EDCOM2
The Second Congressional Commission on Education

Priority Area #17
In-service Training and Development

Integrating Multiperspectivity in Encouraging Students to Enter the Teaching Profession: Contexts, Challenges, and Causality

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This Research Fellowship is made established through the Gokongwei Brothers School of Education and Learning Design (GBSEALD) and the Ateneo School of Government (ASOG), to conduct research projects on 28 priority areas in education reform, as identified by the Second Congressional Commission on Education (EDCOM II).

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Statements and Declarations

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Karol Mark R. Yee, PhD
EDCOM II EXECUTIVE DIRECTOR

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Executive Summary

Faced with the conundrum of the decline of teachers in the education field, this paper investigates the contexts and challenges that affect students' willingness to enter the teaching profession. Utilizing a mixed-methods approach, this paper found that although the willingness of the student-respondents to become teachers was low, concrete strategies can be employed to attract students to the teaching profession in the future. Both the quantitative and qualitative results revealed that salary, working environment, and the positive influence of teachers in students' lives play a pivotal role in students' decisions to enter the teaching profession, especially since the student-respondents perceived teaching as an uncomplicated or effortless career. Furthermore, the need to prioritize the safe space of teachers should be considered. The student-respondents place significant value on a safe, balanced, and supportive environment for teachers, which is essential for their well-being and effective performance both at home and at work. This concern extends beyond the physical working environment to include the importance of a safe mental space and good mental health for teachers. Considering the regression analysis on factors affecting the students' willingness to become teachers, it is important to note that as students' beliefs about teaching become less favorable and their perceptions of the working environment worsen, their willingness to enter the teaching profession decreases. Moreover, motivation and self-efficacy emerged as the strongest positive predictors suggesting that higher levels of motivation and those who believe in their ability to succeed as teachers are strongly associated with a greater willingness to pursue a teaching career. The results of the regression analysis on factors affecting senior high school students' willingness to become teachers provide valuable insights into the predictors of this career aspiration. Beliefs about teaching and perceptions of the working environment show a negative relationship with willingness to become a teacher, meaning that as students' beliefs about teaching become less favorable and their perceptions of the working environment worsen, their willingness to enter the teaching profession decreases. Furthermore, demographic factors such as school type and gender also significantly influence students' willingness to become teachers. Students from private schools are more likely to express a desire to become teachers compared to those from public schools, while male students are less likely than female students to hold this aspiration. Academic performance, measured by general weighted averages (GWA), also has a slight but significant effect; higher achievers (e.g., 86%–90%) are somewhat more inclined to pursue teaching. Regional clusters and academic tracks further contribute to these disparities. For instance, students from specific regions such as Cluster 2 (Central Luzon and MIMAROPA) show notably lower willingness to pursue teaching compared to Cluster 1 (Northern Luzon), although differences among other clusters are less pronounced. This suggests that regional factor (e.g. cultural, economic, or educational opportunities) play a significant role in shaping students' career aspirations. Similarly, students enrolled in tracks such as STEM, GA, TVL, and ABM demonstrate lower willingness to become teachers compared to those in the HUMSS track, with STEM students showing the largest negative coefficient. This likely reflects differing career orientations, where STEM fields

are often perceived as more lucrative or prestigious than teaching. Socio-economic factors also influence students' aspirations. For example, students from wealthier families, particularly those whose parents earn more than Php51,000 per month, are significantly less likely to aspire to become teachers. Overall, the analysis highlights the complex interplay of personal beliefs, socio-economic background, academic achievement, and regional and educational contexts in shaping senior high school students' willingness to enter the teaching profession.

Introduction

This paper is part of the bigger project initiated by the Second Congressional Commission on Education (EDCOM II) in collaboration with the Ateneo de Manila University (ATENEO) through the Ateneo School of Government (ASOG) and the Gokongwei Brothers School of Education and Learning Design (GBSEALD) aims to conduct a comprehensive national assessment and evaluation of the Philippine education sector. The ultimate goal is to recommend transformative, concrete, and targeted reforms to enhance the global competitiveness of the Philippines in both education and labor markets.

Of the 16 Research Priority Areas (RPA), this working paper is focused on RPA 8, which is the Teacher Education - Pre-Service Training, specifically on encouraging more students to enter the teaching profession. Despite the highly recognized importance of teachers as backbones of society and its immense contribution in assuring better and successful future for all students, there is an alarming global shortage and attrition of teachers. In a report of UNESCO – Teacher Task Force's global report on teachers, the shortage of teachers stands as a major challenge (UNESCO & International Task Force on Teachers for Education 2030, 2024) in fulfilling the 2030 Sustainable Development Goals 4, which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, n.d.) Specifically, UNESCO's report highlighted the need to hire 44 million teachers to achieve universal primary and secondary education by 2030; "projections show there is still a need for 31 million secondary teachers globally compared to 13 million primary teachers" (p. 19). The situation in the Philippines reflects the said statistics. Teves (2024) stated that the 2022 PISA report found a significant increase of scarcity of teachers from the 19 percent reported in the 2018 PISA report; 43 percent of Filipino students were in schools that lacked teaching staff, as reported by the principals. Moreover, his report mentioned that the Alliance of Concerned Teachers (ACT) noted the shortage of 144,789 teachers and 94,540 academic support staff for the current school year. DepEd reported that 89,506 teaching positions have yet to be filled. For the academic year 2023-2024, only 3,352 out of the planned 9,650 teachers were hired (Teves, 2024). This situation must have been happening in time immemorial. With the important role teachers play in the community, especially in far- flung areas where they are considered leaders and counselors, losing them and their knowledge and skills is a danger to national and regional stability since lack of education is inextricably

linked to poverty, and consequently to ill-health and unplanned population growth (Laming, 2008). The immense impact of teacher shortage is unfathomable because the strength of the nation depends on the quality of education. Without teachers who are competent and can accomplish all tasks not just limited to teaching and paper works, it would be impossible to provide brighter future to our younger generation. UNESCO & International Task Force on Teachers for Education 2030 reported that "teacher shortages are a highly difficult challenge in the policy issue. With a few exceptions, the appeal of the teaching profession has declined globally, and education systems struggle to attract and retain teachers" (p.20). With this in mind, this paper aims to explore ways to encourage more students to enter the teaching profession. It presents data on the contexts of senior high school and Education students to identify factors that may inspire others to pursue a degree in Education. Integrating multiple perspectives from students' diverse backgrounds, academic tracks, and experiences may lead to more relevant and innovative solutions. These perspectives can also serve as sources of inspiration, fostering ideas that respond to the real needs of future educators.

From a social value perspective, students' varied insights can inform more holistic approaches to measuring educational impact—such as (1) learning that improves lives and well-being; (2) transitions into meaningful employment or further education; (3) inclusion of marginalized groups; and (4) the development of social, civic, and environmental responsibility (Tully, 2024).

Situating this study within current Philippine education reforms—such as Republic Act No. 11713 or the "Excellence in Teacher Education Act," the Department of Budget and Management's hiring guidelines, and government-funded teacher scholarship programs—underscores the need for aligned interventions. These policies aim to improve teacher training, ensure sustainable employment pathways, and incentivize high-achieving students to enter the profession. However, their success depends not only on structural implementation but also on transforming how students perceive teaching—as a viable, respected, and impactful career. This paper contributes to that conversation by highlighting the voices and aspirations of students, who are central to shaping the future of Philippine education.

This paper answers the following questions:

1. What are the demographic characteristics and academic backgrounds of students enrolled in the following levels:

   1.1 Senior High School (SHS) level; and
   1.2 College level, specifically enrolled in the Education program?

2. What factors predict whether students are willing to consider teaching as a career and whether they perceive teaching as the best career option for them?

