

# Executive Summary

Project WITTY (**Who Are TeachIng Our Teachers Today and Tomorrow?**) is a survey research with an overall goal of determining the status of preservice education that our teachers of today and the future receive prior to their classroom experience. The Project, funded by the 12<sup>th</sup> Congress of the Republic of the Philippine through the Office of the Honorable Senator Teresa Aquino-Oreta, was commissioned to SEAMEO INNOTECH (the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology) in collaboration with the Philippine Association for Teacher Education (PAFTE). The survey was undertaken by PAFTE from July 15, 2003 to August 15, 2003. Results were collated, and analyzed. The final report was completed last July 15, 2004.

PAFTE distributed the survey questionnaires to the 17 regions of the country targeting 10,000 teacher educators from private and public universities and colleges, of which 4,530 teacher educators from 266 institutions responded. The criteria used in the selection of teacher education institutions (TEIs) as survey sample are as follows:

1. The TEI must be recognized by the Government and have graduated students.
2. The TEI must have a combined enrollment of 200 students or more.
3. The TEI selected must be representative of each province or city.
4. The TEI must belong to either the private or the public sector.
5. There should at least be 50% of TEIs in every category.
6. There should be 100% enumeration of respondents for each TEI sampled.

Seventeen regional reports, also included in this book, were prepared by PAFTE and used as basis for coming up with this executive summary.

## NUMBER AND TYPE OF RESPONDENT INSTITUTIONS

The 266 teacher training institutions that responded to the survey can be classified into public and private institutions. Their distribution by region is shown in *Table 1* below.

**Table 1**  
**Distribution of Public and Private Teacher Education Institutions by Region**

Region	Public		Private		Total	%	Total TEIs *
	f	% to Total TEIs	f	% to Total TEIs			
1	11	18.03	3	4.92	14	22.96	61
2	9	20.00	7	15.55	16	35.55	45
3	6	6.97	12	13.95	18	20.93	86
4A	4	2.91	17	12.41	21	22.62	137
4B	4	2.91	6	4.38	10		
5	8	10.67	9	12.00	17	22.66	75
6	8	10.81	12	16.22	20	27.02	74
7	10	14.49	12	17.39	22	31.88	69
8	6	13.95	10	23.25	16	37.20	43
9	7	25.92	8	29.63	15	55.55	27
10	4	9.76	11	26.83	15	36.58	41
11	1	1.88	10	18.87	11	20.75	53
12	3	6.00	10	20.00	13	26.00	50
ARMM	4	3.30	5	4.13	9	7.4	121
CAR	4	15.38	5	19.23	9	34.61	26
Caraga	4	21.05	12	63.16	16	84.21	19
NCR	5	12.50	19	47.50	24	60.00	40
<b>Total</b>	<b>98</b>	<b>10.13</b>	<b>168</b>	<b>17.37</b>	<b>266</b>	<b>27.50</b>	<b>967</b>

\* Source: *List of Higher Education Institutions offering Teacher Education, Commission on Higher Education, 2002*

The 266 teacher-education institutions that responded to the survey represent about 27.50 % of the total teacher education institutions in the country. A little more than 10% of the respondent teacher training institutions are from the public sector while 17.37% of the teacher training institutions are from the private sector. The biggest percentage of participating universities and colleges comes from Caraga (84.21%) while the smallest percentage comes from ARMM (7.4%).

Respondent teacher training institutions (public) are further classified into state, city, municipal and provincial colleges and universities. (*Please see Table 2*). State universities and colleges (SUCs) are chartered public higher education institutions which are recognized, managed, and financially supported by the government. The local government, through resolutions or ordinances creates and financially supports local colleges and universities, including provincial, municipal, and city universities and colleges.

Private educational institutions, on the other hand, are not government-owned and are categorized into sectarian and nonsectarian. Particular religious groups manage sectarian educational institutions. Nonsectarian educational institutions pertain to institutions which are managed by nonreligious groups, usually a corporation or company.

There are 41 state colleges that participated in the survey, which account for 15.41% of the public educational institutions. State universities, on the other hand, total 40 and account for 15.04% of the institutions. In the private sector, there are more sectarian colleges and universities (33.83%) compared to nonsectarian ones (29.32%).

The number and type of faculty respondents by type of institutions are summarized in *Table 3*.

From the targeted 10,000 teacher educators, a total of 4,530 responded to the survey conducted. Almost half of the teacher educators are from the public sector (46.98%) while more than half of them come from private universities and colleges (52.56%). Region 6 has the most number (621 or 13.70%) of teacher educators who answered the survey questionnaires while ARMM has the least number (113 or 2.49%) of teacher educators who participated in the survey.

State universities comprise 23.11% of public educational institutions while state colleges comprise 18.54%. In the private sector, the percentage of sectarian educational institutions is 28.41 while the percentage of nonsectarian universities and colleges is 24.15.

**Table 2**  
**Distribution of Teacher Education Institutions (TEIs)**  
**by Funding Support and by Region**

Region	Public												Private				Total				
	State Universities			State Colleges			Provincial Universities			Municipal Universities			City Universities			Sectarian		Nonsectarian			
	f	%		f	%		f	%		f	%		f	%		f		%	f	%	
1	6	42.86		1	7.14		1	7.14		1	7.14		2	14.29		3	21.43		0	0.00	14
2	7	43.75		2	12.50		0	0.00		0	0.00		0	0.00		6	37.50		1	6.25	16
3	4	22.22		2	11.11		0	0.00		0	0.00		0	0.00		6	33.33		6	33.33	18
4A	2	9.52		1	4.76		0	0.00		0	0.00		1	4.76		5	23.81		12	57.14	21
4B	1	10.00		3	30.00		0	0.00		0	0.00		0	0.00		2	20.00		4	40.00	10
5	2	11.76		4	23.53		0	0.00		2	11.76		0	0.00		5	29.41		4	23.53	17
6	2	10.00		6	30.00		0	0.00		0	0.00		0	0.00		12	60.00		0	0.00	20
7	1	4.55		7	31.82		1	4.55		1	4.55		0	0.00		6	27.27		6	27.27	22
8	3	18.75		2	12.50		1	6.25		0	0.00		0	0.00		6	37.50		4	25.00	16
9	4	26.67		3	20.00		0	0.00		0	0.00		0	0.00		5	33.33		3	20.00	15
10	1	6.67		1	6.67		0	0.00		2	13.33		0	0.00		6	40.00		5	33.33	15
11	0	0.00		1	9.09		0	0.00		0	0.00		0	0.00		6	54.55		4	36.36	11
12	2	15.38		1	7.69		0	0.00		0	0.00		0	0.00		7	53.85		3	23.08	13
ARMM	3	33.33		0	0.00		1	11.11		0	0.00		0	0.00		0	0.00		5	55.56	9
CAR	1	11.11		3	33.33		0	0.00		0	0.00		0	0.00		1	11.11		4	44.44	9
Caraga	0	0.00		4	25.00		0	0.00		0	0.00		0	0.00		6	37.50		6	37.50	16
NCR	1	4.17		0	0.00		0	0.00		4	16.67		0	0.00		8	33.33		11	45.83	24
<b>Total</b>	<b>40</b>	<b>15.04</b>		<b>41</b>	<b>15.41</b>		<b>4</b>	<b>1.50</b>		<b>10</b>	<b>3.76</b>		<b>3</b>	<b>1.13</b>		<b>90</b>	<b>33.83</b>		<b>78</b>	<b>29.32</b>	<b>266</b>

**Table 3  
Distribution of Faculty Respondents by Type of Institution, by Funding Support, and by Region**

Region	Faculty-Respondents																				Total
	Public		State Universities		State Colleges		Provincial Universities		Municipal Universities		City Universities		Private		Sectarian		Non-sectarian		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	243	63.45	183	47.78	0	0.00	45	11.75	0	0.00	15	3.92	140	36.55	67	17.49	73	19.06	0	0.00	383
2	123	51.68	106	44.54	17	7.14	0	0.00	0	0.00	0	0.00	115	48.32	100	42.02	15	6.30	0	0.00	238
3	182	47.15	140	36.27	42	10.88	0	0.00	0	0.00	0	0.00	204	52.85	117	30.31	87	22.54	0	0.00	386
4A	84	28.97	49	16.90	16	5.52	0	0.00	0	0.00	19	6.55	206	71.03	48	16.55	158	54.48	0	0.00	290
4B	53	41.73	15	11.81	38	29.92	0	0.00	0	0.00	0	0.00	74	58.27	33	25.98	41	32.28	0	0.00	127
5	117	48.15	31	12.76	66	27.16	0	0.00	20	8.23	0	0.00	126	51.85	76	31.28	50	20.58	0	0.00	243
6	293	47.18	87	14.01	193	31.08	0	0.00	13	2.09	0	0.00	328	52.82	301	48.47	27	4.35	0	0.00	621
7	138	48.25	26	9.09	97	33.92	5	1.75	10	3.50	0	0.00	148	51.75	63	22.03	85	29.72	0	0.00	286
8	203	65.06	62	19.87	83	26.60	58	18.59	0	0.00	0	0.00	109	34.94	42	13.46	67	21.47	0	0.00	312
9	206	59.88	149	43.31	57	16.57	0	0.00	0	0.00	0	0.00	138	40.12	83	24.13	55	15.99	0	0.00	344
10	113	43.13	30	11.45	76	29.01	0	0.00	7	2.67	0	0.00	149	56.87	67	25.57	82	31.30	0	0.00	262
11	32	23.88	20	14.93	12	8.96	0	0.00	0	0.00	0	0.00	81	60.45	37	27.61	44	32.84	21	15.67	134
12	28	20.59	16	11.76	12	8.82	0	0.00	0	0.00	0	0.00	108	79.41	80	58.82	28	20.59	0	0.00	136
ARMM	64	56.64	42	37.17	22	19.47	0	0.00	0	0.00	0	0.00	49	43.36	10	8.85	39	34.51	0	0.00	113
CAR	77	49.36	45	28.85	32	20.51	0	0.00	0	0.00	0	0.00	79	50.64	10	6.41	69	44.23	0	0.00	156
Caraga	77	45.56	0	0.00	77	45.56	0	0.00	0	0.00	0	0.00	92	54.44	44	26.04	48	28.40	0	0.00	169
NCR	95	28.79	46	13.94	0	0.00	0	0.00	49	14.85	0	0.00	235	71.21	109	33.03	126	38.18	0	0.00	330
<b>Total</b>	<b>2128</b>	<b>46.98</b>	<b>1047</b>	<b>23.11</b>	<b>840</b>	<b>18.54</b>	<b>108</b>	<b>2.38</b>	<b>99</b>	<b>2.19</b>	<b>34</b>	<b>0.75</b>	<b>2381</b>	<b>52.56</b>	<b>1287</b>	<b>28.41</b>	<b>1094</b>	<b>24.15</b>	<b>21</b>	<b>0.46</b>	<b>4530</b>

## PERSONAL PROFILES OF TEACHER RESPONDENTS

### Island of Birth

The table below gives a summary of the island of birth of teacher educators.

**Table 4**  
**Distribution of Teacher Respondents by Island of Birth and by Region**

Region	Island of Birth										Total
	Luzon		Visayas		Mindanao		Others		NR		
	f	%	f	%	f	%	f	%	f	%	
1	365	95.30	9	2.35	7	1.83	0	0.00	2	0.52	383
2	232	97.48	3	1.26	3	1.26	0	0.00	0	0.00	238
3	358	92.75	6	1.55	2	0.52	0	0.00	20	5.18	386
4A	265	91.38	6	2.07	7	2.41	0	0.00	12	4.14	290
4B	92	72.44	22	17.32	2	1.57	0	0.00	11	8.66	127
5	222	91.36	5	2.06	4	1.65	0	0.00	12	4.94	243
6	33	5.31	537	86.47	17	2.74	0	0.00	34	5.48	621
7	17	5.94	227	79.37	29	10.14	0	0.00	13	4.55	286
8	12	3.85	270	86.54	4	1.28	0	0.00	26	8.33	312
9	16	4.65	43	12.50	276	80.23	0	0.00	9	2.62	344
10	16	6.11	34	12.98	201	76.72	1	0.38	10	3.82	262
11	9	6.72	12	8.96	106	79.10	0	0.00	7	5.22	134
12	12	8.82	33	24.26	89	65.44	0	0.00	2	1.47	136
ARMM	5	4.42	8	7.08	92	81.42	1	0.88	7	6.19	113
CAR	73	46.79	1	0.64	1	0.64	0	0.00	81	51.92	156
Caraga	12	7.10	29	17.16	122	72.19	0	0.00	6	3.55	169
NCR	272	82.42	26	7.88	11	3.33	0	0.00	21	6.36	330
<b>Total</b>	<b>2011</b>	<b>44.39</b>	<b>1271</b>	<b>28.06</b>	<b>973</b>	<b>21.48</b>	<b>2</b>	<b>0.04</b>	<b>273</b>	<b>6.03</b>	<b>4530</b>

The Philippines is composed of many island groups, the biggest and most populated of which is Luzon. It is therefore understandable that the biggest percentage of teacher educators comes from the island of Luzon. Almost half (44.39%) of the teacher educators were born in or originated from the Luzon area. More than one-fourth (28.06%) come from the Visayas group of islands while less than one-fourth (21.48%) indicated Mindanao as their island of birth.

## Age Profile

The following table summarizes the age profile of teacher educators included in the survey:

**Table 5**  
**Age Profile of Teacher Respondents by Region**

Region	Age Profile												Total
	21-30		31-40		41-50		51-60		61 and above		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	
1	66	17.23	85	22.19	76	19.84	118	30.81	34	8.88	4	1.04	383
2	48	20.17	56	23.53	42	17.65	78	32.77	14	5.88	0	0.00	238
3	93	24.09	97	25.13	71	18.39	85	22.02	30	7.77	10	2.59	386
4A	56	19.31	62	21.38	62	21.38	70	24.14	29	10.00	11	3.79	290
4B	22	17.32	21	16.54	27	21.26	42	33.07	14	11.02	1	0.79	127
5	32	13.17	54	22.22	49	20.16	77	31.69	31	12.76	0	0.00	243
6	83	13.37	170	27.38	148	23.83	156	25.12	58	9.34	6	0.97	621
7	39	13.64	76	26.57	66	23.08	78	27.27	27	9.44	0	0.00	286
8	28	8.97	67	21.47	82	26.28	97	31.09	27	8.65	11	3.53	312
9	55	15.99	79	22.97	85	24.71	97	28.20	20	5.81	8	2.33	344
10	56	21.37	78	29.77	46	17.56	65	24.81	16	6.11	1	0.38	262
11	25	18.66	27	20.15	30	22.39	42	31.34	9	6.72	1	0.75	134
12	20	14.71	31	22.79	34	25.00	40	29.41	10	7.35	1	0.74	136
ARMM	22	19.47	15	13.27	34	30.09	32	28.32	9	7.96	1	0.88	113
CAR	50	32.05	30	19.23	28	17.95	37	23.72	7	4.49	4	2.56	156
Caraga	38	22.49	45	26.63	32	18.93	39	23.08	12	7.10	3	1.78	169
NCR	25	7.58	61	18.48	76	23.03	109	33.03	51	15.45	8	2.42	330
<b>Total</b>	<b>758</b>	<b>16.73</b>	<b>1054</b>	<b>23.27</b>	<b>988</b>	<b>21.81</b>	<b>1262</b>	<b>27.86</b>	<b>398</b>	<b>8.79</b>	<b>70</b>	<b>1.55</b>	<b>4530</b>

The ages of teacher educators are grouped as follows into intervals of ten: 21-30, 31-40, 41-50, 51-60 and 61 and above. The biggest concentration of teacher educators can be seen in the age range of 51-60 with more than one-fourth of the teachers coming from this group (27.86%). The next biggest group comes from the age range of 31-40 with almost one-fourth of the teachers composing the group (23.27%). Next comes the group from the 41-50 age range (21.81%). The second to the last group is from the 21-30 age range (16.73%). The last group is the 61 and above age range (8.79%).

From the statistics above, we can see that the population of teacher trainers is in the age range of 31-50 as the combined percentages equal 45.08%, about half of the teacher respondents. More than one-fourth of teacher educators, though, are close to the retirement age of 65 years.

## Gender

The table below shows the distribution of participants by gender.

**Table 6**  
**Distribution of Teacher Respondents by Gender and by Region**

Region	Gender						Total
	Male		Female		NR		
	f	%	f	%	f	%	
1	103	26.89	280	73.11	0	0.00	383
2	62	26.05	176	73.95	0	0.00	238
3	120	31.09	266	68.91	0	0.00	386
4A	87	30.00	201	69.31	2	0.69	290
4B	31	24.41	95	74.80	1	0.79	127
5	61	25.10	182	74.90	0	0.00	243
6	145	23.35	472	76.01	4	0.64	621
7	78	27.27	208	72.73	0	0.00	286
8	75	24.04	237	75.96	0	0.00	312
9	100	29.07	240	69.77	4	1.16	344
10	69	26.34	193	73.66	0	0.00	262
11	38	28.36	95	70.90	1	0.75	134
12	33	24.26	102	75.00	1	0.74	136
ARMM	38	33.63	75	66.37	0	0.00	113
CAR	37	23.72	119	76.28	0	0.00	156
Caraga	45	26.63	123	72.78	1	0.59	169
NCR	73	22.12	257	77.88	0	0.00	330
<b>Total</b>	<b>1195</b>	<b>26.38</b>	<b>3321</b>	<b>73.31</b>	<b>14</b>	<b>0.31</b>	<b>4530</b>

Just like in the earlier TAO survey conducted by SEAMEO INNOTECH for the Honorable Senator Teresa Aquino-Oreta, most teacher educators are female. Almost three-fourths (73.31%) of the total number of teacher educators in the survey belong to the female gender while more than one-fourth belong to the male gender (26.38%). From the table above, it can be gleaned that the teaching profession is less attractive to males than to females. This may be because of the low salaries that teachers receive. As breadwinners, males are forced to look for other jobs that pay a higher salary.

## Civil Status

Table 7 below shows the summary of the civil status of teacher educators.

**Table 7**  
**Distribution of Teacher Respondents by Civil Status and by Region**

Region	Civil Status												Total
	Married		Single		Widow/ Widower		Single Parent		Separated/ Divorced		No Response		
	f	%	f	%	f	%	f	%	f	%	f	%	
1	284	74.15	82	21.41	15	3.92	2	0.52	0	0.00	0	0.00	383
2	172	72.27	54	22.69	10	4.20	1	0.42	1	0.42	0	0.00	238
3	259	67.10	111	28.76	11	2.85	4	1.04	1	0.26	0	0.00	386
4A	200	68.97	73	25.17	9	3.10	0	0.00	1	0.34	7	2.41	290
4B	84	66.14	31	24.41	11	8.66	0	0.00	0	0.00	1	0.79	127
5	154	63.37	46	18.93	18	7.41	2	0.82	0	0.00	23	9.47	243
6	390	62.80	195	31.40	27	4.35	3	0.48	1	0.16	5	0.81	621
7	209	73.08	63	22.03	12	4.20	1	0.35	1	0.35	0	0.00	286
8	226	72.44	53	16.99	22	7.05	1	0.32	3	0.96	7	2.24	312
9	231	67.15	85	24.71	23	6.69	2	0.58	1	0.29	2	0.58	344
10	170	64.89	65	24.81	18	6.87	4	1.53	3	1.15	2	0.76	262
11	88	65.67	31	23.13	13	9.70	1	0.75	1	0.75	0	0.00	134
12	98	72.06	31	22.79	6	4.41	1	0.74	0	0.00	0	0.00	136
ARMM	80	70.80	24	21.24	5	4.42	0	0.00	4	3.54	0	0.00	113
CAR	93	59.62	54	34.62	4	2.56	1	0.64	3	1.92	1	0.64	156
Caraga	117	69.23	44	26.04	7	4.14	1	0.59	0	0.00	0	0.00	169
NCR	189	57.27	102	30.91	31	9.39	4	1.21	2	0.61	2	0.61	330
<b>Total</b>	<b>3044</b>	<b>67.20</b>	<b>1144</b>	<b>25.25</b>	<b>242</b>	<b>5.34</b>	<b>28</b>	<b>0.62</b>	<b>22</b>	<b>0.49</b>	<b>50</b>	<b>1.10</b>	<b>4530</b>

Table 7 shows that two-thirds of teacher educators are married (67.20%) and only one-fourth remain single (25.25%). The other teachers are either widows/widowers (5.34%), single parents (0.62%), or separated/divorced (0.49%). A total of 50 (1.10%) teacher educators did not indicate their civil status.

## Spouse Employment Status

Table 8 summarizes the employment status of spouses of teacher educators.

**Table 8**  
**Distribution of Teacher Respondents by Spouse Employment Status and by Region**

Region	Spouse Employment Status												Total
	Employed		Unemployed		Retired		Deceased		Not applicable		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	
1	229	59.79	27	7.05	32	8.36	0	0.00	0	0.00	95	24.80	383
2	151	63.45	14	5.88	7	2.94	0	0.00	0	0.00	66	27.73	238
3	175	45.34	109	28.24	15	3.89	0	0.00	0	0.00	87	22.54	386
4A	146	50.34	24	8.28	21	7.24	0	0.00	0	0.00	99	34.14	290
4B	68	53.54	6	4.72	10	7.87	0	0.00	0	0.00	43	33.86	127
5	126	51.85	16	6.58	8	3.29	17	7.00	45	18.52	31	12.76	243
6	339	54.59	46	7.41	37	5.96	0	0.00	0	0.00	199	32.05	621
7	140	48.95	39	13.64	26	9.09	0	0.00	0	0.00	81	28.32	286
8	172	55.13	26	8.33	24	7.69	0	0.00	0	0.00	90	28.85	312
9	176	51.16	20	5.81	23	6.69	0	0.00	0	0.00	125	36.34	344
10	129	49.24	28	10.69	10	3.82	0	0.00	0	0.00	95	36.26	262
11	66	49.25	55	41.04	10	7.46	0	0.00	3	2.24	0	0.00	134
12	82	60.29	5	3.68	8	5.88	0	0.00	0	0.00	41	30.15	136
ARMM	67	59.29	11	9.73	4	3.54	0	0.00	0	0.00	31	27.43	113
CAR	33	21.15	17	10.90	13	8.33	0	0.00	0	0.00	93	59.62	156
Caraga	93	55.03	15	8.88	13	7.69	0	0.00	0	0.00	48	28.40	169
NCR	160	48.48	12	3.64	31	9.39	0	0.00	0	0.00	127	38.48	330
<b>Total</b>	<b>2352</b>	<b>51.92</b>	<b>470</b>	<b>10.38</b>	<b>292</b>	<b>6.45</b>	<b>17</b>	<b>0.38</b>	<b>48</b>	<b>1.06</b>	<b>1351</b>	<b>29.82</b>	<b>4530</b>

More than half of the spouses of teacher educators are employed (51.92%). The spouses who are unemployed account only for 10.38% of the entire sample. Those who have retired compose 6.45% while 0.38% of teacher respondents have been widowed. More than one-fourth (29.82%), though, gave no response about the status of their spouse's employment.

