gronlund (2006) notes that educational assessment skill is essential in the teaching profession. It refers to the process used in the classroom by the teacher to obtain information about students' performance on assessment tasks.

Among the eleven program graduate attributes, CTE0 5. Curriculum planner and implementer with learning outcome of Plan, innovate and implement components of the curriculum based on the standards set by regulating bodies (CHED, DepEd, PRC, TESDA, TEC) obtained the lowest mean of 3.31 moderately acquired as a graduate attribute. This implies that this graduate attribute requires actual experience of the pre-service teachers to attain to high extent since designing and developing curriculum entirely is the work of teachers who are already in the teaching service, and it requires the involvement of all stakeholders to directly involve them in student instruction which is a vital piece in successful curriculum development and revision.

The perception of the level of acquisition of the respondents' intended program attributes to a great extent implies that teacher education graduates have the personal and professional qualities as 21st-century educators. This finding of the study further implies that the respondents are adaptable enough and prepare for the modern teaching scenario and are equipped with the needed skills needed to survive in the 21st-century teaching environment. Hence, enhancing the five bottom graduate attributes should be conducted to ensure highly effective teachers' development.

Test of Difference on the Level of Acquisition of the Intended Program Attributes When Grouped According to the Respondents' Profile Variables.

The significant difference in the level of acquisition of the IPA when grouped according to the selected profile variables will provide a more conclusive result of the extent to which the identified graduate attributes for teacher education were strong and weak.

Table 2. The difference in the Acquisition of Intended Program Attributes when grouped According to their Profile Variables

<i>Profile Variables</i>	<i>Intended Learning Outcomes (ILO)</i>	<i>Decision</i>
Sex	0.939 ns	Accept HO
Age	0.864 ns	Accept HO
Weekly allowance	0.265 ns	Accept HO
Type of HS Graduated from	0.311 ns	Accept HO
Father's Occupation	0.826 ns	Accept HO
Mother's Occupation	0.253 ns	Accept HO
Father's Education	0.0826 ns	Accept HO
Mother's Education	0.226 ns	Accept HO
Family Monthly Income	0.409 ns	Accept HO
Grade in Field Study Courses	0.038 *	Reject HO

*= Significant at 0.05 level

Ns= not significant

Table 2 presents the difference in the level of acquisition of program graduate attributes when grouped according to the respondents' profile variables. The result of the test of difference showed that there is a significant difference on the program graduate attributes of the students when grouped according to the profile variables. Hence the null hypothesis of the study is rejected as 0.05 alpha level. The only variable that explains the significant difference in the acquisition of intended program attributes is the general point average in field study courses. Result of the Post Hoc Tukey HSD test showed that those Pre-service teachers with outstanding performance (91-93), very good performance (88-99), and with good performance (85-87) significantly have the higher assessment of the level of acquisition of intended program attributes compared to those with satisfactory performance (76-78) and with fair performance (79-81). This generally implies that pre-service teachers with the remarkable performance in their experiential learning courses perceived themselves to have higher acquisition of the College of Teacher Education's program graduate attributes.

The result means that when Preservice teachers have high grades and better exposure in their field study courses, they also manifest high assessment on the level of acquisition of the intended program attributes. The finding can also be practically explained that those students with high academic performance tend to have higher self-esteem and confidence. Keeping in view the findings of Arshad, Zaidi and Mahmood (2015) that asserted that there is a strong association between college students' academic performance and self-esteem. The table further presents that regardless of students' gender, age, weekly allowance, type of high school graduated from, parents' occupation, parents' education, and the family

monthly income they have the same level of perception on the acquisition of their intended program attributes.

Retrospections of Teacher Education Graduating Students in studying

Level of Satisfaction of the Respondents. The increasing need to identify students' level of satisfaction with the university's different services and programs will serve as evidence that there is a need for higher education institutions for improvement and enhancement.