3. What policies can be recommended to encourage students to pursue a career in Education?

Discussion Proper

The Context of the Senior High School

TABLE 1

Contexts of Senior High School and College Students / Demographic Characteristics and Academic Backgrounds of the Students

School Type	Counts	% of Total
Private	2828	54.7%
Public	2338	45.3%
Gender	**Counts**	**% of Total**
Female	2901	56.0%
LGBTQR+	307	5.90%
Male	1974	38.1%
Age	**Counts**	**% of Total**
16-17	4317	83.3%
18-19	779	15.0%
20-up	86	1.7%
Estimated Combined Monthly Salary of Parents	**Counts**	**% of Total**
Below PhP10,000	1800	34.7%
PhP11,000 – PhP20,000	1107	21.4%
Php21,000 – Php30,000	687	13.3%
Php31,000 – PhP40,000	390	7.5%
PhP41,000 – PhP50,000	269	5.2%
More than Php51,000	929	17.9%
General Weighted Average Last School Year	**Counts**	**% of Total**
Lower than 80%	232	4.5%
81% - 85%	858	16.6%
86% - 90%	1549	29.9%
91 – 95%	2187	42.2%
96 – 100%	356	6.9%
Region Cluster	**Counts**	**% of Total**
Cluster 1	932	18.0%
Cluster 2	2042	39.4%
Cluster 3	725	14.0%
Cluster 4	1436	27.7%
Cluster 5	36	0.7%
Cluster 6	11	0.2%

Track	Counts	% of Total
HUMSS	1735	33.5%
STEM	1399	27.0%
GA	911	17.6%
TVL	516	10.0%
ABM	545	10.5%
Others	76	1.5%

The profile of senior high students who participated in the study revealed a diverse representation across several demographic categories. In terms of school type, a majority of students came from private institutions (54.7%), while the remaining 45.3% were from public schools. The gender distribution was also varied, with females representing the largest group at 56.0%, followed by males at 38.1%, and a smaller percentage of LGBTQ+ students (5.9%). Age-wise, the majority of students were in the 16-17 age range (83.3%), with a smaller proportion falling within the 18-19 (15.0%) and 20-up (1.7%) categories. These figures reflect a predominance of younger students, typical for senior high school cohorts.

Regarding socioeconomic background, a substantial number of students had parents with an estimated monthly salary below PhP10,000 (34.7%), followed by those whose families earned between PhP11,000 – PhP20,000 (21.4%). Smaller percentages of students came from families with higher monthly incomes, such as PhP21,000 – PhP30,000 (13.3%) and more than PhP51,000 (17.9%). Academically, most students had a General Weighted Average (GWA) between 86% - 90% (29.9%) and 91% - 95% (42.2%), with only a small proportion (6.9%) having a GWA of 96% - 100%. Geographically, the students were spread across six regional clusters, with Cluster 2 (39.4%) and Cluster 4 (27.7%) representing the largest groups. In terms of academic tracks, the Humanities and Social Sciences (HUMSS) track had the highest participation (33.5%), followed by the Science, Technology, Engineering, and Mathematics (STEM) track (27.0%), and other specialized tracks such as General Academic (GA), Technical-Vocational-Livelihood (TVL), and Accounting, Business, and Management (ABM). This profile provides a comprehensive overview of the senior high student population involved in the study, reflecting a broad spectrum of demographic and academic backgrounds.

TABLE 2

SHS students' Willingness to become a Teacher

	Willingness to become a teacher	Mean	SD
WBT1	I want to become a teacher since I was a child.	3.15	1.49
WBT2	I can see myself as a teacher.	3.29	1.47
WBT3	Teaching is the best career option for me.	2.93	1.5
WBT4*	I do not want to become a teacher.	4.08	1.53
WBT5*	I am not willing to become a teacher.	3.90	1.52
WBT6*	Teaching is not the best career option for me.	4.07	1.53
	Overall	**2.55**	**1.2**

**reversed coding*

The descriptive statistics for senior high school students' willingness to become teachers show varied levels of agreement with statements related to the teaching profession. The statement "I do not want to become a teacher" (M = 4.08, SD = 1.53) had the highest mean, indicating that most students agree with the notion of not becoming a teacher. This suggests that the majority of students reject the idea of pursuing teaching. In contrast, the lowest mean was for "Teaching is the best career option for me" (M = 2.93, SD = 1.50), indicating that students generally disagree with the idea that teaching is their best career choice. With an overall mean of 2.55, students tend to disagree with the notion of becoming a teacher, further highlighting that while they do not completely reject the profession, they do not strongly view it as their preferred career option.

TABLE 3

Senior High School Students' Beliefs about Teaching

	Beliefs about teaching	Mean	SD
BaT1	Teachers are paid well.	3.54	1.35
BaT2	Teaching allows you to work in many places.	4.18	1.18
BaT3	Work conditions for teachers are good.	3.94	1.21
BaT4	You do not need to be intelligent to become a teacher.	3.16	1.45
BaT5	Teachers are the most respected persons in my place.	4.45	1.14
BaT6	Most teachers I know are good teachers.	4.8	1.08
BaT7	Teaching is all about taking care of children.	3.99	1.34
BaT8	Teaching is one of the easiest jobs.	2.52	1.3
BaT9	People are very supportive of teachers.	4.3	1.11
BaT11	Teaching is a vocation.	4.31	1.18
BaT12	One must be intelligent to become a teacher.	4.27	1.2
	Overall	**3.95**	**0.682**

The descriptive statistics of senior high school students' beliefs about teaching reveal diverse perspectives on the teaching profession. The statement *"Most teachers I know are good teachers"* (M = 4.8, SD = 1.08) had the highest mean, indicating that students generally agree with the perception that teachers they are familiar with exhibit strong teaching qualities. This suggests a positive view of teachers' effectiveness among the students. On the other hand, the statement *"Teaching is one of the easiest jobs"* (M = 2.52, SD = 1.30) received the lowest mean, with students strongly disagreeing with the idea that teaching is an easy profession. This reflects an acknowledgment of the challenges associated with teaching and indicates that students do not perceive teaching as an uncomplicated or effortless career. The overall mean of 3.95 suggests that, while students hold a generally positive view of teaching, they also recognize its complexities and responsibilities.

TABLE 4
Senior High School Students' Self-efficacy

	Self-efficacy	Mean	SD
SE1	I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.	3.65	1.34
SE2	I know that I can maintain a positive relationship with parents even when tensions arise.	4.16	1.23
SE3	When I try really hard, I am able to reach even the most difficult students.	4.21	1.21
SE4	I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.	4.43	1.15
SE5	Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.	4.17	1.19
SE6	I am confident in my ability to be responsive to my students' needs even if I am having a bad day.	4.21	1.22
SE7	If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.	4.51	1.12
SE8	I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.	4.23	1.16
SE9	I know that I can motivate my students to participate in innovative projects.	4.41	1.13
SE10	I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.	4.17	1.14
	Overall	**4.21**	**0.911**

The descriptive statistics of senior high school students' self-efficacy indicate strong confidence in their ability to navigate the challenges of teaching. The statement *"If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students"* (M = 4.51, SD = 1.12) had the highest mean, demonstrating students' strong belief in their capacity to make a positive impact on their students' growth. Conversely, the statement *"I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students"* (M = 3.65, SD = 1.34) received the lowest mean, suggesting that students may feel less confident in their ability to effectively teach all content, especially to challenging students. Overall, the mean of 4.21 reflects a generally high level of self-efficacy, with students expressing considerable confidence in their teaching abilities, though some areas (like managing difficult content) still pose challenges.