## Home Ownership

Table 9 shows the home ownership of teacher educators in the country.

**Table 9**  
**Distribution of Teacher Respondents by Home Ownership and by Region**

Region	Home Ownership						Total
	Owned		Not Owned		NR		
	f	%	f	%	f	%	
1	262	68.41	105	27.42	16	4.18	383
2	170	71.43	68	28.57	0	0.00	238
3	258	66.84	128	33.16	0	0.00	386
4A	190	65.52	82	28.28	18	6.21	290
4B	87	68.50	31	24.41	9	7.09	127
5	157	64.61	62	25.51	24	9.88	243
6	418	67.31	178	28.66	25	4.03	621
7	191	66.78	87	30.42	8	2.80	286
8	197	63.14	55	17.63	60	19.23	312
9	231	67.15	100	29.07	13	3.78	344
10	161	61.45	83	31.68	18	6.87	262
11	94	70.15	21	15.67	19	14.18	134
12	102	75.00	12	8.82	22	16.18	136
ARMM	75	66.37	36	31.86	2	1.77	113
CAR	82	52.56	74	47.44	0	0.00	156
Caraga	67	39.64	62	36.69	40	23.67	169
NCR	235	71.21	89	26.97	6	1.82	330
<b>Total</b>	<b>2977</b>	<b>65.72</b>	<b>1273</b>	<b>28.10</b>	<b>280</b>	<b>6.18</b>	<b>4530</b>

According to the Canadian International Development Agency, housing is one of the most critical needs of Filipinos. The demand for homes is growing at a rate of 800,000 units a year. But this demand is not being met because of the increasing land prices which make owning a home near to impossible (CIDA, 2003). It is therefore a consolation that most of the teacher educators who answered the survey have already acquired their own houses (65.72%). Since many of them have been in the profession for quite some time and have spouses who are also working, these may be the reasons why many of them were able to buy or acquire their own homes. Only 28.10% admitted not owning the houses they occupy. Region 12 has the highest percentage of teacher educators whose homes they own (75.00%), followed by Region 2 (71.43%), and NCR (71.21%). The region which has the lowest percentage is the Autonomous Region of Muslim Mindanao with only 8.82% of teacher educators owning the houses they live in.

## Car Ownership

Table 10 shows the car ownership of teacher educators in the country.

**Table 10**  
**Distribution of Teacher Respondents by Car Ownership and by Region**

Region	Car Ownership						Total
	Owned		Not Owned		NR		
	f	%	f	%	f	%	
1	110	28.72	273	71.28	0	0.00	383
2	69	28.99	169	71.01	0	0.00	238
3	121	31.35	265	68.65	0	0.00	386
4A	83	28.62	191	65.86	16	5.52	290
4B	30	23.62	88	69.29	9	7.09	127
5	58	23.87	169	69.55	16	6.58	243
6	172	27.70	397	63.93	52	8.37	621
7	65	22.73	199	69.58	22	7.69	286
8	50	16.03	237	75.96	25	8.01	312
9	70	20.35	224	65.12	50	14.53	344
10	65	24.81	175	66.79	22	8.40	262
11	29	21.64	83	61.94	22	16.42	134
12	39	28.68	90	66.18	7	5.15	136
ARMM	39	34.51	71	62.83	3	2.65	113
CAR	40	25.64	116	74.36	0	0.00	156
Caraga	24	14.20	133	78.70	12	7.10	169
NCR	118	35.76	178	53.94	34	10.30	330
<b>Total</b>	<b>1182</b>	<b>26.09</b>	<b>3058</b>	<b>67.51</b>	<b>290</b>	<b>6.40</b>	<b>4530</b>

While almost two-thirds of the teacher educators own their homes, only one-fourth of them have private vehicles (26.09%). It is clear that cars are not one of the primary concerns of teacher educators. We can see from the table that two-thirds (67.51%) of them do not own motor vehicles.

The region that has the highest percentage of car owners is the National Capital Region (35.76%). This may be because owning a car in the Metropolis is a necessity rather than a luxury. On the other hand, Caraga is the region which has the lowest percentage of car owners at 14.20%.

## EDUCATIONAL QUALIFICATIONS OF TEACHER TRAINERS

### Undergraduate Degree

Table 11 gives a summary of the undergraduate degrees that teacher educators possess.

**Table 11**  
**Distribution of Teacher Respondents by Undergraduate Degrees and by Region**

Region	Undergraduate Degree												Total
	AB		BS		BSE/BSEd		BEEd/BSEEd		Others		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	
1	39	10.18	75	19.58	155	40.47	50	13.05	47	12.27	17	4.44	383
2	24	10.08	21	8.82	133	55.88	21	8.82	39	16.39	0	0.00	238
3	49	12.69	57	14.77	146	37.82	62	16.06	49	12.69	23	5.96	386
4A	34	11.72	50	17.24	97	33.45	44	15.17	0	0.00	65	22.41	290
4B	12	9.45	9	7.09	57	44.88	24	18.90	0	0.00	25	19.69	127
5	22	9.05	44	18.11	105	43.21	51	20.99	16	6.58	5	2.06	243
6	97	15.62	88	14.17	228	36.71	81	13.04	112	18.04	15	2.42	621
7	50	17.48	60	20.98	118	41.26	34	11.89	19	6.64	5	1.75	286
8	37	11.86	34	10.90	116	37.18	41	13.14	60	19.23	24	7.69	312
9	53	15.41	65	18.90	147	42.73	39	11.34	36	10.47	4	1.16	344
10	52	19.85	39	14.89	85	32.44	41	15.65	34	12.98	11	4.20	262
11	13	9.70	19	14.18	54	40.30	19	14.18	29	21.64	0	0.00	134
12	36	26.47	30	22.06	46	33.82	23	16.91	1	0.74	0	0.00	136
ARMM	21	18.58	20	17.70	26	23.01	11	9.73	9	7.96	26	23.01	113
CAR	14	8.97	29	18.59	75	48.08	16	10.26	12	7.69	10	6.41	156
Caraga	21	12.43	27	15.98	74	43.79	24	14.20	21	12.43	2	1.18	169
NCR	35	10.61	40	12.12	135	40.91	78	23.64	33	10.00	9	2.73	330
<b>Total</b>	<b>609</b>	<b>13.44</b>	<b>707</b>	<b>15.61</b>	<b>1797</b>	<b>39.67</b>	<b>659</b>	<b>14.55</b>	<b>517</b>	<b>11.41</b>	<b>241</b>	<b>5.32</b>	<b>4530</b>

More than one-third (39.67%) of the teacher educators claim that they have Bachelor of Science in Education (BSE/BSEd) degrees. Some of them have Bachelor of Science in Elementary Education (BEEd/BSEEd) degrees (14.55%). Some have Bachelor of Arts (13.79%) and Bachelor of Science (15.84%) degrees that may not be related at all to teaching. Some of them answered that they have degrees other than those already enumerated (11.97%).

### Institutions Where They Obtained Bachelor's Degree

Table 12 shows the list of universities and colleges where the teacher educators involved in the survey obtained their bachelor's degrees.

**Table 12**  
**Distribution of Teacher Respondents by Institutions Where They Obtained Their Bachelor's Degree and by Region**

Region	Institutions Where They Obtained Bachelor's Degree																											
	PNU		NTC		UST		UE		MLQU		UP		FEU		MIST		CEU		PLM		PUP		TUP		PCC			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	9	2.35	1	0.26	7	1.83	6	1.57	1	0.26	15	3.92	5	1.31	1	0.26	1	0.26	0	0.00	1	0.26	3	0.78	0	0.00	0	0.00
2	7	2.94	4	1.68	5	2.10	3	1.26	0	0.00	8	3.36	4	1.68	0	0.00	0	0.00	0	0.00	2	0.84	2	0.84	0	0.00	0	0.00
3	1	0.26	3	0.78	12	3.11	3	0.78	1	0.26	9	2.33	2	0.52	0	0.00	0	0.00	0	0.00	3	0.78	3	0.78	0	0.00	0	0.00
4A	2	0.69	5	1.72	1	0.34	8	2.76	2	0.69	6	2.07	13	4.48	0	0.00	5	1.72	2	0.69	0	0.00	2	0.69	0	0.00	0	0.00
4B	5	3.94	0	0.00	2	1.57	0	0.00	2	1.57	1	0.79	3	2.36	2	1.57	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	3	1.23	3	1.23	3	1.23	1	0.41	0	0.00	8	3.29	0	0.00	0	0.00	0	0.00	0	0.00	3	1.23	0	0.00	0	0.00	0	0.00
6	16	2.58	0	0.00	0	0.00	0	0.00	0	0.00	49	7.89	0	0.00	7	1.13	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	2	0.70	0	0.00	0	0.00	0	0.00	0	0.00	11	3.85	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	3	0.87	0	0.00	0	0.00	0	0.00	1	0.29	9	2.62	0	0.00	4	1.16	1	0.29	0	0.00	0	0.00	1	0.29	0	0.00	0	0.00
10	2	0.76	0	0.00	3	1.15	3	1.15	0	0.00	2	0.76	0	0.00	0	0.00	0	0.00	0	0.00	2	0.76	0	0.00	0	0.00	0	0.00
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
ARMIM	1	0.88	0	0.00	0	0.00	2	1.77	2	1.77	2	1.77	1	0.88	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
CAR	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Caraga	3	1.78	0	0.00	2	1.18	0	0.00	0	0.00	1	0.59	0	0.00	0	0.00	1	0.59	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
NCR	45	13.64	35	10.61	32	9.70	18	5.45	15	4.55	15	4.55	15	4.55	11	3.33	10	3.03	8	2.42	7	2.12	6	1.82	5	1.52		
<b>Total</b>	<b>99</b>	<b>2.19</b>	<b>51</b>	<b>1.13</b>	<b>67</b>	<b>1.48</b>	<b>44</b>	<b>0.97</b>	<b>24</b>	<b>0.53</b>	<b>136</b>	<b>3.00</b>	<b>43</b>	<b>0.95</b>	<b>25</b>	<b>0.55</b>	<b>18</b>	<b>0.40</b>	<b>10</b>	<b>0.22</b>	<b>18</b>	<b>0.40</b>	<b>17</b>	<b>0.38</b>	<b>5</b>	<b>0.11</b>		

**Table 12  
Distribution of Teacher Respondents by Institutions Where They Obtained Their Bachelor's Degree and by Region**

Region	Institutions Where They Obtained Bachelor's Degree																															
	TC		SLU		NU		AU		PWU		MIT		DLSU		AdMU		SSCR		XU		MCU		RTU		Others		NR					
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
1	0	0.00	26	6.79	1	0.26	1	0.26	1	0.26	0	0.00	1	0.26	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	250	65.27	53	13.84
2	0	0.00	2	0.84	0	0.00	2	0.84	1	0.42	1	0.42	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	198	83.19	0	0.00
3	0	0.00	0	0.00	0	0.00	12	3.11	0	0.00	0	0.00	3	0.78	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	270	69.95	64	16.58
4A	1	0.34	0	0.00	2	0.69	6	2.07	3	1.03	2	0.69	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.34	175	60.34	54	18.62
4B	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.79	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	94	74.02	17	13.39
5	0	0.00	0	0.00	0	0.00	1	0.41	2	0.82	0	0.00	1	0.41	0	0.00	0	0.00	0	0.00	1	0.41	0	0.00	0	0.00	0	0.00	215	88.48	2	0.82
6	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	1.45	5	0.81	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	535	86.15	0	0.00
7	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	0.70	0	0.00	0	0.00	0	0.00	2	0.70	0	0.00	0	0.00	0	0.00	269	94.06	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	312	100.00	0	0.00
9	0	0.00	0	0.00	0	0.00	0	0.00	1	0.29	0	0.00	3	0.87	4	1.16	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	134	38.95	183	53.20
10	0	0.00	0	0.00	1	0.38	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	27	10.31	0	0.00	0	0.00	0	0.00	197	75.19	25	9.54
11	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	3.73	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	102	76.12	27	20.15
12	0	0.00	0	0.00	0	0.00	1	0.74	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.74	0	0.00	0	0.00	0	0.00	128	94.12	6	4.41
ARMM	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	0	0.00	0	0.00	1	0.88	0	0.00	0	0.00	0	0.00	95	84.07	8	7.08
CAR	0	0.00	13	8.33	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	143	91.67	0	0.00
Caraga	0	0.00	0	0.00	0	0.00	1	0.59	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	142	84.02	19	11.24
NCR	5	1.52	5	1.52	5	1.52	4	1.21	4	1.21	2	0.61	1	0.30	0	0.00	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	1	0.30	61	18.48	17	5.15
<b>Total</b>	<b>6</b>	<b>0.13</b>	<b>46</b>	<b>1.02</b>	<b>9</b>	<b>0.20</b>	<b>28</b>	<b>0.62</b>	<b>12</b>	<b>0.26</b>	<b>7</b>	<b>0.11</b>	<b>26</b>	<b>0.57</b>	<b>9</b>	<b>0.20</b>	<b>1</b>	<b>0.02</b>	<b>6</b>	<b>0.13</b>	<b>1</b>	<b>0.02</b>	<b>2</b>	<b>0.04</b>	<b>3347</b>	<b>73.89</b>	<b>475</b>	<b>10.49</b>				

The teacher educators indicated different institutions where they obtained their bachelor's degree. From the table on the previous page, those with the highest percentages come from Luzon where most of the teacher educators were born. The biggest percentage of teacher educators got their degree from the University of the Philippines or U.P. (3.00%). The next highest percentage goes to the Philippine Normal University or PNU (2.18%). The University of Santo Tomas (UST) garners the third highest percentage (1.48%). The fourth highest is the National Teacher College (NTC) which has a percentage of 1.13. The fifth highest is the Saint Louis University (SLU) at 1.02%.

### Year Graduated

The teacher educators' year of graduation was grouped into five-year ranges. The earliest years are those which are earlier than 1955. The five-year ranges start from 1956–1960, followed by 1961–1965, 1966–1970 and so on up to 2001–2004. The five-year range which registered the highest number of teacher educators who graduated in that particular year range is from 1996–2000. A total of 426 teacher educators or 9.40% graduated between those years. The next highest percentage is in the years 1966–1970 with a percentage of 9.09. The five-year ranges from 1971–1975 and from 1981–1985 both show that 395 teacher educators (8.72%) graduated in each year range.

*Table 13* on the next page shows the year when the teacher educators obtained their bachelor's degree.

**Table 13**  
**Distribution of Teacher Respondents by Year of Graduation and by Region**

Region	Earlier than 1955	Year Graduated												NR	Total									
		1956-1960	1961-1965	1966-1970	1971-1975	1976-1980	1981-1985	1986-1990	1991-1995	1996-2000	2001-2004	f	%											
1	0.26	5	1.31	11	2.87	43	11.23	40	10.44	29	7.57	38	9.92	43	11.23	13	3.39	90	23.50	383				
2	0.84	4	1.68	16	6.72	28	11.76	45	18.91	25	10.50	24	10.08	23	9.66	31	13.03	9	3.78	0	0.00	238		
3	8.55	63	16.32	60	15.54	30	7.77	27	6.99	32	8.29	35	9.07	19	4.92	4	1.04	3	0.78	5	1.30	75	19.43	386
4A	0.34	4	1.38	7	2.41	25	8.62	20	6.90	21	7.24	33	11.38	32	11.03	27	9.31	28	9.66	13	4.48	79	27.24	290
4B	0.00	0	0.00	7	5.51	15	11.81	15	11.81	9	7.09	18	14.17	8	6.30	13	10.24	13	10.24	6	4.72	23	18.11	127
5	0.82	2	0.82	8	3.29	28	11.52	27	11.11	24	9.88	25	10.29	21	8.64	27	11.11	27	11.11	7	2.88	45	18.52	243
6	0.00	0	0.00	1	0.16	2	0.32	4	0.64	12	1.93	6	0.97	15	2.42	26	4.19	46	7.41	19	3.06	490	78.90	621
7	0.70	1	0.35	9	3.15	29	10.14	34	11.89	23	8.04	30	10.49	40	13.99	30	10.49	34	11.89	13	4.55	41	14.34	286
8	0.00	4	1.28	8	2.56	18	5.77	40	12.82	41	13.14	36	11.54	34	10.90	31	9.94	26	8.33	12	3.85	62	19.87	312
9	0.29	0	0.00	15	4.36	37	10.76	35	10.17	30	8.72	46	13.37	34	9.88	37	10.76	43	12.50	9	2.62	57	16.57	344
10	0.00	1	0.38	7	2.67	33	12.60	14	5.34	16	6.11	16	6.11	31	11.83	40	15.27	47	17.94	7	2.67	50	19.08	262
11	0.00	2	1.49	6	4.48	17	12.69	12	8.96	12	8.96	9	6.72	15	11.19	21	15.67	13	9.70	3	2.24	24	17.91	134
12	0.00	2	1.47	5	3.68	17	12.50	13	9.56	16	11.76	17	12.50	15	11.03	12	8.82	13	9.56	2	1.47	24	17.65	136
ARMM	0.88	0	0.00	3	2.65	10	8.85	9	7.96	14	12.39	13	11.50	4	3.54	6	5.31	13	11.50	11	9.73	29	25.66	113
CAR	12.18	36	23.08	19	12.18	7	4.49	8	5.13	9	5.77	20	12.82	13	8.33	0	0.00	0	0.00	0	0.00	25	16.03	156
Caraga	0.00	3	1.78	3	1.78	18	10.65	13	7.69	13	7.69	13	7.69	24	14.20	23	13.61	20	11.83	15	8.88	24	14.20	169
NCR	1.82	9	2.73	23	6.97	55	16.67	39	11.82	23	6.97	34	10.30	38	11.52	20	6.06	26	7.88	5	1.52	52	15.76	330
<b>Total</b>	<b>68</b>	<b>1.50</b>	<b>136</b>	<b>3.00</b>	<b>412</b>	<b>9.09</b>	<b>395</b>	<b>8.72</b>	<b>350</b>	<b>7.73</b>	<b>415</b>	<b>9.16</b>	<b>395</b>	<b>8.72</b>	<b>386</b>	<b>8.52</b>	<b>426</b>	<b>9.40</b>	<b>149</b>	<b>3.29</b>	<b>1190</b>	<b>26.27</b>	<b>4530</b>	

## Graduate Degrees

Table 14 gives a summary of the number of teacher educators who have earned their master's and doctoral degrees:

**Table 14**  
**Distribution of Teacher Respondents by Graduate Degrees and by Region**

Region	Graduate Degrees								Total
	With Master's Degree		With Units Leading to Master's Degree		With Doctoral Degree		With Units Leading to Doctoral Degree		
	f	%	f	%	f	%	f	%	
1	233	60.84	104	27.15	95	24.80	59	15.40	383
2	182	76.47	49	20.59	73	30.67	64	26.89	238
3	257	66.58	86	22.28	80	20.73	56	14.51	386
4A	105	36.21	161	55.52	43	14.83	23	7.93	290
4B	82	64.57	25	19.69	9	7.09	12	9.45	127
5	165	67.90	44	18.11	55	22.63	33	13.58	243
6	330	53.14	235	37.84	88	14.17	74	11.92	621
7	177	61.89	91	31.82	69	24.13	43	15.03	286
8	252	80.77	31	9.94	75	24.04	29	9.29	312
9	133	38.66	104	30.23	34	9.88	30	8.72	344
10	170	64.89	76	29.01	67	25.57	39	14.89	262
11	96	71.64	7	5.22	26	19.40	5	3.73	134
12	99	72.79	34	25.00	27	19.85	34	25.00	136
ARMM	66	58.41	38	33.63	35	30.97	13	11.50	113
CAR	110	70.51	37	23.72	44	28.21	29	18.59	156
Caraga	89	52.66	57	33.73	25	14.79	20	11.83	169
NCR	62	18.79	270	81.82	74	22.42	115	34.85	330
<b>Total</b>	<b>2608</b>	<b>57.57</b>	<b>1449</b>	<b>31.99</b>	<b>919</b>	<b>20.29</b>	<b>678</b>	<b>14.97</b>	<b>4530</b>

More than half of those who were involved in the survey have master's degrees (2,608 or 57.57%). The region with the highest percentage of teacher educators who have master's degrees is Region 8 (80.77%). Regions 2 and 12 follow with percentages of 76.47 and 72.79, respectively.

Almost one-third (31.99%) of teacher trainers have units leading to a master's degree. Those who have earned their doctoral degree have a percentage of 20.29 of the entire sample while those who have units leading to a doctoral degree have a percentage of 15.23. It clearly shows that even though these teacher trainers have limited time on their hands, they put a high premium on professional enhancement and self-improvement.

## Scholarship Availed Of

*Table 15* shows the list of the institutions which granted scholarships to teacher educators and the number of teacher educators who were given scholarships under those institutions.

There are institutions in the Philippines that provide educational opportunities to poor but deserving students through their financial assistance programs. Several were mentioned in this survey. The institution which granted the most number of scholarships is FAPE (Fund for Assistance to Private Education). A total of 162 (3.58%) teacher educators availed of scholarships under this institution. Next is the DOST (Department of Science and Technology) with 0.68%, followed by DECS (formerly the Department of Education, Culture and Sports, now known simply as the Department of Education) at 0.62%. However, majority of the teacher educators did not respond to this question (71.43%).