Table 3. Satisfaction Level of the Respondents

Areas	Mean (n=75)	Std. Dev.	Descriptive Interpretation
1. Structure of the degree program	3.81	1.28	High
2. Topic contents of courses	4.61	0.67	Very High
3. Testing and grading system	4.00	1.18	High
4. Quality of instructors and professors	4.22	0.92	Very High
5. Physical school environment	2.99	0.75	Moderate
6. Academic counseling and guidance program	4.30	0.82	Very High
7. Quality of library resources	2.82	0.82	Moderate
8. Quality of equipment in the laboratories	2.76	0.43	Moderate
9. Quality of Field study and student teaching experience	3.69	1.25	High
10. Scheduling of classes	3.11	0.70	Moderate
11. Quality and size of rooms	2.54	0.50	Moderate
12. Provision for research and extension	4.60	0.49	Very High
13. Provision for comprehensive review classes	3.63	0.78	High
Composite Mean	3.62	High	

Legend: 4.20-5.00- Very High; 3.40-4.19- High; 2.60-3.39- Moderate; 1.80-2.59- Low; 1.00-1.79- Very Low

Table 3 presents the satisfaction of the respondents with the services provided by the program. This study reveals that students' overall assessment on the program's quality of services was rated very satisfied with a mean of 3.62 interpreted as satisfied. The result infers that many respondents were highly satisfied with the different services provided by the Campus. Hence, the need for further improvement and the quality of the services provided will contribute to the program's enhancement. Helgesen (2006) cites that higher learning institutions, they are responsible for the overall management by enhancing the students' level of satisfaction. In like manner, Browne et al. (1998) declare that the curriculum's quality, performance, and relevance affect the students' satisfaction. The study results that the provision of research and extension, academic counseling program, and qualities of the instructors and professors were important factors affecting teacher education students' satisfaction. This shows that student-teacher connection, students' learning experiences, student services, and teacher preparedness contribute to the satisfaction of students in higher

education. The lowest was the physical environment, class scheduling, qualities and sizes of classrooms, and library resources. This indicates that the university still needs to improve its school environment by putting up more buildings and adequate ancillary facilities to cater to the students' needs. According to Magulod (2017), the school environment enhances students' academic capabilities. The effectiveness of carrying out a meaningful program depends on the sufficiency of the institution's physical environment.

Agencies to Which the Respondents Learned about the Program. To successfully attract students, there is a need to identify the factors affecting the school of choice among students.

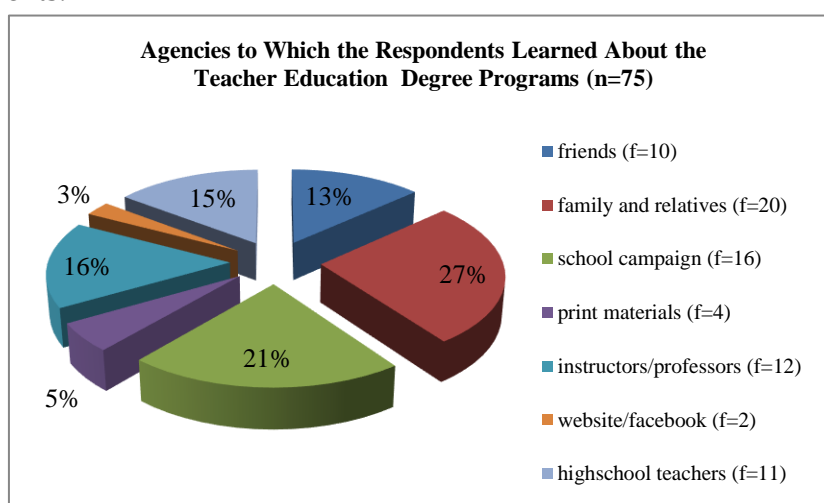


Figure 1. Percentage Distribution of Agencies to Which the Respondents Learned about the Program

Figure 1 shows the percentage distribution of agencies through which the respondents learned about the program. The figure clearly shows that most of the respondents learned about the degree program through family and relatives, obtaining the highest percentage of distribution of 27 percent (f=20) in the graph. This generally implies that family and relatives greatly influence learning about the College of Teacher Education's degree programs. The finding shows that family and relatives, school campaign, instructors, and professors were the significant agencies in which the respondents learned about the degree program while the least agencies were print materials, website, and Facebook.