TABLE 5

Senior High School Students' Perception About the Teachers' Working Environment

	Working environment	Mean	SD
WE1	I think teachers' physical working condition is acceptable.	4.07	1.19
WE2	I think teachers seem to have a balanced time for home and work.	3.78	1.32
WE3	The schools seem to have effective leaders.	4.36	1.14
WE4	Teachers could express their ideas and opinions when they are at work.	4.52	1.12
WE5	Teachers receive positive feedback from their colleagues and administrators.	4.42	1.07
WE6	Teachers help their co-teachers.	4.77	1.05
WE7	Teachers should have reasonable deadlines in submitting outputs.	4.9	1.1
WE8	Teachers should feel safe in school.	5.03	1.09
WE9	Teachers are supported by the parents of their children.	4.56	1.08
WE10	Teachers have a rest and recreation activity.	4.48	1.14
	Overall	**4.49**	**0.793**

The descriptive statistics of senior high school students' perceptions of the teachers' working environment reveal generally positive views on the conditions and support for teachers. The statement *"Teachers should feel safe in school"* (M = 5.03, SD = 1.09) had the highest mean, indicating that students strongly believe in the importance of a safe working environment for teachers. In contrast, the statement *"I think teachers seem to have a balanced time for home and work"* (M = 3.78, SD = 1.32) received the lowest mean, suggesting that students perceive teachers as struggling to maintain a work-life balance. Overall, the mean of 4.49 reflects a favorable perception of the teachers' working environment, with students acknowledging positive aspects like support from colleagues and safety, while highlighting concerns regarding work-life balance.

TABLE 6

Senior High School Students' Motivation to Teach

	Motivation	Mean	SD
MOT_D1	Ability	3.43	1.215
MOT_D2	Intrinsic Career value	3.66	1.057
MOT_D3	Fallback career	3.6	1.127
MOT_D4	Job security	3.87	1.081
MOT_D5	Time for family	3.76	1.097
MOT_D6	Job transferability	3.81	0.957
MOT_D7	Bludging	3.99	1.055
MOT_D8	Shape future of children / adolescence	3.89	1.105
MOT_D9	Enhance social equity	3.74	1.136
MOT_D10	Make social contribution	3.49	1.147
MOT_D11	Work with children	3.57	1.117
MOT_D12	Social influence and prior teaching-learning experiences	3.83	1.019
	Overall	**3.72**	**0.895**

The descriptive statistics of senior high school students' motivation reveal varied levels of motivation for pursuing a career in teaching, with significant differences in the perceived importance of various factors. The highest mean was observed for the statement "*Bludging*" (M = 3.99, SD = 1.055), indicating that students view the potential ease or comfort of the job as a motivating factor to some extent. This suggests that some students may be drawn to the profession by the perceived low-stress nature of teaching. On the other hand, the lowest mean was found for "*Ability*" (M = 3.43, SD = 1.215), reflecting that students may not be as highly motivated by their own ability to succeed in teaching compared to other factors, such as job security or working with children. Overall, students expressed a moderate level of motivation (M = 3.72, SD = 0.895), with career stability and the potential to work with children being more motivating than intrinsic career value or personal ability. These findings highlight a blend of practical and intrinsic factors that influence students' motivation to pursue teaching as a career.

The Context of Education Students

TABLE 7

Profile of Education Students who participated in the study

School Type	Counts	% of Total
Private	354	9.0%
Public	3598	91.0%
Major	**Counts**	**% of Total**
Araling Panlipunan/Social Sciences/History	387	9.8%
Filipino/English/Language-Related Specialization	963	24.4%
Generalist	1346	34.1%
Mathematics	475	12.0%
Science	545	13.8%
Values Education	236	6.0%
Gender	**Counts**	**% of Total**
Female	2871	72.6%
Male	813	20.6%
LGBTQA+	268	6.8%
Age	**Counts**	**% of Total**
16-17	40	1.0%
18-19	1350	34.2%
20-up	2562	64.8%
Estimated Combined Monthly Salary of Parents	**Counts**	**% of Total**
Below PhP10,000	2182	55.2%
PhP11,000 – PhP20,000	1019	25.8%
PhP41,000 – PhP50,000	73	1.8%
PhP21,000 – PhP30,000	414	10.5%
PhP31,000 – PhP40,000	162	4.1%
More than PhP51,000	102	2.6%
General Weighted Average last school year	**Counts**	**% of Total**
Lower than 80%	54	1.4%
81% - 85%	285	7.2%
86% - 90%	1353	34.2%
91 – 95%	1992	50.4%
96 – 100%	268	6.8%
Region Cluster	**Counts**	**% of Total**
Cluster 1	339	8.6%
Cluster 2	1843	46.6%
Cluster 3	233	5.9%
Cluster 4	64	1.6%
Cluster 5	1191	30.1%
Cluster 6	282	7.1%

The study sample consisted of 3,682 education students, with a large proportion from public schools (91.0%) compared to private schools (9.0%). This imbalance is reflective of the general trend in many educational systems, where public institutions often accommodate the majority of students. The students were enrolled in a variety of majors, with the most common being Generalist (34.1%), followed by Filipino/English/Language-Related Specialization (24.4%). Other notable areas of study included Mathematics (12.0%), Science (13.8%), and Araling Panlipunan/ Social Sciences/History (9.8%). The relatively high percentage of students in the Generalist major suggests a preference for a broader educational focus, potentially preparing students for diverse teaching roles.

Regarding gender, the majority of participants were female (72.6%), with males making up 20.6% and the remaining 6.8% identifying as LGBTQA+. This gender distribution aligns with broader trends in education where women are often overrepresented, particularly in fields related to teaching. Age-wise, most students were in the 20 and above category (64.8%), followed by those aged 18-19 (34.2%), with only 1.0% in the 16-17 age group. This suggests that a significant number of students are entering higher education at older ages, possibly after completing secondary education or other obligations.

In terms of economic background, the majority of students came from households with an estimated monthly salary of below PhP10,000 (55.2%), indicating a higher proportion of students from lower-income families. The General Weighted Average (GWA) of the participants indicates that most students had strong academic performance, with 50.4% achieving a GWA between 91-95%, and 34.2% achieving between 86-90%. The students were also distributed across various regional clusters, with Cluster 2 representing the largest group (46.6%), followed by Cluster 5 at 30.1%. These demographic insights provide a comprehensive picture of the educational and socio-economic backgrounds of the study participants, which can be valuable for understanding the factors influencing education students' experiences and outcomes.

TABLE 8

Education Students' Willingness to become Teachers

	Willingness to become a teacher	Mean	SD
WBT1	I want to become a teacher since I was a child.	4.37	1.4
WBT2	I can see myself as a teacher.	4.78	1.09
WBT3	Teaching is the best career option for me.	4.53	1.14
WBT4 *	I do not want to become a teacher.	1.38	1.31
WBT5 *	I am not willing to become a teacher.	1.31	1.33
WBT6 *	Teaching is not the best career option for me.	1.50	1.4
	Overall	**4.58**	**0.993**

**reversed coding*

The descriptive statistics for education students' willingness to become teachers reveal a generally positive attitude toward teaching as a career. The items measuring interest in becoming a teacher (WBT1, WBT2, WBT3) indicate relatively high mean values, with WBT2, "I can see myself as a teacher," showing the highest mean of 4.78 (SD = 1.09), suggesting a strong belief in their potential as future educators. WBT1, "I want to become a teacher since I was a child," and WBT3, "Teaching is the best career option for me," also indicate positive responses, with mean values of 4.37 (SD = 1.4) and 4.53 (SD = 1.14), respectively. In contrast, the negatively phrased items (WBT4, WBT5, WBT6), which were reverse coded, show much lower mean scores, reflecting a lack of willingness to reject the teaching profession. Specifically, WBT4, "I do not want to become a teacher," had a mean of 1.38 (SD = 1.31), WBT5, "I am not willing to become a teacher," had a mean of 1.31 (SD = 1.33), and WBT6, "Teaching is not the best career option for me," had a mean of 1.50 (SD = 1.4), indicating strong disagreement with these statements. The overall mean score for willingness to become a teacher was 4.58 (SD = 0.993), further supporting a general inclination among education students toward pursuing a teaching career. These findings suggest that education students are generally motivated and confident in their career choice, with low opposition to the profession.