## Eligibility

There are several prerequisites before a teacher can be allowed to teach. According to UNESCO (United Nations Educational, Scientific and Cultural Organization, 2003), primary school teachers must finish a Bachelor's Degree in Elementary Education. They need to pass the Licensure Examination for Teachers (LET) in Elementary Education to be eligible for regular appointment. For secondary school teachers, the prerequisites are a bachelor's degree in Secondary Education specializing in high school subjects and the LET in Secondary Education. Teacher educators in the tertiary level must have a master's degree from a recognized college or university and for those in the higher ranks of the tertiary level, they must have a doctoral degree.

*Table 16* on page 20 shows the eligibility of teacher trainers. It shows that more than half of the teacher educators were registered with the Professional Regulatory Commission (51.43%). One-third (36.78%) of the teacher trainers had passed the examination given by the Civil Service Commission for professionals while almost one-fifth (17.86%) are civil service subprofessionals. Almost one-third (32.49%) of the teacher educators passed the Philippine Board Examination for Teachers (PBET). Likewise, more than one-third (37.26%) passed another board examination called the Teacher's Board Exam. More than one-fifth (21.32%) passed the LET. From what we have seen, we can say that the teacher trainers are eligible to teach. Only 97 (2.14%) did not respond to this question.

**Table 15  
Distribution of Teacher Respondents by Scholarship Availed Of and by Region**

Region	Scholarship Availed Of																												Total				
	FAPE	CHED	50% Discount	ACSC	PDP	BSC Scholarship	DECS	City Govt.	DOST	DOST-PLASTRD	NSDB	PASUC	PPETA	TVEP	Others	NR	Total																
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%															
1	18	4.70	0	0.00	0	0.00	0	0.00	0	0.00	2	0.52	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	363	94.78	0	0.00	383				
2	8	3.36	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	230	96.64	0	0.00	238				
3	8	2.07	2	0.52	0	0.00	0	0.00	0	0.00	3	0.78	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	58	15.03	315	81.61	386				
4A	3	1.03	0	0.00	0	0.00	0	0.00	0	0.00	1	0.34	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	21	7.24	265	91.38	290				
4B	1	0.79	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.79	0	0.00	0	0.00	0	0.00	11	8.66	114	89.76	127				
5	1	0.41	6	2.47	0	0.00	0	0.00	0	0.00	2	0.82	0	0.00	3	1.23	0	0.00	0	0.00	0	0.00	0	0.00	43	17.70	188	77.37	243				
6	18	2.90	2	0.32	0	0.00	0	0.00	0	0.00	16	2.58	0	0.00	8	1.29	0	0.00	0	0.00	0	0.00	0	0.00	34	5.48	543	87.44	621				
7	16	5.59	3	1.05	0	0.00	0	0.00	0	0.00	2	0.70	0	0.00	1	0.35	0	0.00	0	0.00	0	0.00	0	0.00	20	6.99	243	84.97	286				
8	1	0.32	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	32	10.26	279	89.42	312				
9	6	1.74	2	0.58	0	0.00	0	0.00	1	0.29	2	0.58	0	0.00	5	1.45	0	0.00	0	0.00	0	0.00	1	0.29	20	5.81	304	88.37	344				
10	20	7.63	3	1.15	0	0.00	0	0.00	0	0.00	4	1.53	2	0.76	0	0.00	7	2.67	0	0.00	0	0.00	0	0.00	51	19.47	175	66.79	262				
11	3	2.24	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4	2.99	127	94.78	134				
12	25	18.38	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	27	19.85	84	61.76	136				
ARMM	0	0.00	1	0.88	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	40	35.40	72	63.72	113				
CAR	6	3.85	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	13	8.33	137	87.82	156				
Caraga	24	14.20	7	4.14	5	2.96	2	1.18	2	1.18	2	1.18	1	0.59	1	0.59	1	0.59	1	0.59	1	0.59	1	0.59	0	0.00	119	70.41	169				
NCR	5	1.52	0	0.00	0	0.00	0	0.00	0	0.00	4	1.21	0	0.00	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	52	15.76	268	81.21	330				
<b>Total</b>	<b>162</b>	<b>3.58</b>	<b>26</b>	<b>0.57</b>	<b>5</b>	<b>0.11</b>	<b>2</b>	<b>0.04</b>	<b>3</b>	<b>0.07</b>	<b>8</b>	<b>0.18</b>	<b>28</b>	<b>0.62</b>	<b>1</b>	<b>0.02</b>	<b>31</b>	<b>0.68</b>	<b>1</b>	<b>0.02</b>	<b>1</b>	<b>0.02</b>	<b>2</b>	<b>0.04</b>	<b>1</b>	<b>0.02</b>	<b>5</b>	<b>0.11</b>	<b>1019</b>	<b>22.49</b>	<b>3236</b>	<b>71.43</b>	<b>4530</b>

**Table 16  
Distribution of Teacher Respondents by Eligibility and by Region**

Region	Eligibility																		Total											
	With PRC ID		Civil Service Prof.		Civil Service Subprof.		PBET		Teacher's Board		LET		Tenure (Ten-year Service)		NMYC Skills Test		Nursing Board Exam		Soil Tech.		Others		NR							
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%				
1	217	56.66	128	33.42	77	20.10	120	31.33	141	36.81	83	21.67	23	6.01	11	2.87	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	383	0.00
2	107	44.96	91	38.24	55	23.11	87	36.55	78	32.77	40	16.81	9	3.78	4	1.68	0	0.00	0	0.00	0	0.00	18	7.56	18	7.56	18	7.56	238	7.56
3	238	61.66	110	28.50	57	14.77	140	36.27	97	25.13	77	19.95	24	6.22	5	1.30	0	0.00	0	0.00	0	0.00	0	0.00	29	7.51	0	0.00	386	0.00
4A	149	51.38	113	38.97	41	14.14	82	28.28	100	34.48	60	20.69	8	2.76	2	0.69	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	290	0.00
4B	86	67.72	53	41.73	30	23.62	44	34.65	56	44.09	33	25.98	9	7.09	2	1.57	0	0.00	0	0.00	0	0.00	5	3.94	0	0.00	127	0.00		
5	136	55.97	76	31.28	45	18.52	83	34.16	99	40.74	62	25.51	0	0.00	1	0.41	0	0.00	0	0.00	0	0.00	10	4.12	58	23.87	243	4.12		
6	114	18.36	240	38.65	115	18.52	179	28.82	253	40.74	142	22.87	39	6.28	9	1.45	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	621	0.00
7	148	51.75	122	42.66	60	20.98	84	29.37	105	36.71	53	18.53	14	4.90	3	1.05	0	0.00	0	0.00	0	0.00	28	9.79	0	0.00	286	0.00		
8	181	58.01	109	34.94	57	18.27	139	44.55	120	38.46	50	16.03	0	0.00	9	2.88	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	312	0.00
9	187	54.36	128	37.21	59	17.15	112	32.56	136	39.53	73	21.22	11	3.20	10	2.91	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	344	0.00
10	144	54.96	102	38.93	51	19.47	81	30.92	90	34.35	78	29.77	18	6.87	3	1.15	4	1.53	0	0.00	10	3.82	0	0.00	0	0.00	262	0.00		
11	70	52.24	48	35.82	25	18.66	47	35.07	52	38.81	27	20.15	11	8.21	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	134	0.00
12	62	45.59	58	42.65	16	11.76	56	41.18	46	33.82	33	24.26	17	12.50	2	1.47	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	136	0.00
ARMM	47	41.59	41	36.28	13	11.50	27	23.89	39	34.51	15	13.27	25	22.12	2	1.77	0	0.00	0	0.00	13	11.50	0	0.00	0	0.00	0	0.00	113	0.00
CAR	88	56.41	67	42.95	28	17.95	44	28.21	68	43.59	56	35.90	4	2.56	1	0.64	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	156	0.00
Caraga	132	78.11	61	36.09	25	14.79	57	33.73	55	32.54	37	21.89	10	5.92	7	4.14	4	2.37	1	0.59	0	0.00	21	12.43	169	0.00				
NCR	224	67.88	119	36.06	55	16.67	90	27.27	153	46.36	47	14.24	22	6.67	6	1.82	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	330	0.00
<b>Total</b>	<b>2330</b>	<b>51.43</b>	<b>1666</b>	<b>36.78</b>	<b>809</b>	<b>17.86</b>	<b>1472</b>	<b>32.49</b>	<b>1688</b>	<b>37.26</b>	<b>966</b>	<b>21.32</b>	<b>244</b>	<b>5.39</b>	<b>77</b>	<b>1.70</b>	<b>8</b>	<b>0.18</b>	<b>1</b>	<b>0.02</b>	<b>113</b>	<b>2.49</b>	<b>97</b>	<b>2.14</b>	<b>97</b>	<b>2.14</b>	<b>4530</b>			

## Training Seminars Attended

Teacher educators are sent at least once a year to train for professional development. For purposes of this survey, the training seminars were classified into in-house, local, national, regional, and international. In-house training seminars are those which were conducted in the institution where the teacher trainers are employed. Local training seminars include seminars outside of the teacher training institution but within the city or province of the teacher trainer. National seminars are those which were carried out within the Philippines but outside the training institution, city, or province. Regional trainings consist of training seminars done within Asia while international seminars are those which were conducted outside the Asian region.

The following tables show the training seminars attended by the teacher educators from the year 2000–2003. *Table 17a* summarizes the in-house training attended by these teacher educators.

**Table 17a**  
**Distribution of Teacher Respondents by Training Seminars Attended, 2000–2003**  
**(In-house), and by Region**

Region	Training Seminars Attended, 2000–2003 (In-house)											
	Management & Administration		Curriculum		Major Subject/ Area of Specialization		Research		Information & Communications Technology (ICT)		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	47	12.27	60	15.67	61	15.93	66	17.23	32	8.36	9	2.35
2	27	11.34	37	15.55	45	18.91	51	21.43	28	11.76	1	0.42
3	43	11.14	62	16.06	65	16.84	78	20.21	41	10.62	2	0.52
4A	72	24.83	64	22.07	63	21.72	78	26.90	54	18.62	10	3.45
4B	9	7.09	14	11.02	11	8.66	9	7.09	6	4.72	2	1.57
5	22	9.05	45	18.52	32	13.17	71	29.22	10	4.12	7	2.88
6	80	12.88	119	19.16	132	21.26	154	24.80	78	12.56	17	2.74
7	47	16.43	69	24.13	51	17.83	94	32.87	45	15.73	12	4.20
8	27	8.65	38	12.18	22	7.05	47	15.06	19	6.09	3	0.96
9	32	9.30	43	12.50	50	14.53	29	8.43	27	7.85	7	2.03
10	54	20.61	81	30.92	71	27.10	106	40.46	52	19.85	8	3.05
11	26	19.40	32	23.88	30	22.39	57	42.54	25	18.66	7	5.22
12	32	23.53	28	20.59	30	22.06	35	25.74	19	13.97	3	2.21
ARMM	9	7.96	14	12.39	9	7.96	12	10.62	6	5.31	2	1.77
CAR	30	19.23	32	20.51	43	27.56	51	32.69	23	14.74	3	1.92
Caraga	16	9.47	31	18.34	24	14.20	40	23.67	20	11.83	3	1.78
NCR	75	22.73	99	30.00	84	25.45	77	23.33	104	31.52	17	5.15
<b>Total</b>	<b>648</b>	<b>14.30</b>	<b>868</b>	<b>19.16</b>	<b>823</b>	<b>18.17</b>	<b>1055</b>	<b>23.29</b>	<b>589</b>	<b>13.00</b>	<b>113</b>	<b>2.49</b>

The training area which was most attended by the teacher educators is research. Almost one-fourth (23.29%) had attended in-house research trainings. The next most attended training area is curriculum conducted in-house. Teacher trainers who attended this training area constitute 19.16% of the entire sample. Next is the major subject/area of specialization wherein a total of 823 (18.17%) attended the in-house training. Next is management and administration (14.30%), and information and communications technology training (13.00%).

Table 17b below shows the training seminars attended locally.

**Table 17b**  
**Distribution of Teacher Respondents by Training Seminars Attended, 2000–2003**  
**(Local), and by Region**

Region	Training Seminars Attended, 2000–2003 (Local)											
	Management & Administration		Curriculum		Major Subject/ Area of Specialization		Research		Information & Communications Technology (ICT)		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	64	16.71	67	17.49	82	21.41	79	20.63	40	10.44	11	2.87
2	19	7.98	33	13.87	65	27.31	48	20.17	19	7.98	5	2.10
3	55	14.25	78	20.21	113	29.27	90	23.32	44	11.40	5	1.30
4A	59	20.34	71	24.48	73	25.17	58	20.00	39	13.45	10	3.45
4B	12	9.45	24	18.90	25	19.69	15	11.81	7	5.51	2	1.57
5	31	12.76	60	24.69	87	35.80	61	25.10	33	13.58	7	2.88
6	76	12.24	112	18.04	176	28.34	145	23.35	57	9.18	17	2.74
7	38	13.29	74	25.87	90	31.47	77	26.92	35	12.24	16	5.59
8	24	7.69	52	16.67	48	15.38	76	24.36	21	6.73	6	1.92
9	39	11.34	71	20.64	105	30.52	45	13.08	39	11.34	8	2.33
10	48	18.32	69	26.34	83	31.68	54	20.61	34	12.98	9	3.44
11	28	20.90	28	20.90	39	29.10	39	29.10	21	15.67	5	3.73
12	31	22.79	28	20.59	37	27.21	30	22.06	13	9.56	7	5.15
ARMM	25	22.12	32	28.32	35	30.97	27	23.89	13	11.50	5	4.42
CAR	25	16.03	29	18.59	49	31.41	43	27.56	14	8.97	4	2.56
Caraga	21	12.43	34	20.12	50	29.59	14	8.28	15	8.88	1	0.59
NCR	66	20.00	88	26.67	124	37.58	77	23.33	65	19.70	14	4.24
<b>Total</b>	<b>661</b>	<b>14.59</b>	<b>950</b>	<b>20.97</b>	<b>1281</b>	<b>28.28</b>	<b>978</b>	<b>21.59</b>	<b>509</b>	<b>11.24</b>	<b>132</b>	<b>2.91</b>

Referring to the table above, we see that the biggest percentage of the teacher educators go for training related to the major subject they teach or their area of specialization (28.28%). Research is also among the favorite areas in which teacher educators choose to attend training (21.59%). Courses in curriculum likewise get a high score among the respondents (20.97%). This is followed by training on man-

agement and administration with 14.59%, and information and communications technology (ICT) with 11.24%.

Table 17c lists down the training seminars attended by the teacher educators nationally.

**Table 17c**  
**Distribution of Teacher Respondents by Training Seminars Attended, 2000–2003**  
**(National), and by Region**

Region	Training Seminars Attended, 2000–2003 (National)											
	Management & Administration		Curriculum		Major Subject/ Area of Specialization		Research		Information & Communications Technology (ICT)		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	47	12.27	40	10.44	103	26.89	31	8.09	18	4.70	18	4.70
2	23	9.66	29	12.18	107	44.96	36	15.13	10	4.20	7	2.94
3	45	11.66	50	12.95	141	36.53	45	11.66	19	4.92	6	1.55
4A	35	12.07	41	14.14	96	33.10	29	10.00	21	7.24	12	4.14
4B	18	14.17	10	7.87	36	28.35	11	8.66	6	4.72	1	0.79
5	42	17.28	39	16.05	97	39.92	39	16.05	6	2.47	3	1.23
6	52	8.37	56	9.02	208	33.49	68	10.95	31	4.99	26	4.19
7	27	9.44	27	9.44	67	23.43	23	8.04	11	3.85	13	4.55
8	41	13.14	26	8.33	64	20.51	25	8.01	9	2.88	3	0.96
9	16	4.65	23	6.69	79	22.97	25	7.27	7	2.03	11	3.20
10	21	8.02	24	9.16	64	24.43	25	9.54	13	4.96	10	3.82
11	16	11.94	19	14.18	29	21.64	8	5.97	4	2.99	4	2.99
12	28	20.59	18	13.24	33	24.26	11	8.09	8	5.88	9	6.62
ARMM	8	7.08	16	14.16	22	19.47	10	8.85	7	6.19	1	0.88
CAR	21	13.46	20	12.82	49	31.41	16	10.26	5	3.21	4	2.56
Caraga	14	8.28	14	8.28	35	20.71	14	8.28	4	2.37	5	2.96
NCR	64	19.39	73	22.12	145	43.94	56	16.97	42	12.73	18	5.45
<b>Total</b>	<b>518</b>	<b>11.43</b>	<b>525</b>	<b>11.59</b>	<b>1375</b>	<b>30.35</b>	<b>472</b>	<b>10.42</b>	<b>221</b>	<b>4.88</b>	<b>151</b>	<b>3.33</b>

Teacher educators attend training courses outside of their hometowns but within the Philippines every so often. In the table above, we can see that one third of the teacher educators are present in training which has something to do with their major subject or area of specialization (30.35%). Training courses on each of the following subjects were attended by a little more than 10% of the teachers: curriculum (11.59%), management and administration (11.43%), and research (10.42%). ICT has the least number of attendees with only 221 (4.88%).

The table on the next page shows the summary of training seminars attended in the region.

**Table 17d**  
**Distribution of Teacher Respondents by Training Seminars Attended, 2000–2003**  
**(Regional), and by Region**

Region	Training Seminars Attended, 2000–2003 (Regional)											
	Management & Administration		Curriculum		Major Subject/ Area of Specialization		Research		Information & Communications Technology (ICT)		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	38	9.92	40	10.44	94	24.54	42	10.97	21	5.48	17	4.44
2	22	9.24	42	17.65	70	29.41	29	12.18	11	4.62	7	2.94
3	47	12.18	44	11.40	88	22.80	40	10.36	16	4.15	3	0.78
4A	35	12.07	0	0.00	61	21.03	23	7.93	25	8.62	12	4.14
4B	13	10.24	15	11.81	19	14.96	8	6.30	3	2.36	1	0.79
5	34	13.99	43	17.70	59	24.28	53	21.81	12	4.94	3	1.23
6	48	7.73	60	9.66	185	29.79	61	9.82	27	4.35	24	3.86
7	38	13.29	38	13.29	74	25.87	37	12.94	12	4.20	14	4.90
8	42	13.46	30	9.62	57	18.27	36	11.54	8	2.56	5	1.60
9	27	7.85	38	11.05	101	29.36	27	7.85	8	2.33	19	5.52
10	27	10.31	44	16.79	72	27.48	44	16.79	14	5.34	13	4.96
11	20	14.93	14	10.45	30	22.39	14	10.45	3	2.24	3	2.24
12	27	19.85	14	10.29	38	27.94	14	10.29	6	4.41	4	2.94
ARMM	14	12.39	12	10.62	21	18.58	8	7.08	8	7.08	1	0.88
CAR	15	9.62	20	12.82	40	25.64	21	13.46	8	5.13	7	4.49
Caraga	15	8.88	28	16.57	52	30.77	14	8.28	7	4.14	8	4.73
NCR	27	8.18	32	9.70	69	20.91	26	7.88	18	5.45	8	2.42
<b>Total</b>	<b>489</b>	<b>10.79</b>	<b>514</b>	<b>11.35</b>	<b>1130</b>	<b>24.94</b>	<b>497</b>	<b>10.97</b>	<b>207</b>	<b>4.57</b>	<b>149</b>	<b>3.29</b>

With regards to regional training seminars attended, almost 25% of the respondents preferred attending training on major subjects or areas of specialization (24.94%). The others attended training on curriculum (11.35%), research (10.97%), management and administration (10.79%), and information and communications technology (4.57%).

The table on the following page is a summary of the international training seminars attended by teacher trainers.

**Table 17e**  
**Distribution of Teacher Respondents by Training Seminars Attended, 2000–2003**  
**(International), and by Region**

Region	Training Seminars Attended, 2000–2003 (International)											
	Management & Administration		Curriculum		Major Subject/ Area of Specialization		Research		Information & Communications Technology (ICT)		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	4	1.04	8	2.09	17	4.44	3	0.78	6	1.57	7	1.83
2	5	2.10	9	3.78	15	6.30	1	0.42	1	0.42	3	1.26
3	2	0.52	0	0.00	13	3.37	2	0.52	2	0.52	0	0.00
4A	8	2.76	17	5.86	8	2.76	3	1.03	3	1.03	5	1.72
4B	3	2.36	1	0.79	1	0.79	1	0.79	1	0.79	2	1.57
5	2	0.82	4	1.65	11	4.53	4	1.65	0	0.00	0	0.00
6	13	2.09	6	0.97	42	6.76	12	1.93	4	0.64	8	1.29
7	7	2.45	5	1.75	16	5.59	5	1.75	4	1.40	5	1.75
8	5	1.60	3	0.96	22	7.05	1	0.32	1	0.32	2	0.64
9	4	1.16	3	0.87	7	2.03	1	0.29	0	0.00	5	1.45
10	3	1.15	6	2.29	14	5.34	5	1.91	2	0.76	5	1.91
11	2	1.49	2	1.49	2	1.49	2	1.49	0	0.00	2	1.49
12	5	3.68	3	2.21	4	2.94	0	0.00	2	1.47	1	0.74
ARMM	0	0.00	0	0.00	2	1.77	1	0.88	0	0.00	3	2.65
CAR	3	1.92	2	1.28	7	4.49	2	1.28	2	1.28	9	5.77
Caraga	2	1.18	3	1.78	3	1.78	0	0.00	0	0.00	2	1.18
NCR	15	4.55	28	8.48	38	11.52	15	4.55	11	3.33	13	3.94
<b>Total</b>	<b>83</b>	<b>1.83</b>	<b>100</b>	<b>2.21</b>	<b>222</b>	<b>4.90</b>	<b>58</b>	<b>1.28</b>	<b>39</b>	<b>0.86</b>	<b>72</b>	<b>1.59</b>

Out of the 4,530 respondents, only a few teacher educators were able to attend training outside of the region. The biggest percentage of teacher educators attended training courses related to their major subject/area of specialization (4.91% or 222). Curriculum seminar attendees numbered 100 (2.21%). Management and administration training seminars had 83 attendees (1.83%). Only 58 (1.28%) attended research training while 39 (0.86%) were present at ICT training seminars.