The finding generally implies that family and relatives were still influential in choosing the teaching profession as the respondents' career preparation. The result confirms the earlier study of Magulod (2017) that parents' influence in career planning is still evident among college students. Hewitt (2015), concluded that most people are taking careers that their parents favor. Hence, parents are deeply involved in and influential to the college choices of their children. Further, Workman (2015) noted that in the Philippines, parents 'impact students' decision-making when it comes to students' course preference since Filipinos acknowledges the role of families in decision making in a particular career path. The lowest percentage of contributors to the study learned the degree program from website/ Facebook and print materials. Hence, there is a need for the

university to intensify its marketing strategy through the use of modern means of reaching enrolment prospects. According to Bowen (2012) advertisements with social media and other networks, strong alumni relations, success stories, promotions, and campaigns offer useful marketing techniques to attract and increase university students' enrollment. Further, Kotler and Keller (2009) also view that the school's physical environment is also a factor of enrollment. This indicates that through the practical application of marketing strategies, modern means of reaching prospective clienteles to portray the university's good image will enable the school to attract many enrollees.

Reasons for Enrolling the Teacher Education Degree Programs

The reasons for students towards their choice of school are an essential component of the present study. It will uncover the motivation of students their reason for taking teaching as a future profession. The finding will serve as the basis for improving the university policy on admission and career guidance to promote teaching as a profession.

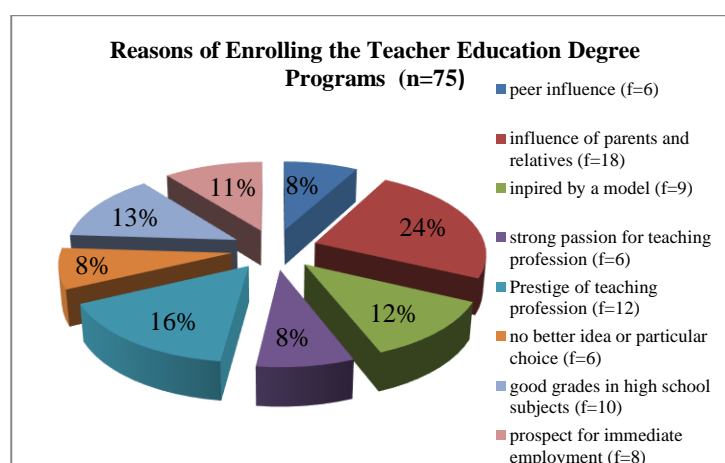


Figure 2. Percentage Distribution of Reasons of Enrolling the Teacher Education Degree Programs

Figure 2 presents the respondents' reasons for enrolling in the College of Teacher Education of the College of Teacher Education in a higher learning institution. The graph revealed that most of the respondents enrolled in the program because of parents and relatives' influence, obtaining the highest percentage distribution in the figure of 24 percent (f=18). The least percentage distributions of 8 percent belong to peer influence (f=6), no better idea on particular choice (f=6), and a strong passion for the profession (f=6). It is also interesting to note the most of the respondents who enrolled in the teacher education degree programs were immediate family members of teachers. Hence, the result of this study shared the finding of Abulencia et al. (2017), who explored the factors affecting students' career choice to become teachers that early exposures to the role of teachers and the influence of close family members contributed to the preference to pursue education as a program in teacher education. Hence it was recommended that the orientation program include parents and model teachers of the school to strengthen the students' interest to pursue teaching.

Factors Affecting the Enrolment to the Teacher Education Degree Program

Data on the factors contributing to students' enrolment in the teacher education degree programs will provide significant policy input for the institution on what to improve in terms of its accessibility and reputation.