TABLE 9

Education Students' Beliefs about Teaching

	Beliefs about teaching	Mean	SD
BaT1	Teachers are paid well.	3.41	1.367
BaT2	Teaching allows you to work in many places.	4.59	1.071
BaT3	Work conditions for teachers are good.	3.98	1.223
BaT4	You do not need to be intelligent to become a teacher.	3.38	1.423
BaT5	Teachers are the most respected persons in my place.	4.78	1.034
BaT6	Most teachers I know are good teachers.	4.9	0.985
BaT7	Teaching is all about taking care of children.	4.23	1.373
BaT8	Teaching is one of the easiest jobs.	2.22	1.302
BaT9	People are very supportive of teachers.	4.14	1.154
BaT10	Teaching is a vocation.	4.74	1.162
BaT11	One must be intelligent to become a teacher.	4.32	1.153
	Overall	**4.06**	**0.678**

The descriptive statistics of education students' beliefs about teaching reveal varying perceptions, with some aspects of the profession viewed more favorably than others. The statement "Most teachers I know are good teachers" (M = 4.90, SD = 0.985) received the highest mean score, indicating that students generally hold a positive view of the teaching profession and recognize the competence of their educators. This is further supported by the belief that "Teaching is a vocation" (M = 4.74, SD = 1.162), which suggests that students view teaching not only as a career but also as a calling, emphasizing the intrinsic value and dedication associated with the profession. These high mean scores reflect a strong, positive belief in the respect and quality associated with teaching.

In contrast, the lowest mean score was for the statement "Teaching is one of the easiest jobs" (M = 2.22, SD = 1.302), which indicates that students generally disagree with the notion that teaching is an easy profession. This suggests an understanding among participants that teaching is a demanding job that requires significant effort and commitment. Similarly, the statement "Teachers are paid well" (M = 3.41, SD = 1.367) received a relatively low mean, reflecting the students' belief that teachers' compensation is inadequate. This highlights a perception that, despite the high regard for teaching as a profession, students may be aware of the financial challenges' teachers face. Taken together, these findings illustrate the complex nature of students' beliefs about teaching, where admiration for the profession coexists with an acknowledgment of its challenges, including financial limitations and demanding work conditions.

TABLE 10
Education Students' Self-Efficacy

	Self-efficacy	Mean	SD
SE1	I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.	4.53	0.958
SE2	I know that I can maintain a positive relationship with parents even when tensions arise.	4.83	0.884
SE3	When I try really hard, I am able to reach even the most difficult students.	4.9	0.857
SE4	I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.	5.22	0.814
SE5	Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.	4.9	0.838
SE6	I am confident in my ability to be responsive to my students' needs even if I am having a bad day.	4.97	0.839
SE7	If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.	5.12	0.81
SE8	I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.	4.78	0.888
SE9	I know that I can motivate my students to participate in innovative projects.	5.06	0.806
SE10	I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.	4.75	0.83
	Overall	**4.91**	**0.67**

The descriptive statistics of education students' self-efficacy indicate a strong sense of confidence in their ability to succeed in various aspects of teaching. The statement "I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs" received the highest mean score of 5.22 (SD = 0.814), demonstrating that students feel assured of their continuous growth and improvement in their teaching abilities. This is closely followed by "If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students" (M = 5.12, SD = 0.81), which reflects a strong belief in their potential to make a meaningful impact on students' lives. These high mean scores suggest that education students possess a robust sense of self-efficacy, with a firm belief in their ability to handle the challenges of teaching and positively influence student development.

In contrast, the lowest mean score was for the statement "I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students" (M = 4.53, SD = 0.958). While still relatively high, this score indicates that some students may have concerns about their ability to reach all students, particularly those who are perceived as difficult. Similarly, "I know that I can carry out innovative projects even when I am opposed by skeptical colleagues"

(M = 4.75, SD = 0.83) received a lower mean, suggesting that while students are confident in their individual capabilities, they may feel less certain about overcoming external challenges, such as opposition from colleagues. Together, these results indicate that while education students exhibit a strong overall sense of self-efficacy, there are some areas where they may feel less confident, particularly when faced with difficult students or external resistance.

TABLE 11
Education Students' Perception about the Teachers' Working Environment

	Working environment	Mean	SD
WE1	I think teachers' physical working condition is acceptable.	4.42	1.074
WE2	I think teachers seem to have a balanced time for home and work.	4.04	1.316
WE3	The schools seem to have effective leaders.	4.69	1.015
WE4	Teachers could express their ideas and opinions when they are at work.	4.84	0.947
WE5	Teachers receive positive feedback from their colleagues and administrators.	4.72	0.904
WE6	Teachers help their co-teachers.	5.06	0.843
WE7	Teachers should have reasonable deadlines in submitting outputs.	5.12	0.889
WE8	Teachers should feel safe in school.	5.42	0.813
WE9	Teachers are supported by the parents of their children.	4.96	0.955
WE10	Teachers have a rest and recreation activity.	4.69	1.119
	Overall	**4.8**	**0.691**

The descriptive statistics of education students' perceptions of teachers' working environment reveal a generally positive outlook, particularly in terms of safety, support, and collaboration. The highest mean score was for the statement "Teachers should feel safe in school" (M = 5.42, SD = 0.813), indicating that students strongly believe that safety is a crucial aspect of a teacher's working environment. This is closely followed by "Teachers should have reasonable deadlines in submitting outputs" (M = 5.12, SD = 0.889), which reflects a strong sense of the need for manageable expectations in terms of work pressure. These high mean scores suggest that education students place significant value on the importance of a safe, balanced, and supportive environment for teachers, which is essential for their well-being and effective performance.

On the other hand, the lowest mean score was for the statement "I think teachers seem to have a balanced time for home and work" (M = 4.04, SD = 1.316), which suggests that students perceive an imbalance between teachers' professional and personal lives. This indicates a recognition of the potential challenges teachers face in maintaining work-life balance. Additionally, the statement "I think teachers' physical working condition is acceptable" (M = 4.42, SD = 1.074) received a relatively

lower mean, reflecting concerns about the adequacy of physical work conditions in schools. While this score is still positive, it indicates that some students may view the physical environment as less than ideal. Taken together, these findings highlight that while students hold generally favorable perceptions of teachers' working environments, they are aware of challenges related to work-life balance and physical conditions that could impact teachers' overall well-being.

Factors that May Predict Students' Interest to Enter the Teaching Profession

Senior High School

TABLE 12

Omnibus ANOVA Test of factors affecting education students' willingness to become teachers

	Sum of Squares	df	Mean Square	F	p
Beliefs about teaching	72.722	1	72.722	90.048	< .001
Self-efficacy	7.058	1	7.058	8.739	0.003
Motivation	1517.018	1	1517.018	1878.441	< .001
Working environment	38.076	1	38.076	47.147	< .001
Teacher as a reader	32.671	1	32.671	40.454	< .001
School Type	37.117	1	37.117	45.959	< .001
Gender	10.239	2	5.12	6.339	0.002
Age	0.85	2	0.425	0.526	0.591
Combined Monthly Salary of Parents	54.714	5	10.943	13.55	< .001
GWA	8.311	4	2.078	2.573	0.036
Region Cluster	29.461	5	5.892	7.296	< .001
Track	45.423	5	9.085	11.249	< .001
Residuals	4147.805	5136	0.808		

The results of the omnibus ANOVA test reveal several significant factors affecting education students' willingness to become teachers. The analysis shows that beliefs about teaching ($F = 90.048$, $p < .001$), motivation ($F = 1878.441$, $p < .001$), working environment ($F = 47.147$, $p < .001$), and teacher as a reader ($F = 40.454$, $p < .001$) all have a highly significant impact on students' willingness to pursue teaching. These findings suggest that students' perceptions of the teaching profession, their motivation, and their educational environment are crucial predictors of their career aspirations. Additionally, school type ($F = 45.959$, $p < .001$) and combined monthly salary of parents ($F = 13.55$, $p < .001$) also significantly influence students' willingness to enter the

teaching profession, with students from different socio-economic backgrounds and school environments exhibiting varied levels of interest in teaching.