## PROFESSIONAL EXPERIENCE

### Teaching Experience

Teaching experience is an advantage for teacher educators. The longer they practice their teaching skills and knowledge, the better it is for them. They face different challenges every time. In each occasion they emerge from these challenges, they

learn new things. As the number of teaching experience grows, they become seasoned teacher trainers.

There are two tables which present an idea of how long the teacher trainers have taught. One is for their teaching experience in the tertiary level and the other is for the graduate level.

Refer to the table below for the summary of number of years of teaching experience at the tertiary level:

**Table 18a**  
**Distribution of Teacher Respondents by Number of Years of Teaching Experience (Tertiary Level) and by Region**

Region	Number of Years of Teaching Experience (Tertiary Level)														Total
	10 year or less		11–20		21–30		31–40		More than 40 years		NR		None		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	145	37.86	83	21.67	56	14.62	12	3.13	0	0.00	87	22.72	0	0.00	383
2	123	51.68	50	21.01	55	23.11	7	2.94	0	0.00	3	1.26	3	1.26	238
3	180	46.63	76	19.69	47	12.18	8	2.07	1	0.26	74	19.17	0	0.00	386
4A	125	43.10	48	16.55	38	13.10	6	2.07	2	0.69	71	24.48	0	0.00	290
4B	48	37.80	33	25.98	15	11.81	2	1.57	0	0.00	29	22.83	0	0.00	127
5	119	48.97	42	17.28	22	9.05	6	2.47	2	0.82	52	21.40	0	0.00	243
6	258	41.55	162	26.09	79	12.72	20	3.22	2	0.32	100	16.10	0	0.00	621
7	124	43.36	73	25.52	28	9.79	12	4.20	1	0.35	48	16.78	0	0.00	286
8	40	12.82	44	14.10	26	8.33	2	0.64	0	0.00	200	64.10	0	0.00	312
9	156	45.35	74	21.51	35	10.17	5	1.45	0	0.00	74	21.51	0	0.00	344
10	132	50.38	47	17.94	24	9.16	7	2.67	1	0.38	51	19.47	0	0.00	262
11	44	32.84	31	23.13	26	19.40	3	2.24	0	0.00	30	22.39	0	0.00	134
12	51	37.50	37	27.21	18	13.24	7	5.15	1	0.74	22	16.18	0	0.00	136
ARMM	47	41.59	24	21.24	22	19.47	1	0.88	0	0.00	19	16.81	0	0.00	113
CAR	97	62.18	19	12.18	17	10.90	1	0.64	1	0.64	21	13.46	0	0.00	156
Caraga	85	50.30	30	17.75	11	6.51	2	1.18	0	0.00	41	24.26	0	0.00	169
NCR	129	39.09	82	24.85	48	14.55	16	4.85	1	0.30	54	16.36	0	0.00	330
<b>Total</b>	<b>1903</b>	<b>42.01</b>	<b>955</b>	<b>21.08</b>	<b>567</b>	<b>12.52</b>	<b>177</b>	<b>2.58</b>	<b>12</b>	<b>0.26</b>	<b>976</b>	<b>21.55</b>	<b>3</b>	<b>0.07</b>	<b>4530</b>

Less than 50% of the teacher trainers who responded to the survey indicated that they have only ten years or less of teaching experience (1,903 or 42.01%). The next biggest percentage is composed of those who have 11 to 20 years of teaching experience (955 or 21.08%). Those who have 21 to 30 years of experience are next with a share of 12.52% (567). The smallest percentage is composed of those who have more than 40 years of experience (12 or 0.26%). However, there are those who

did not respond to the question and this group comprises almost one-fifth of the respondents (872 or 19.25%).

The table below summarizes the number of years of teaching experience of the teacher trainers at the graduate level.

**Table 18b**  
**Distribution of Teacher Respondents by Number of Years of Teaching Experience (Graduate Level) and by Region**

Region	Number of Years of Teaching Experience (Graduate Level)														Total
	10 years or less		11-20		21-30		31-40		More than 40 years		NR		None		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	40	10.44	14	3.66	2	0.52	0	0.00	0	0.00	327	85.38	0	0.00	383
2	44	18.49	12	5.04	7	2.94	1	0.42	0	0.42	174	73.11	0	0.00	238
3	66	17.10	10	2.59	2	0.52	0	0.00	0	0.00	308	79.79	0	0.00	386
4A	36	12.41	7	2.41	4	1.38	2	0.69	1	0.69	240	82.76	0	0.00	290
4B	18	14.17	6	4.72	0	0.00	0	0.00	0	0.00	103	81.10	0	0.00	127
5	41	16.87	8	3.29	2	0.82	1	0.41	1	0.41	190	78.19	0	0.00	243
6	75	12.08	25	4.03	3	0.48	0	0.00	0	0.00	518	83.41	0	0.00	621
7	53	18.53	18	6.29	3	1.05	0	0.00	0	0.00	212	74.13	0	0.00	286
8	24	7.69	10	3.21	4	1.28	0	0.00	0	0.00	274	87.82	0	0.00	312
9	40	11.63	4	1.16	0	0.00	1	0.29	0	0.29	299	86.92	0	0.00	344
10	25	9.54	10	3.82	2	0.76	0	0.00	0	0.00	225	85.88	0	0.00	262
11	27	20.15	5	3.73	2	1.49	0	0.00	0	0.00	100	74.63	0	0.00	134
12	39	28.68	6	4.41	1	0.74	0	0.00	0	0.00	90	66.18	0	0.00	136
ARMM	18	15.93	4	3.54	3	2.65	0	0.00	0	0.00	88	77.88	0	0.00	113
CAR	146	93.59	6	3.85	4	2.56	0	0.00	0	0.00	0	0.00	0	0.00	156
Caraga	11	6.51	2	1.18	0	0.00	0	0.00	0	0.00	156	92.31	0	0.00	169
NCR	72	21.82	15	4.55	12	3.64	1	0.30	0	0.30	230	69.70	0	0.00	330
<b>Total</b>	<b>775</b>	<b>17.11</b>	<b>162</b>	<b>3.58</b>	<b>51</b>	<b>1.13</b>	<b>6</b>	<b>0.15</b>	<b>8</b>	<b>0.13</b>	<b>2826</b>	<b>62.38</b>	<b>0</b>	<b>0.00</b>	<b>4531</b>

Almost two-thirds of the teacher trainers did not respond to this question (62.38%). But among those who answered, the biggest percentage is composed of those who have ten years or less of teaching experience (17.11%). Those who have teaching experience of 11 to 20 years are a far second at 3.58%, followed by those who have 21 to 30 years who comprise 1.13%. The number of teacher trainers with teaching experience of 31 to 40 years is only 0.15% while those who taught in the graduate level for more than 40 years follows closely at 0.13%.

## Length of Service in the Institution Where Teacher Educators Are Currently Teaching

Table 19 shows the length of service of teacher trainers in the institution where they are currently teaching.

**Table 19**  
**Distribution of Teacher Respondents by Length of Service in the Institution  
Where They Are Currently Teaching and by Region**

Region	Length of Service in the Institution Where They Are Currently Teaching												Total
	10 years or less		11–20		21–30		31–40		More than 40 years		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	
1	109	28.46	77	20.10	61	15.93	17	4.44	0	0.00	119	31.07	383
2	47	19.75	56	23.53	80	33.61	26	10.92	18	7.56	11	4.62	238
3	148	38.34	55	14.25	49	12.69	15	3.89	2	0.52	117	30.31	386
4A	108	37.24	44	15.17	39	13.45	13	4.48	3	1.03	83	28.62	290
4B	38	29.92	24	18.90	24	18.90	5	3.94	1	0.79	35	27.56	127
5	69	28.40	35	14.40	43	17.70	14	5.76	0	0.00	82	33.74	243
6	186	29.95	135	21.74	102	16.43	26	4.19	2	0.32	170	27.38	621
7	95	33.22	51	17.83	44	15.38	14	4.90	2	0.70	80	27.97	286
8	52	16.67	62	19.87	57	18.27	8	2.56	1	0.32	132	42.31	312
9	119	34.59	70	20.35	57	16.57	8	2.33	1	0.29	89	25.87	344
10	97	37.02	24	9.16	26	9.92	5	1.91	0	0.00	110	41.98	262
11	42	31.34	30	22.39	18	13.43	6	4.48	0	0.00	38	28.36	134
12	37	27.21	31	22.79	33	24.26	5	3.68	4	2.94	26	19.12	136
ARMM	27	23.89	20	17.70	32	28.32	5	4.42	0	0.00	29	25.66	113
CAR	67	42.95	15	9.62	27	17.31	2	1.28	0	0.00	45	28.85	156
Caraga	63	37.28	29	17.16	26	15.38	4	2.37	0	0.00	47	27.81	169
NCR	120	36.36	62	18.79	48	14.55	19	5.76	4	1.21	77	23.33	330
<b>Total</b>	<b>1424</b>	<b>31.43</b>	<b>820</b>	<b>18.10</b>	<b>766</b>	<b>16.91</b>	<b>192</b>	<b>4.24</b>	<b>38</b>	<b>0.84</b>	<b>1290</b>	<b>28.48</b>	<b>4530</b>

As the length of service increases, fewer and fewer teacher educators remain in the institution they teach. This is evident from the statistics above. In fact, only less than one-third of teacher trainers have stayed in the service for ten or less than ten years (31.43%). Only close to one-fifth of the respondents indicated that they have 11 to 20 years of service (18.10%). Teacher trainers who have 21 to 30 years of teaching experience have a share of 16.91%. Those who stayed on in the institution where they are currently teaching for 31 to 40 years and more make up 4.24% and 0.84%, respectively.

Table 20

Distribution of Teacher Respondents by Length of Service in the Institution Where They Are Currently Teaching and by Region

Region	Administrative and Nonteaching Positions Held																		Total						
	Dean		Asst./Asso. Dept Head/Chair		Director		Asst. Director		Coordinator Supervisor		Principal		Asst. Principal		Guidance Counselor		Others			NR					
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		f	%	f	%		
1	16	4.18	5	1.31	29	7.57	4	1.04	0	0.00	14	3.66	3	0.78	17	4.44	1	0.26	14	3.66	34	8.88	246	64.23	383
2	6	2.52	5	2.10	23	9.66	4	1.68	1	0.42	15	6.30	2	0.84	21	8.82	0	0.00	9	3.78	28	11.76	124	52.10	238
3	16	4.15	2	0.52	16	4.15	5	1.30	1	0.26	9	2.33	2	0.52	24	6.22	5	1.30	15	3.89	36	9.33	255	66.06	386
4A	23	7.93	1	0.34	12	4.14	1	0.34	0	0.00	7	2.41	0	0.00	30	10.34	0	0.00	10	3.45	23	7.93	182	62.76	290
4B	7	5.51	1	0.79	7	5.51	2	1.57	0	0.00	6	4.72	4	3.15	10	7.87	1	0.79	4	3.15	10	7.87	75	59.06	127
5	8	3.29	5	2.06	11	4.53	8	3.29	2	0.82	14	5.76	6	2.47	20	8.23	3	1.23	11	4.53	57	23.46	0	0.00	243
6	16	2.58	27	4.35	45	7.25	9	1.45	0	0.00	0	0.00	7	1.13	13	2.09	0	0.00	7	1.13	15	2.42	482	77.62	621
7	28	9.79	2	0.70	21	7.34	4	1.40	0	0.00	9	3.15	2	0.70	21	7.34	5	1.75	8	2.80	33	11.54	153	53.50	286
8	0	0.00	0	0.00	5	1.60	2	0.64	0	0.00	1	0.32	0	0.00	1	0.32	0	0.00	0	0.00	0	0.00	303	97.12	312
9	17	4.94	5	1.45	14	4.07	3	0.87	2	0.58	5	1.45	4	1.16	9	2.62	1	0.29	9	2.62	21	6.10	254	73.84	344
10	16	6.11	2	0.76	22	8.40	2	0.76	1	0.38	0	0.00	1	0.38	4	1.53	1	0.38	9	3.44	24	9.16	180	68.70	262
11	4	2.99	0	0.00	5	3.73	0	0.00	1	0.75	3	2.24	1	0.75	8	5.97	0	0.00	4	2.99	16	11.94	92	68.66	134
12	20	14.71	2	1.47	11	8.09	5	3.68	0	0.00	10	7.35	0	0.00	7	5.15	2	1.47	10	7.35	13	9.56	56	41.18	136
ARMM	17	15.04	9	7.96	20	17.70	0	0.00	0	0.00	8	7.08	3	2.65	14	12.39	1	0.88	6	5.31	24	21.24	11	9.73	113
CAR	15	9.62	1	0.64	10	6.41	5	3.21	0	0.00	2	1.28	0	0.00	7	4.49	0	0.00	2	1.28	11	7.05	103	66.03	156
Caraga	9	5.33	0	0.00	2	1.18	0	0.00	0	0.00	0	0.00	0	0.00	1	0.59	0	0.00	2	1.18	1	0.59	154	91.12	169
NCR	17	5.15	4	1.21	41	12.42	2	0.61	1	0.30	8	2.42	10	3.03	23	6.97	2	0.61	16	4.85	39	11.82	167	50.61	330
<b>Total</b>	<b>235</b>	<b>5.19</b>	<b>71</b>	<b>1.57</b>	<b>294</b>	<b>6.49</b>	<b>56</b>	<b>1.24</b>	<b>9</b>	<b>0.20</b>	<b>111</b>	<b>2.45</b>	<b>45</b>	<b>0.99</b>	<b>230</b>	<b>5.08</b>	<b>22</b>	<b>0.49</b>	<b>136</b>	<b>3.00</b>	<b>385</b>	<b>8.50</b>	<b>2836</b>	<b>62.60</b>	<b>4530</b>

## Administrative and Non-Teaching Positions

The summary of administrative and nonteaching positions held by the teacher trainers can be seen in *Table 20*.

A variety of administrative and nonteaching positions held by the teacher trainers are mentioned in the survey. Among the positions are as dean, assistant dean, department head or chair, director, coordinator, supervisor, or principal. In the survey, the position of department head/ chair has the biggest percentage (6.49). The deans come next with a percentage of 5.19. Principals comprise 5.08%, guidance counselors 3.00%, and coordinators 2.45%. The other positions have a percentage of less than 2. A total of 2,836 (62.60%) teacher educators did not answer this question.

### Number of Years in Administrative and Nonteaching Position

*Table 21* summarizes the number of years the teacher trainers stayed in their administrative and nonteaching positions.

**Table 21**  
**Distribution of Teacher Respondents by Number of Years in Administrative and Nonteaching Position and by Region**

Region	Number of Years in Administrative and Nonteaching Position												Total
	10 years or less		11–20		21–30		31–40		More than 40 years		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	
1	123	32.11	17	4.44	5	1.31	1	0.26	1	0.26	236	61.62	383
2	92	38.66	14	5.88	3	1.26	0	0.00	0	0.00	129	54.20	238
3	88	22.80	21	5.44	7	1.81	2	0.52	0	0.00	268	69.43	386
4A	71	24.48	20	6.90	3	1.03	1	0.34	0	0.00	195	67.24	290
4B	24	18.90	8	6.30	2	1.57	0	0.00	0	0.00	93	73.23	127
5	116	47.74	14	5.76	16	6.58	2	0.82	0	0.00	95	39.09	243
6	160	25.76	35	5.64	4	0.64	0	0.00	1	0.16	421	67.79	621
7	86	30.07	29	10.14	7	2.45	2	0.70	1	0.35	161	56.29	286
8	31	9.94	12	3.85	1	0.32	0	0.00	0	0.00	268	85.90	312
9	78	22.67	8	2.33	3	0.87	0	0.00	0	0.00	255	74.13	344
10	72	27.48	10	3.82	0	0.00	0	0.00	0	0.00	180	68.70	262
11	54	40.30	7	5.22	3	2.24	0	0.00	0	0.00	70	52.24	134
12	40	29.41	28	20.59	8	5.88	0	0.00	0	0.00	60	44.12	136
ARMM	28	24.78	21	18.58	32	28.32	4	3.54	0	0.00	28	24.78	113
CAR	43	27.56	6	3.85	3	1.92	1	0.64	0	0.00	103	66.03	156
Caraga	15	8.88	1	0.59	0	0.00	0	0.00	0	0.00	153	90.53	169
NCR	119	36.06	28	8.48	7	2.12	4	1.21	1	0.30	171	51.82	330
<b>Total</b>	<b>1240</b>	<b>27.37</b>	<b>279</b>	<b>6.16</b>	<b>104</b>	<b>2.30</b>	<b>17</b>	<b>0.38</b>	<b>4</b>	<b>0.09</b>	<b>2886</b>	<b>63.71</b>	<b>4530</b>

More than one-fourth of the teacher trainers said that they stayed for ten years or less in administrative and nonteaching positions (27.37%). Those who stayed for 11 to 20 years in a nonteaching or administrative position comprise 6.16%. Those with 21 to 30 years have a percentage of 2.30. Those with 31 to 40 years and more than four decades make up less than one percent (0.38% and 0.09%, respectively).

## TEACHER TRAINING INSTITUTION PERSONNEL

### Teaching and Nonteaching Personnel

For *Tables 22a* and *22b*, only the deans were instructed to answer this question. These tables outline the number of teaching and nonteaching personnel in the institution, respectively.

**Table 22-a**  
**Distribution of Teacher Training Institutions by Number of Teaching Personnel and by Region**

Region	Number of Teaching Personnel														Total*
	20 or less		21-40		41-60		61-80		81-100		More than 100		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	2	14.29	2	14.29	1	7.14	0	0.00	2	14.29	1	7.14	6	42.86	14
2	3	18.75	7	43.75	4	25.00	2	12.50	0	0.00	0	0.00	0	0.00	16
3	4	22.22	4	22.22	3	16.67	1	5.56	0	0.00	1	5.56	5	27.78	18
4A	6	28.57	5	23.81	1	4.76	0	0.00	1	4.76	1	4.76	7	33.33	21
4B	2	20.00	2	20.00	1	10.00	0	0.00	0	0.00	0	0.00	5	50.00	10
5	2	11.76	8	47.06	0	0.00	0	0.00	1	5.88	1	5.88	5	29.41	17
6	1	5.00	2	10.00	8	40.00	0	0.00	1	5.00	1	5.00	7	35.00	20
7	5	22.73	4	18.18	1	4.55	1	4.55	0	0.00	1	4.55	10	45.45	22
8	8	50.00	4	25.00	0	0.00	0	0.00	0	0.00	4	25.00	0	0.00	16
9	3	20.00	3	20.00	0	0.00	0	0.00	0	0.00	1	6.67	8	53.33	15
10	6	40.00	3	20.00	0	0.00	0	0.00	0	0.00	0	0.00	6	40.00	15
11	2	18.18	3	27.27	1	9.09	0	0.00	0	0.00	1	9.09	4	36.36	11
12	3	23.08	2	15.38	2	15.38	0	0.00	0	0.00	0	0.00	6	46.15	13
ARMM	4	44.44	2	22.22	1	11.11	0	0.00	0	0.00	0	0.00	2	22.22	9
CAR	6	66.67	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3	33.33	9
Caraga	3	18.75	3	18.75	0	0.00	0	0.00	0	0.00	0	0.00	10	62.50	16
NCR	10	41.67	4	16.67	3	12.50	1	4.17	1	4.17	0	0.00	5	20.83	24
<b>Total</b>	<b>70</b>	<b>26.32</b>	<b>58</b>	<b>21.80</b>	<b>26</b>	<b>9.77</b>	<b>5</b>	<b>1.88</b>	<b>6</b>	<b>2.26</b>	<b>12</b>	<b>4.51</b>	<b>89</b>	<b>33.46</b>	<b>266</b>

\*Total number of respondents (Deans)

Out of the 266 deans who answered the survey, 70 said that they have 20 or less teaching personnel in the institution they belong to (26.32%). There are 58 deans who said that they have 21 to 40 teaching personnel (21.80%) and there are 26 who indicated that they have 41 to 60 personnel (9.77%). There are a few institutions which have 61 to 80 personnel (1.88%), 81 to 100 (2.26%), and more than 100 teaching staff (4.51%). One-third of the deans did not indicate the number of teaching personnel they have (33.46%).

**Table 22b**  
**Distribution of Teacher Training Institutions by Number of Nonteaching Personnel and by Region**

Region	Number of Nonteaching Personnel														Total*
	20 or less		21-40		41-60		61-80		81-100		More than 100		NR		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	4	28.57	2	14.29	1	7.14	0	0.00	0	0.00	0	0.00	7	50.00	14
2	14	87.50	2	12.50	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	16
3	10	55.56	1	5.56	0	0.00	1	5.56	0	0.00	0	0.00	6	33.33	18
4A	11	52.38	1	4.76	0	0.00	1	4.76	0	0.00	0	0.00	8	38.10	21
4B	5	50.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	50.00	10
5	9	52.94	2	11.76	0	0.00	0	0.00	0	0.00	0	0.00	6	35.29	17
6	7	35.00	3	15.00	1	5.00	0	0.00	0	0.00	1	5.00	8	40.00	20
7	7	31.82	2	9.09	0	0.00	0	0.00	0	0.00	0	0.00	13	59.09	22
8	11	68.75	0	0.00	0	0.00	0	0.00	0	0.00	5	31.25	0	0.00	16
9	5	33.33	2	13.33	0	0.00	0	0.00	0	0.00	0	0.00	8	53.33	15
10	6	40.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9	60.00	15
11	2	18.18	2	18.18	0	0.00	1	9.09	0	0.00	0	0.00	6	54.55	11
12	6	46.15	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7	53.85	13
ARMM	7	77.78	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	22.22	9
CAR	2	22.22	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00	6	66.67	9
Caraga	4	25.00	1	6.25	0	0.00	0	0.00	0	0.00	0	0.00	11	68.75	16
NCR	10	41.67	2	8.33	2	8.33	0	0.00	0	0.00	0	0.00	10	41.67	24
<b>Total</b>	<b>120</b>	<b>45.11</b>	<b>21</b>	<b>7.89</b>	<b>4</b>	<b>1.50</b>	<b>3</b>	<b>1.13</b>	<b>0</b>	<b>0.00</b>	<b>6</b>	<b>2.26</b>	<b>112</b>	<b>42.11</b>	<b>266</b>

\*Total number of respondents (Deans)

Almost half of the 266 deans who responded to the survey indicated that they have 20 or less nonteaching personnel (45.11%). Those who indicated that they have 21 to 40 nonteaching personnel have a percentage of 7.89. Institutions with non-teaching personnel of 41 to 60 and 61 to 80 have percentages of 1.50 and 1.13, respectively. There are no institutions with 81 to 100 teaching personnel. Those with more than 100 personnel have a percentage of 2.26. Deans who did not respond to this question compose more than two-fifths of the whole sample (42.11%).