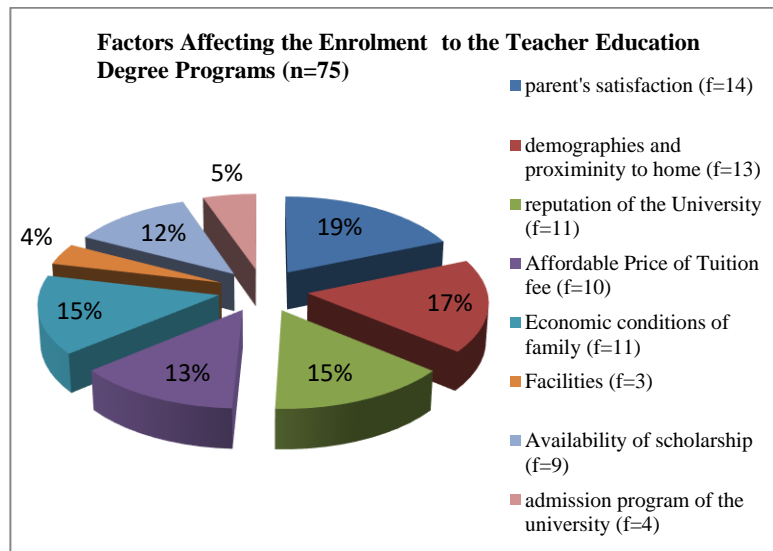


Figure 3. Percentage Distribution of the Factors Affecting the Enrolment to the Teacher Education Degree Programs

Figure 3 presents the factors that affect the enrolment of respondents in the degree program. The finding showed that the significant factor that affects the enrolment of the teacher education degree programs is parents' satisfaction ($f=14$) obtaining the highest distribution in the graph with 19 percent. The least contributors were the university's facilities ($f=3$) and admission program ($f=4$), with both distribution of 4 percent and 5 percent, respectively. The finding generally means that parents' satisfaction and geographic locations are important factors that affect college enrolment of the College of Teacher Education of In a higher learning institution. Agray and Lampadan (2014) opine that for higher education institutions to encourage students to enroll in their programs, there is a need to determine the students' effective marketing strategy, socio-economic background, orientation, and behavior. This study found out that parents' influence, the university's reputation, demographics, affordable tuition fee, and economic condition of the family were the highest factor affecting students' enrollment to the teacher education program. The finding construes with Hagel and Shaw (2008) provides a similar set of characteristics: reputation, proximity, and cost were predictors of selecting a university. In like manner, Kusumawati, Yanamandram and Perera, (2010) confirms that the other factors are job marketability and parents' satisfaction.

4. Conclusion

The study employed a descriptive survey research design to assess the level of acquisition of the program graduate attributes, learning outcomes, and teacher education graduating students' retrospection in a higher learning institution. Results of the study revealed that Preservice teachers have a high level of acquisition of the intended program attributes top five highest program graduate

having the top five attributes of being a lifelong learner, responsive teacher, ethical educator, subject matter expert, and multi-literate educator while the bottom five were being an effective communicator, value-laden educator, instructional material developed, classroom manager, assessor and evaluator, and curriculum planner and implementer. Grade in field study courses spelled difference on the acquisition of graduate attributes of the respondents. Further, the respondents' retrospection showed that they were excellently satisfied with the provision of research and extension, academic counseling program, and qualities of the instructors and professors. Family and relatives were influential in choosing the teaching profession as career preparation of the respondents. Finally, parents' satisfaction and geographic locations are important factors that affect college enrolment of the College of Teacher Education.

The current research limits teacher candidates' scope for one school year using the descriptive survey to acquire intended graduate attributes and their retrospection in studying. Hence, a follow-up study is appropriate when the respondents will have their jobs to validate this study's results. Similarly, longitudinal tracking of the graduates' cohort should be conducted to determine the different graduate attributes' real outcomes. Moreover, a study looking at the relationship between the respondents' employment status and graduate attributes is also recommended for future studies. As an implication of the present study, Philippine universities offering teacher education degree programs should effectively engage in the employability agenda, emphasizing the development of intended program attributes that should be seriously embedded in the realm of lifelong career development among its faculty members students.

5. Implications to Teacher Candidates Preparation towards Global Competence Initiatives

With these findings, the researchers present the following implications to teacher candidates' preparation towards global competence through a strategic program enhancement as the proposed plan action. The following programs and activities offered for strategic enhancement are: (1) intensive orientation of the teacher education students on the program graduate attributes in the early stage of their course; (2) collaboration for international student teaching immersions to develop global perspectives of teachers with the focus of cross-cultural experiential learning; (3) closer monitoring and supervision of on the implementation of experiential learning courses of teacher candidates; (4) choice of international and local faculty members to teach the subjects for teacher education; (5) continuous training of professional education and general education faculty in integrating the assessment of graduate attributes to all teacher education curricula with emphasis of using internationally developed syllabi; (6) improvement of physical learning and distance learning environment for teacher candidates; (7) Career Guidance and Campaign for Parents; and Enhance the marketing strategies of the Teacher Education program.

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