While other factors, such as gender (F = 6.339, p = 0.002), also show significant effects, the impact of age (F = 0.526, p = 0.591) is not statistically significant, suggesting that age may not be as influential as other demographic factors in shaping students' willingness to become teachers. Furthermore, weighted average last school year (F = 2.573, p = 0.036) shows a modest significant effect, indicating that academic performance may slightly affect students' career intentions, but its influence is weaker compared to factors such as motivation and beliefs about teaching. The significant differences across region clusters (F = 7.296, p < .001) and track (F = 11.249, p < .001) highlight the role of regional and academic track differences in shaping students' career intentions. These results underline the complex interplay of personal, educational, and socio-economic factors in influencing students' aspirations to become teachers.

TABLE 13

Standardized and unstandardized estimate of factors affecting senior high school students' willingness to become teachers

Predictor	Estimate	SE	95% Confidence Interval		t	p	Stand. Estimate
			Lower	Upper			
Intercept	1.126	0.130	0.871	1.381	8.654	<.001	
Beliefs about teaching	-0.230	0.024	-0.277	-0.182	-9.489	<.001	-0.131
Self-efficacy	0.057	0.019	0.019	0.095	2.956	0.003	0.043
Motivation	0.929	0.021	0.887	0.971	43.341	<.001	0.700
Working environment	-0.147	0.021	-0.189	-0.105	-6.866	<.001	-0.097
Teacher as a reader	-0.133	0.021	-0.174	-0.092	-6.360	<.001	-0.086
School Type							
Public – Private	0.273	0.040	0.194	0.351	6.779	<.001	0.227
Gender							
Male – Female	-0.091	0.028	-0.145	-0.037	-3.303	<.001	-0.076
LGBTQA+ – Female	0.038	0.054	-0.069	0.145	0.695	0.487	0.032
Age							
18-19 – 16-17	0.007	0.036	-0.063	0.077	0.194	0.847	0.006
20-up – 16-17	-0.099	0.100	-0.296	0.098	-0.988	0.323	-0.083

Predictor	Estimate	SE	95% Confidence Interval		t	p	Stand. Estimate
			Lower	Upper			
Estimated Combined Monthly Salary of Parents							
More than Php51,000 – Below PhP10,000	-0.319	0.045	-0.407	-0.232	-7.164	<.001	-0.266
PhP11,000 to PhP20,000 – Below PhP10,000	0.018	0.036	-0.052	0.088	0.512	0.609	0.015
PhP41,000 to PhP50,000 – Below PhP10,000	-0.154	0.062	-0.275	-0.034	-2.505	0.012	-0.128
Php21,000 to Php30,000 – Below PhP10,000	-0.095	0.042	-0.178	-0.012	-2.249	0.025	-0.079
Php31,000 to PhP40,000 – Below PhP10,000	-0.186	0.053	-0.289	-0.082	-3.515	<.001	-0.155
GWA							
81% - 85% – Lower than 80%	0.045	0.068	-0.087	0.178	0.674	0.501	0.038
86% - 90% – Lower than 80%	0.150	0.066	0.021	0.280	2.274	0.023	0.125
91 – 95% – Lower than 80%	0.100	0.067	-0.032	0.232	1.481	0.139	0.083
96 – 100% – Lower than 80%	0.078	0.083	-0.085	0.241	0.935	0.350	0.065
Region Cluster							
Cluster 2 – Cluster 1	-0.150	0.041	-0.230	-0.070	-3.688	<.001	-0.125
Cluster 3 – Cluster 1	-0.122	0.062	-0.244	0.001	-1.950	0.051	-0.101
Cluster 4 – Cluster 1	0.050	0.051	-0.050	0.149	0.976	0.329	0.041
Cluster 5 – Cluster 1	0.114	0.156	-0.191	0.419	0.731	0.465	0.095
Cluster 6 – Cluster 1	0.093	0.274	-0.444	0.630	0.339	0.734	0.078
Track							
STEM – HUMSS	-0.269	0.039	-0.345	-0.192	-6.858	<.001	-0.224
GA – HUMSS	-0.262	0.045	-0.349	-0.174	-5.869	<.001	-0.218
TVL – HUMSS	-0.169	0.049	-0.264	-0.073	-3.458	<.001	-0.141
ABM – HUMSS	-0.192	0.047	-0.285	-0.100	-4.078	<.001	-0.160
Others – HUMSS	-0.180	0.107	-0.391	0.030	-1.683	0.092	-0.150

The results of the regression analysis on factors affecting senior high school students' willingness to become teachers provide important insights into the predictors of this career aspiration. Beliefs about teaching ($\beta = -0.131$, $p < .001$) and working environment ($\beta = -0.097$, $p < .001$) show a negative relationship with willingness to become a teacher, meaning that as students' beliefs about teaching become less favorable and their perceptions of the working environment worsen, their willingness to enter the teaching profession decreases. On the other hand, motivation ($\beta = 0.700$, $p < .001$) has the strongest positive effect, indicating that students

with higher motivation to pursue teaching are much more likely to express an interest in the profession. Additionally, self-efficacy ($\beta = 0.043$, $p = 0.003$) also has a positive but relatively weaker influence, highlighting that students who believe in their ability to succeed in teaching are more willing to pursue this career path.

Further, demographic factors such as school type ($\beta = 0.227$, $p < .001$) and gender (male – female: $\beta = -0.076$, $p < .001$) also significantly affect students' willingness to become teachers. Students from private schools are more likely to express a desire to become teachers compared to those from public schools, and male students are less likely to express this aspiration compared to female students. In terms of socio-economic status, the combined monthly salary of parents reveals notable disparities: students from higher-income families, particularly those earning more than Php51,000, are less likely to pursue teaching ($\beta = -0.266$, $p < .001$). Students' general weighted averages also have a slight but significant effect, with higher academic achievers (e.g., 86% - 90%) being somewhat more inclined to pursue teaching. Region clusters and track differences further contribute to these disparities, with students from specific regions and tracks, such as STEM ($\beta = -0.224$, $p < .001$) and GA ($\beta = -0.218$, $p < .001$), showing lower willingness to pursue teaching compared to students in the HUMSS track.

Moreover, the analysis reveals that students' willingness to become teachers varies significantly across regional clusters. For example, Cluster 2 (Central Luzon and MIMAROPA) shows a notably lower willingness to pursue teaching compared to Cluster 1 (Northern Luzon) ($\beta = -0.125$, $p < .001$), while the differences between other clusters are less pronounced. This suggests that regional factors—possibly cultural, economic, or educational opportunities—play a significant role in shaping students' career aspirations. Additionally, students in specific tracks such as STEM, GA, TVL, and ABM demonstrate lower willingness to become teachers compared to those in the HUMSS track, with STEM students showing the largest negative coefficient ($\beta = -0.224$, $p < .001$). This may reflect the different career orientations of students in these tracks, where tracks like STEM are more likely to lead students toward fields in science, technology, engineering, and mathematics, which could be perceived as more lucrative or prestigious than teaching.

The model also highlights that certain socio-economic factors, such as parents' monthly salary, influence students' willingness to become teachers. Students from wealthier families, particularly those whose parents earn more than Php51,000, show a significantly lower likelihood of aspiring to become teachers ($\beta = -0.266$, $p < .001$). This might reflect the belief that teaching is a profession typically associated with lower financial rewards, leading higher-income students to pursue more lucrative career paths. On the other hand, academic performance, as measured by the general weighted average (GWA), has a more nuanced impact, with students achieving higher grades (e.g., 86% - 90%) being slightly more inclined to consider teaching as a viable career option. This could indicate that students who excel academically see teaching as a respected profession and may be more likely to pursue it given their confidence in their abilities. As the overall analysis underscores the complex interplay of personal, socio-economic, and

educational factors in shaping students' aspirations to enter the teaching profession, there is a need for targeted interventions in recruitment and retention, such as offering competitive financial incentives, clear career advancement opportunities, and specialized outreach programs aimed at attracting high-achieving students from diverse socio-economic backgrounds into the teaching profession.