## REMUNERATION, APPOINTMENT AND OTHER BENEFITS OF TEACHER TRAINERS

### Monthly Salary

Table 23 shows us the monthly salary of teacher trainers in all of the regions.

**Table 23**  
**Distribution of Teacher Respondents by Monthly Salary and by Region**

Region	Monthly Salary (Php)										Total
	Below 10,000		10,001–20,000		20,001–30,000		Above 30,000		NR		
	f	%	f	%	f	%	f	%	f	%	
1	27	7.05	86	22.45	13	3.39	0	0.00	257	67.10	383
2	22	9.24	109	45.80	42	17.65	7	2.94	58	24.37	238
3	61	15.80	162	41.97	14	3.63	0	0.00	149	38.60	386
4A	31	10.69	102	35.17	14	4.83	15	5.17	128	44.14	290
4B	9	7.09	56	44.09	10	7.87	0	0.00	52	40.94	127
5	35	14.40	90	37.04	17	7.00	0	0.00	101	41.56	243
6	99	15.94	273	43.96	47	7.57	1	0.16	201	32.37	621
7	46	16.08	127	44.41	17	5.94	2	0.70	94	32.87	286
8	32	10.26	139	44.55	14	4.49	0	0.00	127	40.71	312
9	60	17.44	144	41.86	11	3.20	1	0.29	127	36.92	344
10	48	18.32	97	37.02	30	11.45	0	0.00	87	33.21	262
11	22	16.42	54	40.30	9	6.72	0	0.00	49	36.57	134
12	19	13.97	63	46.32	11	8.09	0	0.00	43	31.62	136
ARMM	28	24.78	36	31.86	20	17.70	0	0.00	29	25.66	113
CAR	18	11.54	46	29.49	22	14.10	5	3.21	65	41.67	156
Caraga	42	24.85	75	44.38	3	1.78	0	0.00	49	28.99	169
NCR	20	6.06	78	23.64	34	10.30	13	3.94	185	56.06	330
<b>Total</b>	<b>619</b>	<b>13.66</b>	<b>1737</b>	<b>38.34</b>	<b>328</b>	<b>7.24</b>	<b>44</b>	<b>0.97</b>	<b>1801</b>	<b>39.76</b>	<b>4530</b>

It is indeed disheartening to note that our teacher trainers receive very small compensation for the hard work they put in educating our teachers. This is very evident in the table above. It is also understandable why most males shy away from the teaching profession. From the statistics, we can see that almost 15% of teacher trainers who participated in the survey said that they receive a salary below P10,000 (13.66%). Those with a salary which ranges from P10,001 to P20,000 have the biggest percentage (38.34%). Teacher trainers with a salary between the range of P20,001 to 30,000 have a percentage of 7.24. Those who receive a salary above P30,000 comprise only 0.97% of the entire sample. Almost 40% of the sample did not answer this question (39.76%).

## Terms and Nature of Appointment

Table 24 gives us a view of the status of the terms and nature of appointment of teacher trainers in the country.

**Table 24**  
**Distribution of Teacher Respondents by Terms and Nature of Appointment and by Region**

Region	Terms and Nature of Appointment														Total
	Permanent		Temporary		Casual		Contractual		Substitute		Others		No response		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	272	71.02	35	9.14	4	1.04	39	10.18	7	1.83	0	0.00	26	6.79	383
2	218	91.60	10	4.20	1	0.42	1	0.42	0	0.00	0	0.00	8	3.36	238
3	229	59.33	52	13.47	3	0.78	38	9.84	3	0.78	1	0.26	60	15.54	386
4A	188	64.83	14	4.83	3	1.03	24	8.28	0	0.00	0	0.00	61	21.03	290
4B	92	72.44	2	1.57	2	1.57	10	7.87	0	0.00	0	0.00	20	15.75	127
5	193	79.42	7	2.88	1	0.41	7	2.88	0	0.00	0	0.00	35	14.40	243
6	490	78.90	21	3.38	2	0.32	38	6.12	5	0.81	15	2.42	50	8.05	621
7	204	71.33	24	8.39	6	2.10	15	5.24	0	0.00	11	3.85	26	9.09	286
8	217	69.55	10	3.21	3	0.96	5	1.60	1	0.32	0	0.00	76	24.36	312
9	258	75.00	15	4.36	3	0.87	33	9.59	6	1.74	1	0.29	28	8.14	344
10	159	60.69	29	11.07	3	1.15	44	16.79	3	1.15	3	1.15	21	8.02	262
11	86	64.18	8	5.97	1	0.75	5	3.73	0	0.00	0	0.00	34	25.37	134
12	118	86.76	4	2.94	1	0.74	2	1.47	0	0.00	1	0.74	10	7.35	136
ARMM	64	56.64	18	15.93	7	6.19	13	11.50	0	0.00	3	2.65	8	7.08	113
CAR	123	78.85	9	5.77	7	4.49	12	7.69	2	1.28	0	0.00	3	1.92	156
Caraga	115	68.05	6	3.55	4	2.37	30	17.75	1	0.59	1	0.59	12	7.10	169
NCR	218	66.06	26	7.88	1	0.30	29	8.79	3	0.91	8	2.42	45	13.64	330
<b>Total</b>	<b>3244</b>	<b>71.61</b>	<b>290</b>	<b>6.40</b>	<b>52</b>	<b>1.15</b>	<b>345</b>	<b>7.62</b>	<b>31</b>	<b>0.68</b>	<b>44</b>	<b>0.97</b>	<b>523</b>	<b>11.55</b>	<b>4530</b>

Security of tenure is one of the things that a teacher trainer wants in his or her job. It means stability and continued income. It also means that she or he has the right qualifications for the job and that he or she has passed the probation period set by the institution.

It is, therefore, a good thing that majority of the teacher trainers who answered the survey have a permanent appointment (71.61%). Only a small percentage of the sample has temporary appointment (6.40%). Those whose appointments are contractual have a percentage of 7.62. Percentages of other terms of appointments are negligible: casual (1.15%), substitute (0.68%), and others (0.97%). Only a few of the respondents did not answer this question (11.55%).

## **Number of Teaching Load**

*Table 25* outlines the number of teaching load that the teacher trainers have.

Teaching load refers to the number of units or hours that teacher trainers carry during a semester. In this study, we see that the most number of teacher educators have a teaching load of 7–9 units (16.07%). However, there are some who have loads of only 1 to 3 units (12.60%) while there are others whose teaching load reaches up to 31 and above (1.21%). A considerable number of teachers did not answer this question (29.05%).

## **Welfare Benefits Received**

*Table 26* shows the welfare benefits received by the teacher educators.

Teacher trainers are entitled to a wide range of benefits such as health insurance, vacation and sick leave credits, clothing allowance, and many others. Most of these benefits are part of the incentives approved by the government whereas some institutions wherein the teacher educators are employed grant other benefits. In this case, majority of the respondents enjoy 13<sup>th</sup> month pay (85.67%) and clothing allowance (58.81%). Other benefits include sick leave credits (47.95%), health insurance (45.10%), PERA (Personnel Emergency Relief Allowance) (44.24%), retirement benefits (37.55%), productivity pay (36.03%), maternity/paternity benefits (34.24%), COLA (Cost of Living Allowance) (26.27%), and representation/transportation allowance (18.37%).

## **Preference to Be in Present Position**

*Table 27* shows whether the teacher trainers prefer to be in their present position or not.

It seems that teacher trainers are fairly satisfied with their present position despite their low salaries. Majority answered that they still prefer to be in their present position (3,661 or 80.82%) with Region 2 having the highest percentage (222 or 93.28%). Only a few answered in the negative (433 or 9.56%). There were also those who chose not to answer the question (436 or 9.62%).

**Table 25  
Distribution of Teacher Respondents by Number of Teaching Load and by Region**

Region	Teaching Load																		Total						
	1-3		4-6		7-9		10-12		13-15		16-18		19-21		22-24		25-27			28-30		31 and above		NR	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		f	%	f	%	f	%
1	17	4.44	34	8.88	23	6.01	16	4.18	12	3.13	42	10.97	37	9.66	30	7.83	9	2.35	11	2.87	4	1.04	148	38.64	383
2	25	10.50	64	26.89	89	37.39	21	8.82	3	1.26	1	0.42	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	35	14.71	238
3	34	8.81	38	9.84	52	13.47	16	4.15	11	2.85	39	10.10	23	5.96	25	6.48	17	4.40	11	2.85	11	2.85	109	28.24	386
4A	40	13.79	48	16.55	44	15.17	32	11.03	2	0.69	1	0.34	7	2.41	11	3.79	5	1.72	9	3.10	7	2.41	84	28.97	290
4B	21	16.54	14	11.02	32	25.20	12	9.45	1	0.79	0	0.00	1	0.79	3	2.36	1	0.79	0	0.00	1	0.79	41	32.28	127
5	50	20.58	46	18.93	31	12.76	4	1.65	1	0.41	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	111	45.68	243
6	109	17.55	0	0.00	120	19.32	15	2.42	25	4.03	22	3.54	58	9.34	111	17.87	0	0.00	0	0.00	0	0.00	161	25.93	621
7	42	14.69	55	19.23	74	25.87	5	1.75	1	0.35	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	109	38.11	286
8	56	17.95	96	30.77	79	25.32	13	4.17	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	68	21.79	312
9	73	21.22	42	12.21	48	13.95	28	8.14	9	2.62	38	11.05	19	5.52	12	3.49	3	0.87	4	1.16	6	1.74	62	18.02	344
10	14	5.34	14	5.34	10	3.82	10	3.82	5	1.91	27	10.31	21	8.02	14	5.34	24	9.16	26	9.92	7	2.67	90	34.35	262
11	12	8.96	27	20.15	49	36.57	6	4.48	1	0.75	0	0.00	1	0.75	0	0.00	0	0.00	0	0.00	0	0.00	38	28.36	134
12	15	11.03	21	15.44	25	18.38	8	5.88	2	1.47	4	2.94	6	4.41	9	6.62	4	2.94	2	1.47	0	0.00	40	29.41	136
ARMM	8	7.08	7	6.19	4	3.54	13	11.50	20	17.70	14	12.39	15	13.27	3	2.65	1	0.88	0	0.00	1	0.88	27	23.89	113
CAR	10	6.41	9	5.77	12	7.69	6	3.85	8	5.13	3	1.92	22	14.10	26	16.67	14	8.97	14	8.97	3	1.92	29	18.59	156
Caraga	1	0.59	4	2.37	9	5.33	1	0.59	10	5.92	17	10.06	20	11.83	22	13.02	11	6.51	10	5.92	4	2.37	60	35.50	169
NCR	44	13.33	41	12.42	27	8.18	24	7.27	21	6.36	7	2.12	11	3.33	20	6.06	9	2.73	11	3.33	11	3.33	104	31.52	330
<b>Total</b>	<b>571</b>	<b>12.60</b>	<b>560</b>	<b>12.36</b>	<b>728</b>	<b>16.07</b>	<b>230</b>	<b>5.08</b>	<b>132</b>	<b>2.91</b>	<b>215</b>	<b>4.75</b>	<b>241</b>	<b>5.32</b>	<b>286</b>	<b>6.31</b>	<b>98</b>	<b>2.16</b>	<b>98</b>	<b>2.16</b>	<b>55</b>	<b>1.21</b>	<b>1316</b>	<b>29.05</b>	<b>4530</b>

**Table 26  
Distribution of Teacher Respondents by Welfare Benefits Received and by Region**

Region	Welfare Benefits Received																																									
	PERA		Sick Leave Credits		Productivity Pay		Health Insurance		ALA		13th Month Retirement Pay		Retirement Benefits		Hazard Pay		Clothing Allowance		14th Month Pay		Maternity/Paternity Benefits		Vacation Leave Credits		COLA		Representation/Transportation Allowance		Others													
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%										
1	215	56.14	155	40.47	194	50.65	124	32.38	18	4.70	313	81.72	114	29.77	12	3.13	217	56.66	19	4.96	134	34.99	118	30.81	96	25.07	35	9.14	0	0.00	0	0.00	0	0.00	0	0.00						
2	118	49.58	129	54.20	114	47.90	106	44.54	1	0.42	222	93.28	87	36.55	4	1.68	147	61.76	8	3.36	92	38.66	88	36.97	61	25.63	34	14.29	6	2.52	6	2.52	6	2.52	6	2.52	6	2.52	6	2.52		
3	201	52.07	163	42.23	163	42.23	152	39.38	1	0.26	332	86.01	145	37.56	33	8.55	254	65.80	12	3.11	126	32.64	93	24.09	74	19.17	58	15.03	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
4A	76	26.21	120	41.38	98	33.79	103	35.52	4	1.38	225	77.59	92	31.72	5	1.72	152	52.41	12	4.14	85	29.31	74	25.52	51	17.59	48	16.55	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00		
4B	56	44.09	61	48.03	45	35.43	62	48.82	0	0.00	108	85.04	45	35.43	2	1.57	70	55.12	3	2.36	48	37.80	39	30.71	17	13.39	24	18.90	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
5	103	42.39	106	43.62	81	33.33	91	37.45	3	1.23	186	76.54	73	30.04	2	0.82	122	50.21	7	2.88	65	26.75	66	27.16	53	21.81	25	10.29	7	2.88	7	2.88	7	2.88	7	2.88	7	2.88	7	2.88	7	2.88
6	246	39.61	318	51.21	251	40.42	307	49.44	7	1.13	558	89.86	251	40.42	11	1.77	402	64.73	29	4.67	206	33.17	153	24.64	235	37.84	71	11.43	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
7	117	40.91	151	52.80	115	40.21	129	45.10	7	2.45	259	90.56	105	36.71	2	0.70	166	58.04	31	10.84	84	29.37	105	36.71	81	28.32	35	12.24	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
8	219	70.19	155	49.68	0	0.00	133	42.63	7	2.24	254	81.41	63	20.19	4	1.28	227	72.76	5	1.60	68	21.79	111	35.58	128	41.03	54	17.31	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	189	54.94	167	48.55	174	50.58	278	80.81	178	51.74	309	89.83	255	74.13	7	2.03	221	64.24	9	2.62	215	62.50	71	20.64	50	14.53	30	8.72	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
10	97	37.02	126	48.09	76	29.01	114	43.51	4	1.53	238	90.84	86	32.82	4	1.53	130	49.62	21	8.02	83	31.68	72	27.48	73	27.86	48	18.32	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	47	35.07	86	64.18	38	28.36	67	50.00	2	1.49	123	91.79	53	39.55	4	2.99	73	54.48	16	11.94	57	42.54	57	42.54	28	20.90	18	13.43	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
12	40	29.41	105	77.21	26	19.12	67	49.26	3	2.21	135	99.26	74	54.41	1	0.74	57	41.91	4	2.94	59	43.38	53	38.97	31	22.79	29	21.32	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
ARMM	58	51.33	45	39.82	58	51.33	46	40.71	2	1.77	66	58.41	35	30.97	1	0.88	65	57.52	2	1.77	38	33.63	35	30.97	39	34.51	14	12.39	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
CAR	69	44.23	93	59.62	62	39.74	76	48.72	4	2.56	140	89.74	53	33.97	4	2.56	89	57.05	11	7.05	53	33.97	59	37.82	69	44.23	17	10.90	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Caraga	74	43.79	59	34.91	56	33.14	59	34.91	4	2.37	128	75.74	43	25.44	1	0.59	76	44.97	10	5.92	51	30.18	36	21.30	49	28.99	16	9.47	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
NCR	79	23.94	133	40.30	81	24.55	129	39.09	6	1.82	285	86.36	127	38.48	7	2.12	196	59.39	313	94.85	87	26.36	95	28.79	64	19.39	276	83.64	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
<b>Total</b>	<b>2004</b>	<b>44.24</b>	<b>2172</b>	<b>47.95</b>	<b>1632</b>	<b>36.03</b>	<b>2043</b>	<b>45.10</b>	<b>251</b>	<b>5.54</b>	<b>3881</b>	<b>85.67</b>	<b>1701</b>	<b>37.55</b>	<b>104</b>	<b>2.30</b>	<b>2664</b>	<b>58.81</b>	<b>512</b>	<b>11.30</b>	<b>1551</b>	<b>34.24</b>	<b>1325</b>	<b>29.25</b>	<b>1199</b>	<b>26.47</b>	<b>832</b>	<b>18.37</b>	<b>13</b>	<b>0.29</b>	<b>13</b>	<b>0.29</b>	<b>13</b>	<b>0.29</b>	<b>13</b>	<b>0.29</b>						

**Table 27**  
**Distribution of Teacher Respondents**  
**by Preference to Be in Present Position and by Region**

Region	Preference to be in Present Position						Total
	Yes		No		No Response		
	f	%	f	%	f	%	
1	306	79.90	77	20.10	0	0.00	383
2	222	93.28	16	6.72	0	0.00	238
3	318	82.38	68	17.62	0	0.00	386
4A	244	84.14	14	4.83	32	11.03	290
4B	112	88.19	7	5.51	8	6.30	127
5	197	81.07	18	7.41	28	11.52	243
6	527	84.86	47	7.57	47	7.57	621
7	240	83.92	18	6.29	28	9.79	286
8	220	70.51	16	5.13	76	24.36	312
9	266	77.33	29	8.43	49	14.24	344
10	210	80.15	28	10.69	24	9.16	262
11	81	60.45	7	5.22	46	34.33	134
12	116	85.29	9	6.62	11	8.09	136
ARMM	79	69.91	25	22.12	9	7.96	113
CAR	130	83.33	26	16.67	0	0.00	156
Caraga	126	74.56	18	10.65	25	14.79	169
NCR	267	80.91	10	3.03	53	16.06	330
<b>Total</b>	<b>3661</b>	<b>80.82</b>	<b>433</b>	<b>9.56</b>	<b>436</b>	<b>9.62</b>	<b>4530</b>

## WORKING CONDITIONS

Tables 28 to 30 give an idea of the working conditions of teacher trainers in terms of type and condition of classroom, classroom equipment and facilities available, and the existing school facilities.

### Type and Condition of Classroom

According to the survey, a typical classroom has electricity (3,211 or 70.88%), is well lighted (2,843 or 62.76%), is made of concrete materials and has electric fans (3,008 or 66.40%), and is provided with toilets outside of the classroom (2,899 or 64.00%). More than one-third of classrooms are made of semipermanent materials (1,553 or 34.28%). But it is a consolation that there are some concrete classrooms which are air-conditioned (706 or 15.58%) and have toilets inside (280 or 6.18%). Some classrooms are also provided with running water (1,757 or 38.79%). The institutions which do not have telephones (1,141 or 25.19%) and those which have telephones (1,088 or 24.02%) are almost equal in number.

**Table 28**  
**Distribution of Teacher Respondents by Type and Condition of Classroom and by Region**

Region	Type and Condition of Classroom																																									
	Air-conditioned classroom; of concrete material			Of semi-permanent materials; with ceiling			With toilet outside of classroom			Without Electricity			With running water			Of concrete material; without ceiling			Of semi-permanent material; without ceiling			Without toilet			With telephones			Without telephones			Well lighted			Classroom with electric fans only; of concrete materials			With toilet inside the classroom			With electricity		
	f	%	f	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	39	10.18	141	36.81	227	59.27	13	3.39	121	31.59	22	5.74	6	1.57	40	10.44	104	27.15	0	0.00	220	57.44	303	79.11	16	4.18	297	77.55														
2	12	5.04	81	34.03	152	63.87	3	1.26	69	28.99	14	5.88	5	2.10	27	11.34	42	17.65	74	31.09	137	57.56	187	78.57	8	3.36	209	87.82														
3	102	26.42	117	30.31	246	63.73	6	1.55	178	46.11	17	4.40	5	1.30	20	5.18	130	33.68	84	21.76	247	63.99	286	74.09	13	3.37	286	74.09														
4A	93	32.07	70	24.14	213	73.45	9	3.10	124	42.76	15	5.17	4	1.38	16	5.52	105	36.21	49	16.90	214	73.79	189	65.17	19	6.55	207	71.38														
4B	5	3.94	42	33.07	89	70.08	7	5.51	56	44.09	9	7.09	2	1.57	8	6.30	38	29.92	28	22.05	95	74.80	112	88.19	5	3.94	103	81.10														
5	28	11.52	74	30.45	148	60.91	6	2.47	75	30.86	28	11.52	2	0.82	26	10.70	48	19.75	64	26.34	129	53.09	168	69.14	24	9.88	56	23.05														
6	72	11.59	194	31.24	388	62.48	11	1.77	249	40.10	41	6.60	15	2.42	68	10.95	165	26.57	174	28.02	397	63.93	458	73.75	70	11.27	479	77.13														
7	41	14.34	94	32.87	217	75.87	9	3.15	107	37.41	17	5.94	6	2.10	30	10.49	77	26.92	80	27.97	185	64.69	189	66.08	14	4.90	210	73.43														
8	8	2.56	122	39.10	109	34.94	0	0.00	105	33.65	30	9.62	0	0.00	0	0.00	0	0.00	88	28.21	169	54.17	190	60.90	17	5.45	203	65.06														
9	38	11.05	160	46.51	206	59.88	25	7.27	157	45.64	15	4.36	2	0.58	0	0.00	0	0.00	141	40.99	201	58.43	231	67.15	44	12.79	257	74.71														
10	34	12.98	106	40.46	179	68.32	8	3.05	109	41.60	21	8.02	6	2.29	20	7.63	77	29.39	58	22.14	193	73.66	152	58.02	8	3.05	190	72.52														
11	29	21.64	49	36.57	90	67.16	0	0.00	60	44.78	12	8.96	4	2.99	8	5.97	49	36.57	28	20.90	93	69.40	102	76.12	6	4.48	104	77.61														
12	24	17.65	52	38.24	107	78.68	0	0.00	49	36.03	14	10.29	5	3.68	7	5.15	49	36.03	28	20.59	101	74.26	106	77.94	4	2.94	108	79.41														
ARMM	4	3.54	52	46.02	84	74.34	0	0.00	56	49.56	13	11.50	6	5.31	25	22.12	23	20.35	47	41.59	56	49.56	18	15.93	1	0.88	62	54.87														
CAR	11	7.05	61	39.10	114	73.08	1	0.64	45	28.85	15	9.62	0	0.00	16	10.26	37	23.72	50	32.05	83	53.21	40	25.64	5	3.21	108	69.23														
Caraga	9	5.33	72	42.60	107	63.31	9	5.33	46	27.22	17	10.06	8	4.73	31	18.34	40	23.67	66	39.05	95	56.21	91	53.85	10	5.92	115	68.05														
NCR	157	47.58	66	20.00	223	67.58	13	3.94	151	45.76	21	6.36	5	1.52	22	6.67	104	31.52	82	24.85	228	69.09	186	56.36	16	4.85	217	65.76														
<b>Total</b>	<b>706</b>	<b>15.58</b>	<b>1553</b>	<b>34.28</b>	<b>2899</b>	<b>64.00</b>	<b>120</b>	<b>2.65</b>	<b>1757</b>	<b>38.79</b>	<b>321</b>	<b>7.09</b>	<b>81</b>	<b>1.79</b>	<b>364</b>	<b>8.04</b>	<b>1088</b>	<b>24.02</b>	<b>1141</b>	<b>25.19</b>	<b>2843</b>	<b>62.76</b>	<b>3008</b>	<b>66.40</b>	<b>280</b>	<b>6.18</b>	<b>3211</b>	<b>70.88</b>														

But despite this modern day and age, a few of the institutions, even if made of concrete materials, are yet without ceilings (321 or 7.09%). A small number of institutions still do not have toilets (364 or 8.04%) and electricity (120 or 2.65%). There are also institutions without ceilings and are made of semipermanent materials (81 or 1.79%).