Education Students

TABLE 14

Omnibus ANOVA Test of factors affecting education students' willingness to become teachers

	Sum of Squares	df	Mean Square	F	p
Beliefs about teaching	2.083	1	2.083	3.59	0.058
Self-efficacy	15.636	1	15.636	26.92	<.001
Motivation	422.215	1	422.215	726.83	<.001
Working environment	5.745	1	5.745	9.89	0.002
Teacher as a reader	13.316	1	13.316	22.92	<.001
School Type	0.703	1	0.703	1.21	0.271
Major	13.379	5	2.676	4.61	<.001
Gender	8.818	3	2.939	5.06	0.002
Age	15.04	2	7.52	12.95	<.001
Combined Monthly Salary of Parents	9.873	5	1.975	3.4	0.005
GWA	14.255	4	3.564	6.13	<.001
Region Cluster	40.788	5	8.158	14.04	<.001
Residuals	2275.387	3917	0.581		

The omnibus ANOVA test examining factors affecting education students' willingness to become teachers revealed several significant influences. Self-efficacy ($F = 26.92$, $p < .001$) and motivation ($F = 726.83$, $p < .001$) were the most significant factors affecting students' willingness to pursue teaching. The working environment ($F = 9.89$, $p = 0.002$) and teachers as readers ($F = 22.92$, $p < .001$) were also found to have a significant impact, highlighting that students' perceptions of their work environment and their views on teachers' roles as readers are essential to their career choices. In contrast, beliefs about teaching ($F = 3.59$, $p = 0.058$) and school type ($F = 1.21$, $p = 0.271$) did not show statistically significant effects, suggesting that while these variables may influence some students, they are less crucial than others in determining students' willingness to enter the teaching profession.

Additionally, demographic and academic factors such as major ($F = 4.61$, $p < .001$), gender ($F = 5.06$, $p = 0.002$), age ($F = 12.95$, $p < .001$), combined monthly salary of parents ($F = 3.4$, $p = 0.005$), and weighted average last school year ($F = 6.13$, $p < .001$) also

significantly influenced students' career intentions. These results indicate that education students' willingness to become teachers is shaped by a combination of internal and external factors, including their academic performance, familial economic background, and personal characteristics such as gender and age. Moreover, the region cluster ($F = 14.04$, $p < .001$) was found to have a significant effect, suggesting that geographical location plays a role in shaping students' career aspirations. Overall, the findings underscore the multifaceted nature of career decision-making among education students, with a wide range of factors, both personal and contextual, influencing their willingness to pursue teaching as a profession.

TABLE 15

Standardized and unstandardized estimate of factors affecting education students' willingness to become teachers

Predictor	Estimate	SE	95% Confidence Interval		t	p	Stand. Estimate
			Lower	Upper			
Intercept	-0.630	0.232	-1.084	-0.176	-2.722	0.007	
Beliefs about teaching	-0.022	0.012	-0.045	0.001	-1.894	0.058	-0.028
Self-efficacy	0.150	0.029	0.093	0.207	5.188	< .001	0.101
Motivation	0.971	0.036	0.900	1.041	26.960	< .001	0.604
Working environment	-0.082	0.026	-0.133	-0.031	-3.145	0.002	-0.057
Teacher as a reader	-0.121	0.025	-0.170	-0.071	-4.788	< .001	-0.084
School Type							
Public – Private	-0.086	0.078	-0.239	0.067	-1.100	0.271	-0.086
Major							
Araling Panlipunan/Social Sciences/History – Filipino/English/ Language-Related Specialization	-0.067	0.046	-0.158	0.024	-1.436	0.151	-0.067
Generalist – Filipino/English/ Language-Related Specialization	-0.097	0.033	-0.162	-0.032	-2.922	0.003	-0.098
Mathematics – Filipino/English/ Language-Related Specialization	0.016	0.044	-0.071	0.103	0.356	0.722	0.016
Science – Filipino/English/ Language-Related Specialization	-0.132	0.042	-0.214	-0.049	-3.124	0.002	-0.132
Values Education – Filipino/English/ Language-Related Specialization	-0.179	0.056	-0.289	-0.068	-3.165	0.002	-0.180
Gender							
LGBTQIA+ – Female	-0.071	0.058	-0.184	0.042	-1.238	0.216	-0.072
LGBTQIA+ – Female	-0.086	0.092	-0.266	0.095	-0.931	0.352	-0.086
Male – Female	-0.117	0.031	-0.177	-0.056	-3.775	< .001	-0.118

Age							
18-19 – 16-17	0.897	0.182	0.539	1.254	4.915	< .001	0.903
20-up – 16-17	0.845	0.181	0.490	1.200	4.669	< .001	0.851
Combined Monthly Salary of Parents							
More than Php51,000 – Below PhP10,000	-0.325	0.083	-0.488	-0.162	-3.914	< .001	-0.328
PhP11,000 to PhP20,000 – Below PhP10,000	-0.039	0.030	-0.098	0.020	-1.310	0.190	-0.040
PhP41,000 to PhP50,000 – Below PhP10,000	-0.063	0.092	-0.244	0.118	-0.680	0.497	-0.063
Php21,000 to Php30,000 – Below PhP10,000	0.010	0.042	-0.073	0.092	0.234	0.815	0.010
Php31,000 to PhP40,000 – Below PhP10,000	-0.056	0.063	-0.180	0.069	-0.878	0.380	-0.056
GWA							
81% - 85% – Lower than 80%	0.128	0.115	-0.098	0.353	1.110	0.267	0.128
86% - 90% – Lower than 80%	0.215	0.109	0.002	0.428	1.982	0.048	0.217
91 – 95% – Lower than 80%	0.291	0.109	0.078	0.504	2.680	0.007	0.293
96 – 100% – Lower than 80%	0.382	0.118	0.151	0.614	3.244	0.001	0.385
Region Cluster							
Cluster 2 – Cluster 1	-0.271	0.049	-0.367	-0.176	-5.553	< .001	-0.273
Cluster 3 – Cluster 1	-0.587	0.099	-0.781	-0.394	-5.955	< .001	-0.592
Cluster 4 – Cluster 1	-0.312	0.148	-0.603	-0.022	-2.106	0.035	-0.314
Cluster 5 – Cluster 1	-0.365	0.050	-0.463	-0.268	-7.331	< .001	-0.368
Cluster 6 – Cluster 1	-0.348	0.064	-0.473	-0.223	-5.459	< .001	-0.350

The results of the regression analysis examining factors affecting education students' willingness to become teachers indicate several significant predictors. Among the most influential factors, motivation (estimate = 0.971, $p < .001$) emerged as the strongest positive predictor, with a large standardized estimate (0.604), suggesting that higher levels of motivation are strongly associated with a greater willingness to pursue a teaching career; this underscores the importance of targeted interventions such as motivation-enhancing programs, early engagement in teaching-related activities, and recognition or reward systems to sustain and strengthen students' intrinsic interest in the profession. Self-efficacy (estimate = 0.150, $p < .001$) also showed a significant positive effect, implying that students who believe in their ability to succeed as teachers are more likely to consider teaching as a career. On the other hand, factors such as working environment (estimate = -0.082, $p = 0.002$) and teacher as reader (estimate = -0.121, $p < .001$) had negative associations, with lower perceptions in these areas linked to a decreased likelihood of choosing teaching. This underscores the need to enhance school workplace conditions, supporting teacher well-being, and cultivating a strong reading culture among educators to improve

the profession's image and effectively strengthen both recruitment and retention efforts.