The region that has the highest percentage of classrooms without electricity (25 or 7.27%) and telephones (141 or 40.99%) is Region 9. ARMM has the highest percentage of classrooms without toilets (25 or 22.12%), and made of semipermanent materials and without ceiling (6 or 5.31%).

### **Classroom Equipment and Facilities Available**

Part of good working conditions is having adequate facilities for teacher trainers. For how can they impart knowledge if they lack the necessary tools to demonstrate the things that their students need to know about?

*Table 29* on the following page presents the available classroom equipment and/or facilities. Based on the statistics collected, a representative classroom in teacher training institutions has a teacher's desk (3,654 or 80.66%), black/white board (3,288 or 72.58%), chalk and erasers (89.25%), teacher's table (3,447 or 76.09%), teacher's chair (4,012 or 88.57%), and students' desks/chairs (3,547 or 78.30%).

There are also other equipment and facilities found in these institutions but they are few in quantity. Some of these equipment and facilities are overhead projectors or OHP (1,011 or 22.32%), radio-cassette players (659 or 14.55%), computers with printers (539 or 11.90%), televisions (531 or 11.72%), VCD/DVD players (553 or 12.21%), and VHS players (491 or 10.84%).

### **School Facilities Available**

*Table 30* shows the availability of facilities in teacher training institutions.

Based on the survey, it is evident that almost all teacher training institutions value the importance and role of a library in the life of a student. A very high percentage of institutions with libraries will attest to this (4,348 or 95.98%). In the regions, all schools in both region 12 (136 or 100%) and ARMM (113 or 100%) have libraries. This is quite surprising in the case of ARMM because there are more libraries than toilets in the region's schools.

**Table 29**  
**Distribution of Teacher Respondents by Classroom Equipment/Facilities Available and by Region**

Region	Classroom Equipment/Facilities Available																												
	Teacher's desk		Chalk and erasers		Radio-cassette players		Black/white boards		Teacher's chair		OHP		Computer with printer		LCD		Teacher's table		TV		VCD/DVD player		Students' desks/chairs		VHS players		Magic board		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f
1	326	85.12	338	88.25	54	14.10	268	69.97	351	91.64	29	7.57	42	10.97	9	2.35	309	80.68	47	12.27	34	8.88	311	81.20	37	9.66	15	3.92	
2	191	80.25	216	90.76	34	14.29	184	77.31	214	89.92	57	23.95	18	7.56	7	2.94	226	94.96	27	11.34	10	4.20	196	82.35	21	8.82	5	2.10	
3	318	82.38	329	85.23	63	16.32	295	76.42	323	83.68	67	17.36	42	10.88	16	4.15	288	74.61	0	0.00	50	12.95	329	85.23	38	9.84	8	2.07	
4A	235	81.03	249	85.86	48	16.55	224	77.24	258	88.97	113	38.97	56	19.31	22	7.59	232	80.00	54	18.62	48	16.55	230	79.31	40	13.79	20	6.90	
4B	84	66.14	109	85.83	16	12.60	99	77.95	112	88.19	12	9.45	14	11.02	2	1.57	97	76.38	19	14.96	14	11.02	106	83.46	11	8.66	5	3.94	
5	173	71.19	241	99.18	0	0.00	27	11.11	159	65.43	216	88.89	32	13.17	20	8.23	16	6.58	182	74.90	45	18.52	26	10.70	28	11.52	20	8.23	
6	511	82.29	578	93.08	112	18.04	487	78.42	591	95.17	91	14.65	61	9.82	25	4.03	528	85.02	0	0.00	94	15.14	530	85.35	69	11.11	28	4.51	
7	226	79.02	258	90.21	37	12.94	231	80.77	270	94.41	39	13.64	25	8.74	13	4.55	249	87.06	0	0.00	46	16.08	251	87.76	40	13.99	13	4.55	
8	241	77.24	271	86.86	23	7.37	209	66.99	271	86.86	56	17.95	8	2.56	0	0.00	227	72.76	9	2.88	5	1.60	219	70.19	4	1.28	1	0.32	
9	271	78.78	307	89.24	42	12.21	246	71.51	303	88.08	45	13.08	59	17.15	7	2.03	260	75.58	0	0.00	47	13.66	282	81.98	25	7.27	6	1.74	
10	223	85.11	234	89.31	61	23.28	213	81.30	247	94.27	82	31.30	57	21.76	17	6.49	211	80.53	53	20.23	46	17.56	225	85.88	47	17.94	11	4.20	
11	108	80.60	119	88.81	22	16.42	104	77.61	117	87.31	11	8.21	10	7.46	3	2.24	101	75.37	12	8.96	12	8.96	112	83.58	12	8.96	2	1.49	
12	116	85.29	127	93.38	28	20.59	108	79.41	114	83.82	22	16.18	17	12.50	7	5.15	111	81.62	17	12.50	13	9.56	102	75.00	17	12.50	2	1.47	
ARMM	76	67.26	108	95.58	12	10.62	89	78.76	85	75.22	8	7.08	19	16.81	1	0.88	74	65.49	9	7.96	9	7.96	98	86.73	7	6.19	5	4.42	
CAR	135	86.54	137	87.82	18	11.54	108	69.23	138	88.46	35	22.44	14	8.97	11	7.05	119	76.28	26	16.67	19	12.18	132	84.62	22	14.10	0	0.00	
Caraga	120	71.01	148	87.57	19	11.24	115	68.05	145	85.80	21	12.43	23	13.61	2	1.18	135	79.88	16	9.47	11	6.51	131	77.51	16	9.47	11	6.51	
NCR	300	90.91	274	83.03	70	21.21	281	85.15	314	95.15	107	32.42	42	12.73	43	13.03	264	80.00	60	18.18	50	15.15	267	80.91	57	17.27	27	8.18	
<b>Total</b>	<b>3654</b>	<b>80.66</b>	<b>4043</b>	<b>89.25</b>	<b>659</b>	<b>14.55</b>	<b>3288</b>	<b>72.58</b>	<b>4012</b>	<b>88.57</b>	<b>1011</b>	<b>22.32</b>	<b>539</b>	<b>11.90</b>	<b>205</b>	<b>4.53</b>	<b>3447</b>	<b>76.09</b>	<b>531</b>	<b>11.72</b>	<b>553</b>	<b>12.21</b>	<b>3547</b>	<b>78.30</b>	<b>491</b>	<b>10.84</b>	<b>179</b>	<b>3.95</b>	

**Table 30  
Distribution of Teacher Respondents by School Facilities Available and by Region**

Region	School Facilities Available																							
	Library	Auditorium	Faculty lounge	Science laboratory	Gymnasium	Audiovisual room	Computer laboratory	Canteen	Simulation room	Conference room	Clinic	Educational technology room												
	f	%	f	%	f	%	f	%	f	%	f	%	f	%										
1	367	95.82	167	43.60	189	49.35	297	77.55	172	44.91	229	59.79	346	90.34	358	93.47	79	20.63	280	73.11	305	79.63	127	33.16
2	230	96.64	134	56.30	157	65.97	205	86.13	159	66.81	168	70.59	213	89.50	225	94.54	67	28.15	200	84.03	216	90.76	101	42.44
3	375	97.15	196	50.78	241	62.44	326	84.46	310	80.31	330	85.49	356	92.23	368	95.34	61	15.80	305	79.02	355	91.97	157	40.67
4A	281	96.90	178	61.38	163	56.21	242	83.45	253	87.24	227	78.28	276	95.17	263	90.69	70	24.14	232	80.00	243	83.79	123	42.41
4B	124	97.64	42	33.07	93	73.23	106	83.46	94	74.02	99	77.95	119	93.70	123	96.85	10	7.87	90	70.87	108	85.04	52	40.94
5	232	95.47	124	51.03	162	66.67	165	67.90	106	43.62	167	68.72	169	69.55	211	86.83	50	20.58	185	76.13	207	85.19	86	35.39
6	606	97.58	393	63.29	418	67.31	545	87.76	409	65.86	512	82.45	596	95.97	604	97.26	117	18.84	541	87.12	597	96.14	274	44.12
7	282	98.60	121	42.31	155	54.20	249	87.06	149	52.10	221	77.27	269	94.06	274	95.80	71	24.83	226	79.02	265	92.66	130	45.45
8	241	77.24	126	40.38	138	44.23	199	63.78	142	45.51	130	41.67	215	68.91	226	72.44	62	19.87	199	63.78	226	72.44	228	73.08
9	332	96.51	140	40.70	177	51.45	272	79.07	211	61.34	179	52.03	297	86.34	319	92.73	48	13.95	235	68.31	290	84.30	123	35.76
10	257	98.09	191	72.90	157	59.92	243	92.75	199	75.95	227	86.64	247	94.27	255	97.33	77	29.39	217	82.82	248	94.66	133	50.76
11	130	97.01	69	51.49	91	67.91	123	91.79	107	79.85	119	88.81	124	92.54	130	97.01	27	20.15	123	91.79	129	96.27	68	50.75
12	136	100.00	59	43.38	119	87.50	136	100.00	92	67.65	117	86.03	136	100.00	136	100.00	44	32.35	125	91.91	136	100.00	54	39.71
ARMM	113	100.00	20	17.70	48	42.48	62	54.87	43	38.05	56	49.56	95	84.07	96	84.96	9	7.96	81	71.68	70	61.95	42	37.17
CAR	153	98.08	88	56.41	78	50.00	125	80.13	124	79.49	92	58.97	122	78.21	151	96.79	20	12.82	108	69.23	145	92.95	49	31.41
Caraga	165	97.63	28	16.57	68	40.24	147	86.98	102	60.36	87	51.48	158	93.49	143	84.62	22	13.02	126	74.56	140	82.84	52	30.77
NCR	324	98.18	283	85.76	285	86.36	301	91.21	270	81.82	292	88.48	318	96.36	321	97.27	124	37.58	297	90.00	311	94.24	234	70.91
<b>Total</b>	<b>4348</b>	<b>95.98</b>	<b>2359</b>	<b>52.08</b>	<b>2739</b>	<b>60.46</b>	<b>3743</b>	<b>82.63</b>	<b>2942</b>	<b>64.94</b>	<b>3252</b>	<b>71.79</b>	<b>4056</b>	<b>89.54</b>	<b>4203</b>	<b>92.78</b>	<b>958</b>	<b>21.15</b>	<b>3570</b>	<b>78.81</b>	<b>3991</b>	<b>88.10</b>	<b>2033</b>	<b>44.88</b>

Next to the library, the facility that has a high percentage is the canteen (4,203 or 92.78%). There are also other facilities which most teacher training institutions give high premium to such as computer laboratory (4,056 or 89.54%), clinic (3,991 or 88.10%), science laboratory (3,743 or 82.63%), conference room (3,570 or 78.81%), audiovisual room (3,252 or 71.79%), gymnasium (2,942 or 64.94%), faculty lounge (2,739 or 60.46%), and auditorium (2,359 or 52.08%). Only Region 12 has the distinction of having a science laboratory, a computer laboratory, and clinic in all its teacher training institutions.

Few institutions have an educational technology room (2,033 or 44.88%) and a simulation room (958 or 21.15%).

## **ICT PREPAREDNESS**

### **Availability of Electricity**

Making the learning environment better means that school and classroom facilities and equipment are in a state with which students can work comfortably. It also means that classrooms are well lighted, well ventilated, and available electrical and electronic equipment are in good working condition. A conducive learning environment likewise suggests that electricity is available to make the school and classroom facilities and equipment work. Electricity is also a requirement for ICT readiness.

*Table 31* on the next page shows the availability of electricity in the 266 teacher training institutions involved in the study.

Majority of the teacher training institutions in all the regions have electricity (226 or 84.96%). Among the regions, there are three wherein all schools have electricity. These are Regions 1, 2, and 9.

### **ICT Capabilities**

New technologies, which include the Internet, cellular telephones, cable television and other telecommunication facilities, are transforming our economy and society, including our schools. They have changed the world more and more into interconnected systems that have no boundaries. Because of this and to become more competitive, schools must be ready to operate computers and peripheral devices and get connected with the rest of the world.

**Table 31**  
**Distribution of Teacher Training Institutions**  
**by Availability of Electricity and by Region**

Region	Availability of Electricity						Total*
	Yes		No		NR		
	f	%	f	%	f	%	
1	14	100.00	0	0.00	0	0.00	14
2	16	100.00	0	0.00	0	0.00	16
3	16	88.89	0	0.00	2	11.11	18
4A	16	76.19	0	0.00	5	23.81	21
4B	6	60.00	0	0.00	4	40.00	10
5	12	70.59	0	0.00	5	29.41	17
6	19	95.00	0	0.00	1	5.00	20
7	21	95.45	0	0.00	1	4.55	22
8	12	75.00	0	0.00	4	25.00	16
9	15	100.00	0	0.00	0	0.00	15
10	14	93.33	0	0.00	1	6.67	15
11	10	90.91	0	0.00	1	9.09	11
12	10	76.92	0	0.00	3	23.08	13
ARMM	7	77.78	0	0.00	2	22.22	9
CAR	8	88.89	0	0.00	1	11.11	9
Caraga	12	75.00	0	0.00	4	25.00	16
NCR	18	75.00	0	0.00	6	25.00	24
<b>Total</b>	<b>226</b>	<b>84.96</b>	<b>0</b>	<b>0.00</b>	<b>40</b>	<b>15.04</b>	<b>266</b>

\*Total number of respondents (Deans)

The ICT readiness of schools is the degree to which schools are geared up to be connected with other people in other parts of the planet. The ICT capabilities of the teacher training institutions can be seen in *Tables 32 to 42*.

### Communication Facilities and Services Available

Looking at *Table 32*, it can be seen that majority of teacher training institutions corroborated having landline telephones, comprising 77.44% of the entire sample. The region which has the highest percentage is Region 7, with all schools having telephones. Surprisingly, the National Capital Region (NCR) has one of the lowest percentages (75.00%). Other regions, which have percentages higher than NCR, are Region 6 (95.00%), Region 10 (93.33%), Region 1 (92.86%), Region 11 (90.91%), Region 3 (88.89%), Region 5 (88.24%), and Region 9 (86.67%). One other region (Region 8) has the same percentage as that of NCR.

**Table 32**  
**Distribution of Teacher Training Institutions by Communication Facilities and Services Available and by Region**

Region	Communication Facilities and Services Available													
	Landline telephone		Two-way radio		Cell phone		Telegraphic facilities		Fax machine		Cable television		Public payphone	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	13	92.86	4	28.57	10	71.43	1	7.14	12	85.71	3	21.43	8	57.14
2	11	68.75	3	18.75	12	75.00	1	6.25	7	43.75	5	31.25	7	43.75
3	16	88.89	5	27.78	11	61.11	0	0.00	13	72.22	3	16.67	12	66.67
4A	14	66.67	4	19.05	9	42.86	2	9.52	14	66.67	6	28.57	8	38.10
4B	5	50.00	1	10.00	6	60.00	1	10.00	4	40.00	4	40.00	3	30.00
5	15	88.24	6	35.29	10	58.82	0	0.00	4	23.53	15	88.24	2	11.76
6	19	95.00	6	30.00	14	70.00	2	10.00	13	65.00	7	35.00	6	30.00
7	22	100.00	7	31.82	15	68.18	2	9.09	18	81.82	5	22.73	11	50.00
8	12	75.00	4	25.00	8	50.00	4	25.00	11	68.75	9	56.25	9	56.25
9	13	86.67	5	33.33	6	40.00	0	0.00	9	60.00	5	33.33	4	26.67
10	14	93.33	3	20.00	4	26.67	1	6.67	9	60.00	6	40.00	7	46.67
11	10	90.91	6	54.55	8	72.73	1	9.09	9	81.82	6	54.55	10	90.91
12	9	69.23	4	30.77	7	53.85	2	15.38	8	61.54	4	30.77	6	46.15
ARMM	4	44.44	3	33.33	6	66.67	1	11.11	2	22.22	3	33.33	2	22.22
CAR	6	66.67	2	22.22	7	77.78	1	11.11	7	77.78	4	44.44	3	33.33
Caraga	5	31.25	0	0.00	10	62.50	0	0.00	8	50.00	4	25.00	5	31.25
NCR	18	75.00	6	25.00	14	58.33	3	12.50	16	66.67	9	37.50	13	54.17
<b>Total</b>	<b>206</b>	<b>77.44</b>	<b>69</b>	<b>25.94</b>	<b>157</b>	<b>59.02</b>	<b>22</b>	<b>8.27</b>	<b>164</b>	<b>61.65</b>	<b>98</b>	<b>36.84</b>	<b>116</b>	<b>43.61</b>

\*Total number of respondents (Deans)

Majority of the schools involved in the survey confirmed having facsimile machines (164 or 61.65%) and cellular telephones (157 or 59.02%). Among those who have fax machines, Region 1 has the highest percentage (85.71%). With regards to the regions which have cellular telephones, the Cordillera Administrative Region (CAR) has the highest percentage (77.78%).

Less than 50% of the schools have public payphones (116 or 43.61%). Those with cable televisions comprise 36.84% of the entire sample. Those with two-way radios compose one-fourth of the whole sample (25.94%).

### Equipment and Facilities Available to Faculty of the Institution

Majority of the schools confirmed that they have the following equipment and facilities which they also allow faculty to use: computer (73.31%) and printer (72.56%), overhead projector (71.05%), television (68.42%), photocopier (67.29%), mimeograph

machine (63.53%), radio-cassette player (63.16%), VHS player (62.41%), Internet access (56.39%), VCD player (53.76%), scanner (53.38%), and video camera (51.50%).

Only a few of the institutions have the following equipment and facilities: computer's speakers (49.25%), photo camera (45.86%), multimedia projector (44.74%), modem (internal/external) (39.47%), compact disk (CD) writer (25.56%), Betamax player (31.95%), digital photocopier (25.19%), and zip drive (18.80%).

### **Equipment and Facilities Available to Students of the Institution**

The equipment and facilities available to students are fewer than those that are available to faculty. The equipment and facilities which have the highest percentages are: computer (68.42%), overhead projector (64.29%), television (62.41%), computer printer (61.28%), VHS player (58.27%), radio-cassette player (54.14%), and photocopier (53.38%).

### **Computer Software Capability**

The capability to manipulate or use particular software packages with ease is one of the prerequisites of ICT-readiness. In the survey, the teacher trainers were asked what software packages they were using. It appears that they are most adept with the use of word processing software. Almost two-thirds of them ticked off word processing (63.27%). Internet browsing is a far second with a percentage of 33.91 or a total of 1,536 teacher trainers who know how to browse the Internet. The use of spreadsheets is a far third with a percentage of 13.84. Knowledge of other computer software is quite negligible with percentages below 10%.

### **Computer Access**

Computer access is crucial for the success of today's teacher trainers. Schools and the teacher trainers themselves know this. Unfortunately, computer access in schools is hard to come by because many schools simply do not have the funds for this. That is why teacher trainers have to find a way by which they can get their hands on technologies.

*Table 36* gives an idea of the extent to which teacher trainers have access to computers, whether at home, in commercial areas, in the institutions where they teach, and elsewhere. Majority of teacher trainers have access to computers in the institutions where they are currently teaching (2,472 or 54.57%). Region 10 has the most number

**Table 33**  
**Distribution of Teacher Training Institutions by Equipment and Facilities Available to Faculty of the Institution and by Region**

Region	Equipment and Facilities Available to Faculty of the Institution																							
	Overhead projector		Television set		VHS player		Betamax player		VCD/DVD player		Video camera		Photocopier		Photo camera		Mimeograph machine		Radio-cassette player		Digital photocopier			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	7	50.00	6	42.86	5	35.71	2	14.29	5	35.71	5	35.71	5	35.71	6	42.86	4	28.57	7	50.00	10	71.43	8	57.14
2	16	100.00	16	100.00	12	75.00	8	50.00	11	68.75	10	62.50	15	93.75	11	68.75	15	93.75	13	81.25	13	81.25	4	25.00
3	15	83.33	15	83.33	15	83.33	6	33.33	14	77.78	13	72.22	14	77.78	12	66.67	16	88.89	15	83.33	15	83.33	6	33.33
4A	14	66.67	14	66.67	14	66.67	10	47.62	13	61.90	10	47.62	13	61.90	9	42.86	13	61.90	12	57.14	12	57.14	7	33.33
4B	5	50.00	5	50.00	4	40.00	2	20.00	4	40.00	2	20.00	4	40.00	2	20.00	6	60.00	5	50.00	5	50.00	0	0.00
5	11	64.71	8	47.06	9	52.94	3	17.65	4	23.53	9	52.94	11	64.71	6	35.29	11	64.71	11	64.71	11	64.71	3	17.65
6	15	75.00	16	80.00	15	75.00	6	30.00	13	65.00	11	55.00	15	75.00	12	60.00	15	75.00	14	70.00	14	70.00	2	10.00
7	20	90.91	18	81.82	15	68.18	5	22.73	12	54.55	17	77.27	19	86.36	14	63.64	14	63.64	15	68.18	15	68.18	4	18.18
8	15	93.75	13	81.25	12	75.00	7	43.75	8	50.00	8	50.00	13	81.25	7	43.75	15	93.75	14	87.50	14	87.50	10	62.50
9	11	73.33	10	66.67	9	60.00	3	20.00	6	40.00	5	33.33	9	60.00	5	33.33	11	73.33	10	66.67	10	66.67	3	20.00
10	11	73.33	11	73.33	10	66.67	7	46.67	10	66.67	9	60.00	12	80.00	6	40.00	12	80.00	10	66.67	10	66.67	4	26.67
11	10	90.91	10	90.91	9	81.82	7	63.64	10	90.91	7	63.64	9	81.82	6	54.55	7	63.64	10	90.91	10	90.91	3	27.27
12	8	61.54	7	53.85	7	53.85	3	23.08	6	46.15	6	46.15	7	53.85	4	30.77	7	53.85	7	53.85	7	53.85	4	30.77
ARMM	5	55.56	4	44.44	3	33.33	3	33.33	2	22.22	1	11.11	2	22.22	1	11.11	2	22.22	3	33.33	3	33.33	1	11.11
CAR	7	77.78	7	77.78	6	66.67	3	33.33	6	66.67	5	55.56	5	55.56	4	44.44	7	77.78	7	77.78	6	66.67	2	22.22
Caraga	5	31.25	6	37.50	6	37.50	2	12.50	6	37.50	4	25.00	9	56.25	5	31.25	7	43.75	6	37.50	6	37.50	1	6.25
NCR	14	58.33	16	66.67	15	62.50	8	33.33	13	54.17	15	62.50	16	66.67	14	58.33	4	16.67	7	29.17	7	29.17	5	20.83
<b>Total</b>	<b>189</b>	<b>71.05</b>	<b>182</b>	<b>68.42</b>	<b>166</b>	<b>62.41</b>	<b>85</b>	<b>31.95</b>	<b>143</b>	<b>53.76</b>	<b>137</b>	<b>51.50</b>	<b>179</b>	<b>67.29</b>	<b>122</b>	<b>45.86</b>	<b>169</b>	<b>63.53</b>	<b>168</b>	<b>63.16</b>	<b>67</b>	<b>25.19</b>		

Equipment and Facilities Available to Faculty of the Institution																				
Region	Multimedia projector		Computer		Computer printer		Computer's speaker		Scanner		Modem (Internal/External)		Zip drive		CD writer		Internet access		Others	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	4	28.57	5	35.71	10	71.43	6	42.86	7	50.00	6	42.86	2	14.29	4	28.57	6	42.86	0	0.00
2	10	62.50	15	93.75	15	93.75	12	75.00	15	93.75	10	62.50	6	37.50	7	43.75	15	93.75	0	0.00
3	13	72.22	16	88.89	15	83.33	13	72.22	13	72.22	9	50.00	5	27.78	10	55.56	15	83.33	0	0.00
4A	13	61.90	14	66.67	14	66.67	9	42.86	14	66.67	9	42.86	8	38.10	2	9.52	3	14.29	0	0.00
4B	3	30.00	7	70.00	7	70.00	3	30.00	5	50.00	4	40.00	2	20.00	4	40.00	5	50.00	0	0.00
5	7	41.18	14	82.35	13	76.47	6	35.29	9	52.94	7	41.18	1	5.88	2	11.76	10	58.82	0	0.00
6	7	35.00	16	80.00	16	80.00	9	45.00	10	50.00	8	40.00	1	5.00	4	20.00	14	70.00	0	0.00
7	14	63.64	21	95.45	20	90.91	14	63.64	14	63.64	9	40.91	4	18.18	5	22.73	20	90.91	0	0.00
8	5	31.25	16	100.00	13	81.25	9	56.25	8	50.00	7	43.75	4	25.00	4	25.00	10	62.50	0	0.00
9	5	33.33	13	86.67	13	86.67	9	60.00	8	53.33	6	40.00	1	6.67	1	6.67	7	46.67	0	0.00
10	8	53.33	14	93.33	13	86.67	7	46.67	8	53.33	5	33.33	2	13.33	4	26.67	10	66.67	0	0.00
11	10	90.91	10	90.91	10	90.91	10	90.91	9	81.82	9	81.82	5	45.45	6	54.55	9	81.82	0	0.00
12	6	46.15	7	53.85	6	46.15	6	46.15	6	46.15	4	30.77	3	23.08	3	23.08	8	61.54	0	0.00
ARMM	1	11.11	4	44.44	4	44.44	2	22.22	1	11.11	1	11.11	0	0.00	0	0.00	1	11.11	0	0.00
CAR	4	44.44	6	66.67	7	77.78	4	44.44	5	55.56	3	33.33	1	11.11	3	33.33	5	55.56	0	0.00
Caraga	3	18.75	10	62.50	10	62.50	6	37.50	3	18.75	2	12.50	1	6.25	4	25.00	6	37.50	0	0.00
NCR	6	25.00	7	29.17	7	29.17	6	25.00	7	29.17	6	25.00	4	16.67	5	20.83	6	25.00	0	0.00
<b>Total</b>	<b>119</b>	<b>44.74</b>	<b>195</b>	<b>73.31</b>	<b>193</b>	<b>72.56</b>	<b>131</b>	<b>49.25</b>	<b>142</b>	<b>53.38</b>	<b>105</b>	<b>39.47</b>	<b>50</b>	<b>18.80</b>	<b>68</b>	<b>25.56</b>	<b>150</b>	<b>56.39</b>	<b>0</b>	<b>0.00</b>

**Table 34**  
**Distribution of Teacher Training Institutions by Equipment and Facilities Available to Students of the Institution and by Region**

Region	Equipment and Facilities Available to Students of the Institution																							
	Overhead projector		Television set		VHS player		Betamax player		VCD/DVD player		Video camera		Photocopier		Photo camera		Mimeograph machine		Radio-cassette Player		Digital photocopier			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	10	71.43	9	64.29	10	71.43	4	28.57	9	64.29	6	42.86	5	35.71	4	28.57	5	35.71	11	78.57	5	35.71		
2	16	100.00	15	93.75	11	68.75	7	43.75	10	62.50	4	25.00	12	75.00	7	43.75	7	43.75	13	81.25	2	12.50		
3	15	83.33	15	83.33	15	83.33	6	33.33	13	72.22	8	44.44	14	77.78	9	50.00	12	66.67	14	77.78	4	22.22		
4A	13	61.90	13	61.90	13	61.90	10	47.62	12	57.14	9	42.86	11	52.38	8	38.10	10	47.62	11	52.38	5	23.81		
4B	5	50.00	5	50.00	4	40.00	1	10.00	3	30.00	1	10.00	4	40.00	1	10.00	2	20.00	4	40.00	0	0.00		
5	4	23.53	4	23.53	5	29.41	3	17.65	2	11.76	3	17.65	3	17.65	5	29.41	4	23.53	4	23.53	7	41.18	1	5.88
6	15	75.00	15	75.00	13	65.00	5	25.00	9	45.00	7	35.00	12	60.00	5	25.00	9	45.00	11	55.00	2	10.00		
7	18	81.82	16	72.73	13	59.09	3	13.64	10	45.45	14	63.64	14	63.64	11	50.00	9	40.91	12	54.55	2	9.09		
8	13	81.25	12	75.00	12	75.00	6	37.50	7	43.75	5	31.25	12	75.00	6	37.50	9	56.25	12	75.00	5	31.25		
9	8	53.33	7	46.67	8	53.33	1	6.67	5	33.33	2	13.33	9	60.00	4	26.67	6	40.00	11	73.33	0	0.00		
10	10	66.67	13	86.67	11	73.33	6	40.00	9	60.00	6	40.00	8	53.33	4	26.67	9	60.00	10	66.67	2	13.33		
11	10	90.91	9	81.82	9	81.82	7	63.64	9	81.82	6	54.55	7	63.64	6	54.55	5	45.45	9	81.82	2	18.18		
12	7	53.85	6	46.15	7	53.85	3	23.08	5	38.46	5	38.46	6	46.15	3	23.08	7	53.85	6	46.15	4	30.77		
ARMM	2	22.22	3	33.33	4	44.44	3	33.33	2	22.22	1	11.11	1	11.11	1	11.11	2	22.22	3	33.33	1	11.11		
CAR	5	55.56	4	44.44	4	44.44	2	22.22	3	33.33	3	33.33	3	33.33	2	22.22	4	44.44	2	22.22	1	11.11		
Caraga	6	37.50	7	43.75	4	25.00	1	6.25	4	25.00	2	12.50	8	50.00	3	18.75	4	25.00	4	25.00	0	0.00		
NCR	14	58.33	13	54.17	12	50.00	7	29.17	11	45.83	9	37.50	11	45.83	9	37.50	4	16.67	4	16.67	4	16.67		
<b>Total</b>	<b>171</b>	<b>64.29</b>	<b>166</b>	<b>62.41</b>	<b>155</b>	<b>58.27</b>	<b>75</b>	<b>28.20</b>	<b>123</b>	<b>46.24</b>	<b>91</b>	<b>34.21</b>	<b>142</b>	<b>53.38</b>	<b>87</b>	<b>32.71</b>	<b>108</b>	<b>40.60</b>	<b>144</b>	<b>54.14</b>	<b>40</b>	<b>15.04</b>		

Equipment and Facilities Available to Students of the Institution																							
Region	Multimedia projector		Computer		Computer printer		Computer's speaker		Scanner		Modem (Internal/External)		Zip drive		CD writer		Internet access						
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%					
1	2	14.29	5	35.71	7	50.00	5	35.71	4	28.57	1	7.14	3	21.43	3	21.43	4	28.57					
2	5	31.25	16	100.00	15	93.75	8	50.00	9	56.25	6	37.50	2	12.50	3	18.75	11	68.75					
3	11	61.11	15	83.33	14	77.78	10	55.56	10	55.56	8	44.44	4	22.22	8	44.44	13	72.22					
4A	11	52.38	14	66.67	14	66.67	10	47.62	9	42.86	10	47.62	4	19.05	5	23.81	14	66.67					
4B	2	20.00	7	70.00	6	60.00	0	0.00	0	0.00	3	30.00	1	10.00	2	20.00	4	40.00					
5	3	17.65	8	47.06	5	29.41	4	23.53	3	17.65	4	23.53	2	11.76	1	5.88	6	35.29					
6	5	25.00	15	75.00	12	60.00	7	35.00	5	25.00	6	30.00	1	5.00	3	15.00	13	65.00					
7	11	50.00	20	90.91	18	81.82	13	59.09	13	59.09	6	27.27	2	9.09	3	13.64	15	68.18					
8	3	18.75	16	100.00	11	68.75	9	56.25	5	31.25	4	25.00	3	18.75	3	18.75	9	56.25					
9	3	20.00	12	80.00	12	80.00	9	60.00	7	46.67	2	13.33	0	0.00	1	6.67	7	46.67					
10	6	40.00	15	100.00	13	86.67	6	40.00	5	33.33	4	26.67	0	0.00	2	13.33	11	73.33					
11	8	72.73	9	81.82	8	72.73	7	63.64	5	45.45	5	45.45	3	27.27	2	18.18	7	63.64					
12	6	46.15	7	53.85	7	53.85	5	38.46	4	30.77	3	23.08	2	15.38	2	15.38	8	61.54					
ARMM	1	11.11	5	55.56	3	33.33	3	33.33	2	22.22	1	11.11	0	0.00	0	0.00	1	11.11					
CAR	2	22.22	4	44.44	4	44.44	3	33.33	3	33.33	2	22.22	1	11.11	1	11.11	5	55.56					
Caraga	3	18.75	9	56.25	9	56.25	5	31.25	1	6.25	1	6.25	0	0.00	2	12.50	5	31.25					
NCR	5	20.83	5	20.83	5	20.83	5	20.83	4	16.67	4	16.67	4	16.67	4	16.67	4	16.67					
<b>Total</b>	<b>87</b>	<b>32.71</b>	<b>182</b>	<b>68.42</b>	<b>163</b>	<b>61.28</b>	<b>109</b>	<b>40.98</b>	<b>89</b>	<b>33.46</b>	<b>70</b>	<b>26.32</b>	<b>32</b>	<b>12.03</b>	<b>45</b>	<b>16.92</b>	<b>137</b>	<b>51.50</b>					

**Table 35  
Distribution of Teacher Respondents by Computer Software Capability and by Region**

Region	Computer Software Capability														Others									
	Word processing and payroll		Accounting and payroll		Database		Spread-sheet		Desktop publishing		Program-ming		Authoring			Graphics and art-work		Internet browsing		Statistical package		Web design		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%		f	%	f	%	f	%	f	%	f
1	217	56.66	15	3.92	28	7.31	62	16.19	27	7.05	30	7.83	11	2.87	68	17.75	121	31.59	25	6.53	12	3.13	0	0.00
2	160	67.23	2	0.84	7	2.94	22	9.24	12	5.04	8	3.36	3	1.26	37	15.55	69	28.99	20	8.40	2	0.84	0	0.00
3	252	65.28	17	4.40	25	6.48	57	14.77	27	6.99	28	7.25	3	0.78	73	18.91	137	35.49	33	8.55	11	2.85	0	0.00
4A	205	70.69	17	5.86	26	8.97	51	17.59	27	9.31	24	8.28	11	3.79	58	20.00	94	32.41	16	5.52	17	5.86	0	0.00
4B	80	62.99	1	0.79	6	4.72	17	13.39	5	3.94	11	8.66	0	0.00	21	16.54	26	20.47	9	7.09	2	1.57	0	0.00
5	140	57.61	3	1.23	10	4.12	27	11.11	22	9.05	10	4.12	2	0.82	36	14.81	81	33.33	16	6.58	4	1.65	2	0.82
6	424	68.28	16	2.58	44	7.09	96	15.46	50	8.05	26	4.19	12	1.93	112	18.04	249	40.10	70	11.27	17	2.74	0	0.00
7	192	67.13	9	3.15	19	6.64	36	12.59	15	5.24	11	3.85	2	0.70	36	12.59	96	33.57	8	2.80	9	3.15	0	0.00
8	153	49.04	9	2.88	12	3.85	18	5.77	10	3.21	6	1.92	2	0.64	28	8.97	50	16.03	17	5.45	1	0.32	0	0.00
9	209	60.76	12	3.49	19	5.52	44	12.79	19	5.52	13	3.78	4	1.16	57	16.57	91	26.45	23	6.69	7	2.03	0	0.00
10	201	76.72	7	2.67	29	11.07	53	20.23	23	8.78	15	5.73	7	2.67	56	21.37	125	47.71	28	10.69	9	3.44	0	0.00
11	83	61.94	3	2.24	7	5.22	16	11.94	7	5.22	10	7.46	2	1.49	21	15.67	58	43.28	15	11.19	11	8.21	0	0.00
12	91	66.91	1	0.74	12	8.82	20	14.71	9	6.62	5	3.68	3	2.21	29	21.32	60	44.12	10	7.35	1	0.74	0	0.00
ARMM	49	43.36	7	6.19	10	8.85	12	10.62	5	4.42	6	5.31	1	0.88	10	8.85	21	18.58	6	5.31	4	3.54	0	0.00
CAR	102	65.38	2	1.28	7	4.49	27	17.31	9	5.77	11	7.05	1	0.64	30	19.23	64	41.03	13	8.33	3	1.92	0	0.00
Caraga	86	50.89	2	1.18	5	2.96	15	8.88	7	4.14	6	3.55	4	2.37	20	11.83	48	28.40	11	6.51	1	0.59	0	0.00
NCR	222	67.27	9	2.73	42	12.73	54	16.36	41	12.42	18	5.45	17	5.15	77	23.33	146	44.24	29	8.79	20	6.06	0	0.00
<b>Total</b>	<b>2866</b>	<b>63.27</b>	<b>132</b>	<b>2.91</b>	<b>308</b>	<b>6.80</b>	<b>627</b>	<b>13.84</b>	<b>315</b>	<b>6.95</b>	<b>238</b>	<b>5.25</b>	<b>85</b>	<b>1.88</b>	<b>769</b>	<b>16.98</b>	<b>1536</b>	<b>33.91</b>	<b>349</b>	<b>7.70</b>	<b>131</b>	<b>2.89</b>	<b>0</b>	<b>0.00</b>

of teacher trainers with access (189 or 72.14%) while ARMM has the least number (30 or 26.55%).

**Table 36**  
**Distribution of Teacher Respondents by Computer Access and by Region**

Region	Computer Access											
	At home		Commercial places		Institution where teaching		Office		Classroom		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	156	40.73	73	19.06	205	53.52	57	14.88	19	4.96	0	0.00
2	88	36.97	44	18.49	140	58.82	34	14.29	7	2.94	0	0.00
3	173	44.82	63	16.32	221	57.25	72	18.65	10	2.59	0	0.00
4A	148	51.03	36	12.41	159	54.83	68	23.45	22	7.59	0	0.00
4B	34	26.77	16	12.60	63	49.61	31	24.41	4	3.15	0	0.00
5	91	37.45	35	14.40	87	35.80	44	18.11	5	2.06	1	0.41
6	261	42.03	131	21.10	396	63.77	129	20.77	27	4.35	0	0.00
7	104	36.36	59	20.63	176	61.54	62	21.68	6	2.10	0	0.00
8	65	20.83	59	18.91	91	29.17	47	15.06	5	1.60	0	0.00
9	107	31.10	80	23.26	179	52.03	40	11.63	7	2.03	0	0.00
10	113	43.13	74	28.24	189	72.14	94	35.88	11	4.20	0	0.00
11	52	38.81	33	24.63	81	60.45	30	22.39	6	4.48	0	0.00
12	59	43.38	18	13.24	81	59.56	45	33.09	5	3.68	0	0.00
ARMM	33	29.20	20	17.70	30	26.55	14	12.39	2	1.77	0	0.00
CAR	89	57.05	44	28.21	89	57.05	27	17.31	8	5.13	0	0.00
Caraga	34	20.12	32	18.93	85	50.30	31	18.34	4	2.37	0	0.00
NCR	195	59.09	45	13.64	200	60.61	84	25.45	39	11.82	0	0.00
<b>Total</b>	<b>1802</b>	<b>39.78</b>	<b>862</b>	<b>19.03</b>	<b>2472</b>	<b>54.57</b>	<b>909</b>	<b>20.07</b>	<b>187</b>	<b>4.13</b>	<b>1</b>	<b>0.02</b>

Looking closely at the table, it can be seen that almost 40% of teacher trainers have computers at home (1,802 or 39.78%) with the National Capital Region and the Cordillera Administrative Region leading the pack with 59.09% (195) and 57.05% (89), respectively. Caraga Region lags behind the rest with 20.12% (34) of teacher trainers having computers at home.

Teacher trainers also have access to computers in the office. More than 20% confirmed that they can use computers in the office (909 or 20.07%). Region 10 has the biggest percentage of teacher trainers who can use office computers (94 or 35.88%) while Region 9 has the smallest percentage (40 or 11.63%).

Teacher trainers who access computers in commercial places have a percentage of 19.03. Those with computer access in the classroom have a percentage of 4.13.

## Use of Computers for Teaching

Table 37 below shows the frequencies and percentages of teacher trainers who use computers for teaching.

**Table 37**  
**Distribution of Teacher Respondents by Use of Computers for Teaching and by Region**

Region	Use of Computers for Teaching						Total
	Yes		No		NR		
	f	%	f	%	f	%	
1	147	38.38	236	61.62	0	0.00	383
2	100	42.02	138	57.98	0	0.00	238
3	199	51.55	187	48.45	0	0.00	386
4A	170	58.62	105	36.21	15	5.17	290
4B	55	43.31	71	55.91	1	0.79	127
5	104	42.80	103	42.39	36	14.81	243
6	356	57.33	249	40.10	16	2.58	621
7	154	53.85	112	39.16	20	6.99	286
8	87	27.88	0	0.00	225	72.12	312
9	143	41.57	201	58.43	0	0.00	344
10	172	65.65	74	28.24	16	6.11	262
11	70	52.24	0	0.00	64	47.76	134
12	66	48.53	56	41.18	14	10.29	136
ARMM	27	23.89	85	75.22	1	0.88	113
CAR	74	47.44	81	51.92	1	0.64	156
Caraga	165	97.63	0	0.00	4	2.37	169
NCR	283	85.76	47	14.24	0	0.00	330
<b>Total</b>	<b>2372</b>	<b>52.36</b>	<b>1745</b>	<b>38.52</b>	<b>413</b>	<b>9.12</b>	<b>4530</b>

The use of computers for teaching offers a lot of possibilities that a teacher can explore. Teacher trainers can create more challenging lessons from which students can learn. Although technology is not the end-all and be-all in education, it can be a very useful tool for the improvement of education in the hands of a knowledgeable teacher trainer.

That is why it is remarkable that a little more than one half of the teacher trainers confirmed that they use computers for teaching (2,372 or 52.36%). Caraga Region (165 or 97.63%) has the highest percentage in terms of the use of computers for teaching. Not surprisingly, ARMM has the lowest percentage.

Teacher trainers who do not use computers for teaching comprise 38.52% (or 1,745) of the sample population. A total of 413 (9.12%) did not respond to this question.

## How Computers Are Used in the Teacher Education Program

Table 38 presents the ways by which computers are used for teaching.