In terms of demographic and academic factors, gender (male vs. female, estimate = -0.117, $p < .001$) and age (18-19 vs. 16-17, estimate = 0.897, $p < .001$) also influenced students' career decisions. Males, in particular, were less likely than females to express a willingness to become teachers. Additionally, older students (18-19 and 20-up) showed a significantly higher willingness to pursue teaching compared to younger students (16-17), suggesting the need for targeted interventions such as early career orientation programs, mentorship from education majors, and exposure to positive teaching role models to cultivate interest in the profession among younger students. Combined monthly salary of parents was another significant factor, with students from families earning more than Php51,000 monthly showing a significantly lower willingness to pursue teaching (estimate = -0.325, $p < .001$) highlighting the need for targeted interventions such as offering competitive scholarships, salary incentives, and prestige-enhancing programs to attract and retain high-performing students from higher-income backgrounds into the teaching profession Academic performance also played a role, with higher General Weighted Averages (e.g., 91-95% and 96-100%) associated with a greater willingness to become teachers (estimate = 0.291, $p = 0.007$ and estimate = 0.382, $p = 0.001$).

Lastly, region cluster differences were significant, with students from various clusters exhibiting varying levels of willingness to become teachers. The results indicate that students from certain region specifically, Cluster 1 have significantly higher level of willingness to become teachers. These findings suggest that regional factors, potentially including cultural and economic differences, may significantly influence students' aspirations to enter the teaching profession.

Results of the Focus Group Discussion (FGD)

FGD was conducted to explore the shared experiences of the students and to have an in-depth understanding as to the reasons why students do not want and do want to become a teacher. 11 FGD's were conducted from Luzon and Visayas. The focus of the FGD was to determine the (1) reasons why they want to become a teacher; (2) reasons why they do not want to become a teacher; (3) expectations from the teachers; and (4) their perceptions of what the teachers still need to respond to the challenges of being a teacher.

For the category, "**reasons why they want to become a teacher**," four themes emerged: (1) they were influenced by their teachers; (2) they were influenced by their parents/ relatives; (3) they have a chance to change their lives.

Inspired by their teacher

- "I met this one teacher in senior high school and then, I got the feeling like—I was influenced by her teaching. I was inspired and motivated to do more. After that, I considered taking education. And then, I want to become someone like her"
- "For me, to be able to impart knowledge and also the influence, the same influence that I got from my teacher way back in high school because until now, I'm still holding to that empowerment that I got from her. And I think, if I become an effective teacher, I will be

able to leave something on my students that will make them." - *Marian, 4th year Education student*
- "During the pandemic, I was really amazed by my English teacher. I wanted to emulate her, to really be like her. Teachers have a significant influence on their students." - *Sissy, 3rd year Education student*

Influenced by their parents/relatives
- "In my case, it's more of an influence of parents. Ever since I was young, I already knew in my heart that teaching is for me. My mom is a teacher po. I saw from her how fulfilling it was to teach, touch and transform lives" - *Marian, 4th year student*
- "I wanted to take law, but my uncle advised me that I was too quiet for this course. I took his advice, and now, I am enjoying and am looking forward to becoming a teacher. - *Lorenzo, 4th year*

The chance to change students' lives

- "I love communicating with other people and see how they can change" - *Mardet, 4th year Education student*
- "I'm really passionate about teaching other people and also learning from them." - *Niko, 4th year*

For the Category "**why they do not want to become teachers**," five themes emerged: (1) Salary; (2) Lack of support from the government, (3) too much workload, (4) difficulty in the application; and (5) Avoidance of Child-Related Responsibilities.

Salary
- "I think the teachers' salary is so low compared to other professionals like engineers, doctors. I admit that I am practical. I need good salary to support my family." - *Gio, Grade 11*
- "The salary is not at a level with what the teachers need to do or accomplish. - *Gina, Grade 12*

Lack of support from the government
- "All the efforts that are being exerted by the teachers, seemingly, our government does not give what is due them. Some Southeast Asian countries such as Thailand, the instructional materials are already provided by the school, by the government, but here in the Philippines, the teachers are the ones providing for their own instructional materials." – *Althea, 4th year Education Student*

Too Much Workload
- "The deadlines are unbelievable...For example, we are Grade 12, and we are nearing our graduation, I notice that our teachers need to look at papers that are required to be submitted, although they were not given enough deadlines. -*Yssa, Grade 12*
- "It is difficult to balance career life and personal life." - *Diego, 3rd year Education student*
- "Teachers have to master the content, and you have to also master the pedagogical skills that you have to take into. And maybe on a personal level, it will be really hard to balance your personal life" - *Gian, 4th year Education student*

Difficulty in the Application

- "My cousin who graduated from teaching is still not hired as a teacher in our province. Her friend was able to get a rank from the division, but she noticed that there is a "kamag-anak system" in the division office." - *Jannah, 3rd year Education student*
- "My friend said that in order to be ranked, you need to pay a certain amount." - *Joy, 4th year Education student*

Avoidance of Child-Related Responsibilities

- "I think I have very small patience in dealing with the children." - *Agnes, Grade 11*
- "Teaching is stressful. Like my teachers before, they can't control my classmates; they can't be controlled with just one reminder." - *Jonas, Grade 12*
- "I have hard time dealing with my noisy classmates, I feel dizzy when my classmates are noisy, I might not be able to discipline students." - *Mark, Grade 12*

For the category "**What They Believe Teachers Need to Be Effective**," five themes emerged: (1) professional development; (2) facilities in the school; (3) pedagogical training and classroom management; (4) Salary Upgrade; and (5)

Professional Development

- "Teachers need to continuously enhance their professionalism and expertise. Some of our teachers are not experts on what they teach. My P.E. teacher is teaching us Mathematics; I think the learning is compromised" -*Mark, Grade 11*

Facilities in the School

- "I think, we don't have enough classrooms. The facilities in our school are not enough to accommodate all students." - *Ruth, Grade 11*
- "In our school, we do not have a book. Students need books, not textbooks; we also do not have library. The government needs to give books to the students so that they will keep on reading." - *Nieves, Grade 11*
- "Also, the working environment. The facilities. The facilities seemed to be very much uncomfortable." - *Luis, Grade 12*

Pedagogical Training and Classroom Management

- "Teachers need to have a training on how to teach their subjects; some teachers rely on youtube. I want my teachers to be able to discuss their lessons not using youtube." - *Cristine, Grade 11*
- "My teachers are by the book; they are highly dependent on the textbooks. Teachers should teach each lesson in many different ways." - *Yssa, Grade 11*
- "Teachers need to know how to teach reading. I notice that some Grade 11 students still do not know how to read." - *Matthew, Grade 11*
- "I notice that some students can read, but I think they are reading without comprehension; they could not answer the questions of the teachers, I think they just read, but without understanding, so teachers need to be able to teach reading. - *Mina, Grade 11*

Salary Upgrade

- "Teachers need a salary upgrade because most of the time, they are the ones producing their own instructional materials." - *Rick, Grade 12*
- "I think it's really the salary that should be improved. We need to be practical nowadays." - *Villar, Grade 11*

Communication Skills

- "For me, teachers need to have good communication skills, specifically, oral communication skills. Based on my experience, the teaching style may not necessarily be effective if the content is not explained well. The delivery must be outstanding so that students can understand the lessons. It seems that the content may not be effective if the concepts and materials are not explained well." - *Jane, Grade 12*

Conclusion

This paper highlighted key research findings on how students can be encouraged to enter the teaching profession. Although the majority of students exhibited low levels of interest and motivation, there remains considerable optimism that they can be encouraged to pursue a career in teaching. Based on the findings, both macro- and micro-level managers of the education system, along with other concerned stakeholders, should take additional steps and engage in collective efforts to establish teaching as not only a fulfilling profession but also a true vocation. In particular, financial compensation, safe work environment, reasonable submission of deliverables, work-life balance and well-being, professional development and mentoring, and well-defined recruitment process must be considered.

Policy Recommendations

The findings revealed that motivation, students' perception of the teaching profession, working environment, and teachers as readers are the most significant factors affecting students' willingness to pursue teaching, as well as socio-economic status, gender, academic performance, and the salary of the teachers, the following policies are highly recommended:

Intrinsic Motivation-Focused Policies

These policies aim to nurture internal satisfaction, personal growth, and a sense of meaning in teaching:

Fostering Professional Autonomy and Trust

- Provide teachers with the freedom to adapt curriculum content and instructional strategies to suit their students' needs and their own teaching style.
- Actively involve teachers in key school decisions through participation in leadership teams and advisory committees.