**Table 38**  
**Distribution of Teacher Respondents by How Computers Are Used in the Teacher Education Program and by Region**

Region	How Computers Are Used in the Teacher Education Program													
	PowerPoint presentations		Surfing the Internet for reference		For testing		For recording		Asking students to surf the Internet		CAI		Others	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	43	11.23	95	24.80	40	10.44	60	15.67	106	27.68	55	14.36	0	0.00
2	39	16.39	64	26.89	32	13.45	41	17.23	71	29.83	28	11.76	0	0.00
3	92	23.83	114	29.53	80	20.73	80	20.73	137	35.49	52	13.47	0	0.00
4A	111	38.28	107	36.90	89	30.69	80	27.59	112	38.62	48	16.55	0	0.00
4B	20	15.75	28	22.05	22	17.32	24	18.90	28	22.05	13	10.24	0	0.00
5	48	19.75	70	28.81	45	18.52	45	18.52	73	30.04	26	10.70	5	2.06
6	160	25.76	233	37.52	149	23.99	133	21.42	229	36.88	90	14.49	0	0.00
7	44	15.38	99	34.62	76	26.57	62	21.68	112	39.16	38	13.29	0	0.00
8	44	14.10	45	14.42	38	12.18	27	8.65	40	12.82	11	3.53	0	0.00
9	38	11.05	70	20.35	68	19.77	54	15.70	77	22.38	28	8.14	0	0.00
10	75	28.63	121	46.18	84	32.06	76	29.01	127	48.47	46	17.56	0	0.00
11	46	34.33	49	36.57	30	22.39	31	23.13	55	41.04	22	16.42	0	0.00
12	28	20.59	48	35.29	21	15.44	29	21.32	51	37.50	16	11.76	0	0.00
ARMM	8	7.08	17	15.04	9	7.96	5	4.42	16	14.16	10	8.85	0	0.00
CAR	21	13.46	52	33.33	25	16.03	43	27.56	50	32.05	23	14.74	0	0.00
Caraga	27	15.98	36	21.30	23	13.61	15	8.88	31	18.34	19	11.24	0	0.00
NCR	151	45.76	142	43.03	82	24.85	100	30.30	156	47.27	77	23.33	0	0.00
<b>Total</b>	<b>995</b>	<b>21.96</b>	<b>1390</b>	<b>30.68</b>	<b>913</b>	<b>20.15</b>	<b>905</b>	<b>19.98</b>	<b>1471</b>	<b>32.47</b>	<b>602</b>	<b>13.29</b>	<b>5</b>	<b>0.11</b>

The survey asked how the teacher educators use computers in the classroom. A variety of answers were given. Asking the students to surf the Internet has the highest percentage among all the answers (1,471 or 32.47%). Surfing the Internet for reference has also a high percentage (1,390 or 30.68%). Using computers for PowerPoint presentations has a percentage of 21.96. Computers used for testing and for recording reached 20.15% and 19.98%, respectively. Only a little more than 10% of teacher trainers use computers as aids in instruction (13.29%).

Respondents for Tables 39 to 42 are the deans.

## Inclusion of Computers in Teaching

**Table 39**  
**Distribution of Teacher Training Institutions**  
**by Inclusion of Computers in Teaching and by Region**

Region	Inclusion of Computers in Teaching						Total*
	Yes		No		NR		
	f	%	f	%	f	%	
1	9	64.29	5	35.71	0	0.00	14
2	16	100.00	0	0.00	0	0.00	16
3	16	88.89	0	0.00	2	11.11	18
4A	11	52.38	10	47.62	0	0.00	21
4B	6	60.00	4	40.00	0	0.00	10
5	14	82.35	1	5.88	2	11.76	17
6	19	95.00	0	0.00	1	5.00	20
7	21	95.45	1	4.55	0	0.00	22
8	11	68.75	0	0.00	5	31.25	16
9	13	86.67	0	0.00	2	13.33	15
10	12	80.00	0	0.00	3	20.00	15
11	9	81.82	0	0.00	2	18.18	11
12	10	76.92	0	0.00	3	23.08	13
ARMM	7	77.78	0	0.00	2	22.22	9
CAR	6	66.67	0	0.00	3	33.33	9
Caraga	11	68.75	0	0.00	5	31.25	16
NCR	18	75.00	6	25.00	0	0.00	24
<b>Total</b>	<b>210</b>	<b>78.57</b>	<b>27</b>	<b>10.15</b>	<b>30</b>	<b>11.28</b>	<b>266</b>

\*Total number of respondents (Deans)

Out of the 266 deans who answered the questionnaire, 210 (78.57%) said that they have included computers in their teaching program. This goes to show that the institutions realize how important computers are in the classroom. Only 10.15% answered that they will not include computers in teaching. Those who did not respond compose 11.28%.

### How Computer Courses Are Offered in the Teacher Education Program

How computer courses are offered in the teacher education program is important in determining whether the students get the most out of their teacher education. In this section, majority of the deans answered that computer courses are both offered as separate subjects and as basic requirements to finish the education course (189 or 71.05%). More than one-fifth of the deans answered that the computer courses are integrated with professional teaching subjects (56 or 21.05%). One out of every

ten deans indicated that computer courses are offered as an elective in their teacher training institutions (27 or 10.15%). There are also deans who answered that computer courses are offered as a special program in their schools (22 or 8.27%). Some said they do not know how these courses are offered (3 or 1.13%). Others did not respond to this item in the survey (16 or 6.02%).

**Table 40**  
**Distribution of Teacher Training Institutions by How Computer Courses Are Offered in the Teacher Education Program and by Region**

Region	How Computer Courses Are Offered in the Teacher Education Program*													
	Separate subject & basic requirement		Integrated w/ professional teaching subjects		As an elective		As a special program		Don't know		Others		NR	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1	8	57.14	6	42.86	6	42.86	2	14.29	0	0.00	0	0.00	0	0.00
2	16	100.00	3	18.75	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	18	100.00	6	33.33	1	5.56	1	5.56	0	0.00	0	0.00	0	0.00
4A	14	66.67	12	57.14	6	28.57	1	4.76	1	4.76	0	0.00	0	0.00
4B	6	60.00	3	30.00	2	20.00	1	10.00	0	0.00	0	0.00	0	0.00
5	13	76.47	2	11.76	1	5.88	1	5.88	0	0.00	0	0.00	0	0.00
6	19	95.00	3	15.00	1	5.00	2	10.00	1	5.00	0	0.00	0	0.00
7	20	90.91	4	18.18	2	9.09	5	22.73	0	0.00	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	16	100.00
9	12	80.00	3	20.00	1	6.67	2	13.33	0	0.00	0	0.00	0	0.00
10	12	80.00	1	6.67	0	0.00	1	6.67	0	0.00	0	0.00	0	0.00
11	10	90.91	1	9.09	1	9.09	0	0.00	0	0.00	0	0.00	0	0.00
12	10	76.92	1	7.69	2	15.38	1	7.69	0	0.00	0	0.00	0	0.00
ARMM	6	66.67	1	11.11	0	0.00	4	44.44	0	0.00	0	0.00	0	0.00
CAR	5	55.56	5	55.56	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00
Caraga	12	75.00	1	6.25	1	6.25	0	0.00	0	0.00	0	0.00	0	0.00
NCR	8	33.33	4	16.67	2	8.33	1	4.17	1	4.17	0	0.00	0	0.00
<b>Total</b>	<b>189</b>	<b>71.05</b>	<b>56</b>	<b>21.05</b>	<b>27</b>	<b>10.15</b>	<b>22</b>	<b>8.27</b>	<b>3</b>	<b>1.13</b>	<b>0</b>	<b>0.00</b>	<b>16</b>	<b>6.02</b>

\*Total number of respondents (Deans)

### Plan to Include Computer Courses in the Teacher Education Program

In *Table 39*, it has been noted that most of the deans answered that computers are included in their teaching program. But among those who have not yet included computers, 25 deans or 9.40% replied that they have plans to include computer courses in their teacher education program. A little more than one-fifth of the deans answered that they have no plans (56 or 21.05%) at all.

**Table 41**  
**Distribution of Teacher Training Institutions by Plan to Include Computer Courses in**  
**the Teacher Education Program and by Region**

Region	Plan to Include Computer Courses in Teacher Education Program						Total*
	Yes		No		NR		
	f	%	f	%	f	%	
1	2	14.29	12	85.71	0	0.00	14
2	0	0.00	0	0.00	16	100.00	16
3	1	5.56	0	0.00	17	94.44	18
4A	0	0.00	21	100.00	0	0.00	21
4B	3	30.00	7	70.00	0	0.00	10
5	3	17.65	12	70.59	2	11.76	17
6	2	10.00	0	0.00	18	90.00	20
7	3	13.64	2	9.09	17	77.27	22
8	0	0.00	0	0.00	16	100.00	16
9	2	13.33	1	6.67	12	80.00	15
10	1	6.67	0	0.00	14	93.33	15
11	2	18.18	0	0.00	9	81.82	11
12	1	7.69	0	0.00	12	92.31	13
ARMM	1	11.11	0	0.00	8	88.89	9
CAR	1	11.11	1	11.11	7	77.78	9
Caraga	1	6.25	0	0.00	15	93.75	16
NCR	2	8.33	0	0.00	22	91.67	24
<b>Total</b>	<b>25</b>	<b>9.40</b>	<b>56</b>	<b>21.05</b>	<b>185</b>	<b>69.55</b>	<b>266</b>

\*Total number of respondents (Deans)

### How Computer Courses Are Planned to Be Included in the Teacher Education Program

The deans whose institutions do not offer computer courses but have plans to include them in their teacher education program, cited various ways by which these courses are to be incorporated in their academic program. Almost 10% of the deans indicated that they would include computer courses as a separate subject, which is a basic requirement of the teacher education program (25 or 9.40%). Some say that the courses will be integrated with professional teaching subjects (20 or 7.52%). Others said that the computer classes would be held as a special program (11 or 4.14%) or as an elective (10 or 3.76%). The rest said that they do not know yet how computer courses are going to be included in the teacher education program (1.13%).

**Table 42**  
**Distribution of Teacher Training Institutions according to How Computer Courses Are**  
**Planned to Be Included in the Teacher Education Program and by Region**

Region	How Computer Courses Are Planned to Be Included in the Teacher Education Program*											
	Separate subject & basic requirement		Integrated with professional teaching subjects		As an elective		As a special program		Don't know		Others	
	f	%	f	%	f	%	f	%	f	%	f	%
1	0	0.00	3	21.43	1	7.14	2	14.29	1	7.14	0	0.00
2	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
3	1	5.56	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
4A	2	9.52	4	19.05	0	0.00	2	9.52	1	4.76	0	0.00
4B	1	10.00	1	10.00	0	0.00	0	0.00	0	0.00	0	0.00
5	2	11.76	1	5.88	2	11.76	0	0.00	0	0.00	0	0.00
6	2	10.00	2	10.00	1	5.00	1	5.00	0	0.00	0	0.00
7	6	27.27	2	9.09	5	22.73	1	4.55	0	0.00	0	0.00
8	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
9	3	20.00	1	6.67	0	0.00	1	6.67	0	0.00	0	0.00
10	1	6.67	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
11	1	9.09	1	9.09	0	0.00	0	0.00	0	0.00	0	0.00
12	0	0.00	1	7.69	0	0.00	1	7.69	0	0.00	0	0.00
ARMM	1	11.11	1	11.11	0	0.00	1	11.11	0	0.00	0	0.00
CAR	1	11.11	1	11.11	0	0.00	0	0.00	0	0.00	0	0.00
Caraga	1	6.25	0	0.00	0	0.00	1	6.25	0	0.00	0	0.00
NCR	3	12.50	2	8.33	1	4.17	1	4.17	1	4.17	0	0.00
<b>Total</b>	<b>25</b>	<b>9.40</b>	<b>20</b>	<b>7.52</b>	<b>10</b>	<b>3.76</b>	<b>11</b>	<b>4.14</b>	<b>3</b>	<b>1.13</b>	<b>0</b>	<b>0.00</b>

\*Total number of respondents (Deans)

## CONCLUSION

The following conclusions can be derived from the survey:

### **A. Personal Profiles of Teacher Educators**

- Majority of teacher educators (44.39%) were born in or originated from the Luzon area.
- The biggest group of teacher educators (45.08%) is in the age range of 31–50 years.
- Almost three-fourths (73.31%) of the total number of teacher educators surveyed are female.
- Majority of them (67.20%) are married with more than half of them (51.92%) having spouses who are employed.
- Majority of the teacher educators surveyed (65.72%) live in their own houses, with Region 12 having the highest percentage (75%).
- Car ownership is not a primary concern of teacher educators as only about one-fourth of them (26.09%) own private vehicles and the region with the highest percentage of car owners is NCR as having a car is more of a necessity than a luxury in the said region.

### **B. Educational Qualifications**

- Majority of teacher educators surveyed (54.22% combined) have either Bachelor of Science in Education (BSE/BSEd) or Bachelor of Science in Elementary Education (BEEd/BSEEd) degrees.
- Although teacher educators were graduates of various institutions in their bachelor degrees, the biggest percentage of them got their degree from the University of the Philippines (3.00%). The next highest were graduates from the Philippine Normal University at 2.18%, then at the University of Santo Tomas at 1.48%, then the National Teachers College with 1.13% graduates and Saint Louis University with 1.02% graduates.
- As most of the teacher respondents are in the age range of 31–50, most of them graduated quite recently as well. Thus, a greater proportion graduated in the years 1996–2000 and 1981–1985.

- Being in the profession as educators, the pursuit of higher learning is a priority among teacher educators. Thus, more than half (57.57%) have masters' degrees, and about one-third of them (31.99%) are also pursuing their master's degree. Quite a big percentage (20.29%) has doctoral degrees and still about 15% are pursuing doctoral degree.
- Some teacher educators are fortunate to avail of scholarships in their pursuit of graduate studies. Scholarship-granting institutions are FAPE (Fund for Assistance to Private Education) which funded 3.58% of teacher educators; DOST (Department of Science and Technology) with 0.68% grantees and the Department of Education (formerly Department of Education, Culture and Sports) with 0.62% scholars.
- As teacher educators need to be licensed and registered with the Professional Regulatory Commission and should have a master's degree before they are allowed to teach at the tertiary level, teacher respondents in this survey are qualified to exercise their profession as majority of them are registered with the Professional Regulatory Commission and a combined 91.07% of them passed the required licensure examinations.
- Attendance in training and seminars, whether in-house, local, national, regional or international, is one of the ways by which teacher educators grow professionally. In this survey, research and major subject area of specialization are the two most common topics of training courses attended by teacher educators.

### **C. Professional Experience**

- As most of the teacher respondents are fairly young (from 31 to 50 years old), it would be expected that most of them would have less years of teaching experience. For their teaching experience at the tertiary level, about 50% of them indicated to have ten years or less of teaching experience. The next bigger group of teachers with 11 to 20 years of service comprises about 20%. The rest are distributed into those with 21 to 30 years of teaching experience (12.52%), those with more than 40 years of teaching experience (0.26%), and those that did not respond (19.25%). For their teaching experience at the graduate level, a greater proportion of the teacher respondents (62.38%) did not respond to this item.

- Very few teacher educators have long years of teaching experience at the graduate level. Only 17.11% have ten years or less of teaching experience. Even lesser percentages of teacher respondents have more than ten years of teaching experience at the graduate level.
- Very few teacher educators have long years of service to the institution where they are teaching. This is shown by the very small percentage of the respondents (4.24% and 0.84%) who stayed with the institution where they are currently teaching for 31 to 40 years, and more than 40 years, respectively.
- Teacher respondents were also assigned in administrative and nonteaching positions. However, very few stay longer in this position. In fact, more than one-fourth of the respondents (27.37%) are currently holding administrative positions for less than ten years only.

#### **D. Teaching and Nonteaching Personnel**

- The number of teaching and nonteaching personnel under a dean who responded to this survey also varies. Almost half of the respondent deans (45.11%) have 20 or less nonteaching personnel, while about one-fourth (26.32%) have the same number of teaching personnel.

#### **E. Remuneration, Appointment, and Other Benefits**

- Most teacher respondents (38.34%) receive salaries that range from P10,001 to P 20,000.00 monthly, although this cannot be seen as the true picture as a greater percentage (39.76%) did not respond to this item. There are a few teacher respondents who have salaries which range from P20,001 to P30,000.00 (7.24%) and those who receive more than P30,000.00 (0.97%).
- Teacher educators also receive other cash and noncash benefits aside from their monthly salaries. These are the 13<sup>th</sup> month pay as received by 85.67%; clothing allowance by 58.81%; sick leave benefits (47.95%); health insurance (45.10%); PERA by 44.24%; retirement benefits by 37.55%; productivity pay by 36.03%; maternity/paternity benefits by 34.24%; COLA by 26.27%; and representation/transportation allowance by 18.37%.
- Security of tenure is not a problem to most of the teacher respondents as 71.61% of them have permanent appointments. Only very few (6.40%) have temporary appointments and contractual appointments (7.62%).

- Despite their low salaries, teacher respondents are fairly satisfied with their present position (80.82%).

## **F. Working Conditions**

- Most of the teacher training institutions that participated in this survey provided their teacher educators with conducive, well-lighted classrooms (70.88%), usually made of concrete materials with electric fans (66.40%), and with toilets outside the classrooms (64.00%).
- Teacher educators are likewise provided with teacher's desk (80.66%); black/white boards (72.58%); chalk and erasers (89.25%); teacher's table (76.09%); teacher's chair (88.57%); and students' desks/chairs (78.30%).
- Other facilities provided are the library which 95.98% of respondent institutions indicated having one, and the canteen (92.78%). A greater proportion also has computer laboratory (89.54%); clinic (88.10%); science laboratory (82.63%); conference room (78.81%); audiovisual room (71.79%), gymnasium (64.94%); faculty lounge (60.46%); and auditorium (52.08%).

## **G. ICT Preparedness**

- About 85% of the teacher training institutions that responded to this survey have electricity and a greater proportion (77.44%) have landline telephones, facsimile machines (61.65%), and cellular phones (59.02%).
- Majority of the teacher training institutions that responded to this survey have the following facilities and equipment for faculty and students' use: computers for faculty (73.31%) and for students (68.42%); overhead projectors for faculty (71.05%) and for students (64.29%); television for faculty (68.42%) and for students (62.41%); computer printer for faculty (72.56%) and for students (61.28%); VHS player for faculty (62.41%) and for students (58.27%); and Internet access for faculty (56.39%).
- More teacher respondents are good at using word processing (63.27%) followed by 33.91% who have fair knowledge in Internet browsing. Very few (13.84%) indicated they use spreadsheet.
- Access to computers is still a problem among teacher respondents although majority of them can access this facility in the institution where they teach

(54.57%) and in their homes (39.78%). Others can have access to computers in commercial places in their locality (19.03%).

- Majority of the teacher educators (52.36%) confirmed they use computer for teaching, with Caraga Region having the highest percentage (97.63%) and ARMM having the lowest.
- Asking the students to surf the Internet is the most common usage of computers among teacher educators (32.47%); the use of PowerPoint for presentation also got a percentage of 21.96, followed by using the computers for testing and recording, and the least usage as aids in instruction.
- Most of the college deans (78.57%) indicated that they have included computers in their teaching program offered as separate subject courses and as a basic requirement to finish the education course.
- For colleges not integrating computer courses yet, there is a plan by 9.40% of the college deans to include computer courses in their teacher education program, either including it as a separate subject or integrating it in the professional teaching subjects.

## RECOMMENDATIONS

Based on the data collected and analyzed, the following recommendations are proposed to improve the teacher education programs of teacher education institutions in the country:

### **1. On Attracting People to the Education Profession**

- a. It is a known fact that the budget allocation for education is rather small. The government should allocate a bigger budgetary support for the education sector. A bigger budget for education will mean the following:
  - Upgrade of salaries and benefits of teacher educators. This will help attract more people, particularly males, to the teaching profession.
  - Improvement of the quality of and access to education.
  - Modernization of teacher education institutions, to include computerization, Internet access, and online learning.

- More in-service training for teacher educators.
  - More equipment, facilities, and services for use of both faculty and students.
- b. The government or the regional TEIs in cooperation with regional high schools should initiate the setting up of job fairs and career preparation programs, most particularly in the field of teaching, for graduating high school students.
  - c. The government should develop and implement a scheme for granting permanent status to deserving, highly qualified, and highly capable faculty, even before the end of the three-year probationary period. Recognition of high quality teaching performance could ensure loyalty of qualified teacher educators to the institution where they are teaching.

## **2. On Housing**

Although majority of teacher educators have their own houses, housing is still a major concern for a considerable number of teacher educators. Solving this problem through legislations will be a great help to the mentors.

## **3. On Professional Advancement and ICT Capability of Teacher Educators**

- a. Even though more than half of the teacher educators sampled has a master's degree and one-fifth has a doctoral degree, it is imperative that these mentors be encouraged to take up higher studies. The regions or the government should source funds for scholarships to help finance the studies of these mentors. Extension of loans from both private and government institutions should also be made accessible to teacher educators.
- b. TEIs should offer the latest and most advanced training programs and seminars on information and communications technology, management and administration, curriculum, research, and major subject/area of specialization.
- c. More modern and high-tech equipment and facilities which relate to information and communications technology should be purchased or upgraded.
- d. The TEIs should set up a Faculty and Staff Development Program with emphasis on the major area of specialization needed by institutions.

- e. The CHED should make the inclusion of computer courses in the teacher education programs mandatory.

#### **4. On Better Working Conditions**

- a. The government should make it a point to provide all the basic utilities such as water and electricity to all parts of the country, most particularly in schools.
- b. Classrooms should be well lighted, well ventilated, clean and orderly, and equipped with the right facilities and equipment needed to produce a conducive teaching-learning environment. The government should set up standards for these classrooms. It should also create a body that would ensure that these standards are met. Providing a healthy working environment would enhance the loyalty of teacher educators to the institution.

#### **5. On Gender and Development Concerns**

Because most of the teacher trainers are married women and some are single parents, it is recommended that a day care or nursing center and a playroom for toddlers be set up inside the campus. This will give the lactating mothers as well as those with children below four years of age the opportunity to be close to their children even while working.

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