Promoting Purposeful and Personalized Professional Development

- Design professional development opportunities that are teacher-selected, aligned with personal interests, and focused on meaningful educational goals (e.g., equity initiatives, community engagement).
- Encourage classroom-based innovation through support for action research projects and teacher-led pilot programs.

Valuing Teacher Identity and Celebrating Impact

- Support teachers in exploring and articulating their professional identity through reflective practices and storytelling.
- Establish platforms for students to share testimonials or stories about how teachers have positively influenced their learning and personal growth.

Extrinsic Motivation-Focused Policies

These initiatives focus on tangible incentives and support structures designed to enhance teacher morale, recognize contributions, and promote long-term retention:

Introducing teacher- specific scholarships for STEM track students to address low willingness:

- Create government-funded scholarship programs specifically for STEM track senior high school graduates who commit to pursuing Education degrees (e.g., BSEd – Science or Mathematics majors) and agree to teach in public schools for a designated period (e.g., 3-5 years).
- Offer loan forgiveness, monthly stipends, and other financial incentives during their education and teaching service, especially for those who choose to teach in underserved or rural areas.
- Collaborate with higher education institutions and private companies to co-fund scholarships, provide mentorship, and facilitate internships that expose scholars to innovative STEM teaching methodologies and technologies.

Equitable Compensation and Benefits

- Establish salary frameworks that appropriately reflect teachers' qualifications, experience, and demonstrated effectiveness.
- Provide performance-based incentives that reward not only academic outcomes but also contributions such as mentoring peers, fostering collaboration, and driving classroom innovation.

Structured Career Advancement Opportunities

- Develop clearly defined career pathways, including positions like *Lead Teacher, Master Educator, or Instructional Coach*, with corresponding increases in compensation and responsibilities.
- Acknowledge and reward teacher leadership in areas such as inclusive education, community outreach, and school improvement initiatives.

Support for Work-Life Balance and Well-Being

- Implement policies that ensure manageable workloads and protect time for lesson planning, collaboration, and rest.
- Offer access to mental health services, wellness initiatives, and flexible, family-friendly leave options to support teachers' overall well-being.

Policies on Self-Efficacy

Mandate the Commission on Higher Education (CHED) to revise and update the Policies, Standards, and Guidelines (PSGs) for Teacher Education programs to ensure full alignment with the Philippine Professional Standards for Teachers (PPST) and the Philippine Professional Standards for School Heads (PPSSH). This alignment should prioritize the deliberate cultivation of teacher and school leader self-efficacy by incorporating experiential learning, practical classroom simulations, mentorship opportunities, and early immersion in school-based leadership and teaching practices that correspond to the career stages outlined in the PPST and PPSSH. Such integration will better prepare future educators and school leaders with the confidence, skills, and professional identity needed to navigate and excel in the challenges of modern education."

Collaborative Teaching and Mentorship Structures

- Develop collaborative learning communities and formal mentorship programs, with a focus on supporting novice and early-career teachers.
- Offer recognition, training, and dedicated time for mentor teachers to share expertise and foster professional growth.

Confidence-Enhancing Feedback Practices

- Equip school leaders with training to provide constructive, forward-focused feedback that emphasizes individual strengths and growth.
- Utilize classroom observations and student learning data as tools for affirmation and development rather than solely evaluation.

Pathways for Mastery and Instructional Leadership

- Create opportunities for teachers to take on leadership roles, such as facilitating professional development, mentoring peers, or leading innovative teaching initiatives.
- Encourage teacher-led action research and provide platforms to share findings within and beyond the school.

Stable, Resource-Supported Work Environments

- Maintain manageable class sizes, sufficient planning time, and ready access to instructional resources.
- Minimize non-teaching administrative duties that detract from instructional focus.

Policies on Work Environment

Creating a Supportive and Attractive Work Environment to Inspire Future Teachers

There is a pressing need to revisit and amend Republic Act No. 4670, or the Magna Carta for Public School Teachers, to address the evolving challenges faced by educators today. Specifically, the law should be amended to include provisions that ensure access to comprehensive mental health services within the school system, such as regular psychological assessments, confidential counseling, and structured stress management programs. Additionally, the amendment should mandate the institutionalization of safe, inclusive, and gender-responsive work environments by enforcing anti-bullying, anti-harassment, and anti-discrimination policies for teachers. These reforms are crucial not only for safeguarding the well-being and professional dignity of teachers but also for strengthening teacher retention, improving job satisfaction, and attracting high-caliber students into the teaching profession. By modernizing the Magna Carta, the government affirms its commitment to valuing teachers as essential pillars of national development.

Public Promotion of Positive Teaching Environments

- Launch national or regional campaigns that showcase real teacher stories, emphasizing supportive work cultures, collaboration, and meaningful classroom experiences.
- Highlight diverse school environments where teachers are thriving.

Early Exposure to Supportive Teaching Environments

- Partner with schools to offer teaching internships, volunteer programs, and classroom assistant roles for high school and college students.
- Ensure students are placed in schools with collaborative staff cultures and strong mentorship models.

Improve Actual Work Conditions for Teachers

- Invest in safe, well-equipped classrooms, reasonable class sizes, and access to teaching materials and technology.
- Provide teachers with protected planning time, mental health supports, and autonomy in instructional choices.

Mentorship and Induction Support for New Teachers

- Mandate well-structured mentorship and induction programs for early-career teachers.
- Provide release time and incentives for experienced teachers to serve as mentors.

Policies on Teacher Salary

Offer Competitive Entry-Level Salaries

- Establish baseline starting salaries for teachers that are on par with other professions requiring comparable educational qualifications.
- Conduct regular reviews and adjustments of starting salaries to keep pace with inflation and regional living costs.

Develop Transparent and Well-Defined Salary Structures

- Create and clearly communicate salary progression frameworks based on factors such as education level, years of experience, and demonstrated performance.
- Ensure transparency to help prospective teachers understand their potential earnings and opportunities for career advancement.

Introduce Performance-Based and Incentive Compensation

- Provide bonuses for accomplishments including mentoring, leadership contributions, and teaching in high-demand subjects or underserved locations.
- Offer signing bonuses or relocation incentives to attract candidates to schools or regions facing staffing challenges.

Expand Tuition Support and Loan Forgiveness Programs

- Implement scholarships, grants, and loan forgiveness initiatives targeted at students committing to teaching careers.
- Link financial aid to service commitments in high-need schools or subject areas.

Ensure Transparency of Salary Information in Recruitment Efforts

- Integrate clear salary details into teacher recruitment campaigns, alongside information on benefits and career growth prospects.
- Use transparent salary data to challenge misconceptions about teacher pay.

Research Implications

The significant findings revealed by this paper hopes to shed new light on the urgent step-change in how we view the teaching profession. There is a need for an in-depth exploration on how to elevate the practical and economic benefits as well as the societal value to be gained from this profession. As early as senior high school, educational institutions should be able to create programs that will make the students realize how noble and how gratifying teaching is, although it is a fact that students would want a career that is financially rewarding. Therefore, renewing our focus on offering competitive entry-level salaries and supporting work-life balance and well-being is a must to attract potential teachers in the field. The results of this study maybe instrumental in informing policies on pre-service, in-service, and professional teacher development.

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About EDCOM 2

The Second Congressional Commission on Education (EDCOM II) is a national Commission established through Republic Act No. 11899, tasked to undertake a comprehensive national assessment and evaluation of the performance of the Philippine education sector, and to propose transformative solutions, from 2023 to 2025. It is composed of lawmakers from both the Senate and the House of Representatives, and is guided by an Advisory Council, and assisted by the Technical Secretariat.

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