



## The Making of Teaching Profession as a First Choice

# A Construção da Profissão de Ensino como Primeira Escolha

MORENO, Nilmar<sup>(1)</sup>; CRUZ, Sara Jane<sup>(2)</sup>; MENESES, Julius<sup>(3)</sup>

<sup>(1)</sup> 0000-0003-4824-7793; Rizal Technological Univaersity. Mandaluyong, NCR, Philippines. [nimoreno@rtu.edu.ph](mailto:nimoreno@rtu.edu.ph).

<sup>(2)</sup> 0000-0002-2818-0758; Rizal Technological Univaersity. Mandaluyong, NCR, Philippines. [sjscruz@rtu.edu.ph](mailto:sjscruz@rtu.edu.ph).

<sup>(3)</sup> 0000-0002-0076-4962; Rizal Technological Univaersity. Mandaluyong, NCR, Philippines. [jlmeneeses@rtu.edu.ph](mailto:jlmeneeses@rtu.edu.ph).

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### ABSTRACT

In the global educational scene, the teaching profession has long been hailed as the noblest profession. It is through educators; that the citizenry is currently imbued with skills and knowledge that they need to maximize their capacities to their full potential. Thus, the researchers saw that it is pivotal to know the perception of the pre-service teachers on the teaching profession as a first choice, to provide baseline data that can unveil factors that influence the making and unmaking of the teaching profession. Using the descriptive research method, the data from a survey conducted among the 1st and 2nd-year students at the College of Education was gathered and interpreted. Subsequent to the t-test and Pearson correlation computation, the study uncovered that there is no significant difference in the perception of the 1st year respondents against the 2nd year respondents. Likewise, there is a moderately positive correlation in the respondents' perception of teaching vis-à-vis teaching as a first choice and experience with their teachers.

### RESUMO

No cenário educacional global, a profissão docente há muito é aclamada como a profissão mais nobre. É através dos educadores que os cidadãos estão atualmente imbuídos de competências e conhecimentos de que necessitam para maximizar as suas capacidades em todo o seu potencial. Assim, os pesquisadores perceberam que é fundamental conhecer a percepção dos futuros professores sobre a profissão docente como primeira escolha, para fornecer dados de base que possam desvelar fatores que influenciam o fazer e o desfazer da profissão docente. Utilizando o método descritivo de pesquisa, foram coletados e interpretados os dados de uma pesquisa realizada entre os alunos do 1º e 2º ano da Faculdade de Educação. Após o teste t e o cálculo da correlação de Pearson, o estudo descobriu que não há diferença significativa na percepção dos respondentes do 1º ano em relação aos respondentes do 2º ano. Da mesma forma, existe uma correlação moderadamente positiva na percepção dos inquiridos sobre o ensino face ao ensino como primeira escolha e experiência com os seus professores.

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## **Introduction**

Teaching continues to be the best job globally, even though it is an increasingly demanding and emotionally draining job (Stark, 2019) since a lot needs to be considered when one enters the profession. The Center for Education Policy (2013) stressed the need for a larger focus on teachers' knowledge, abilities, attitudes, and values to foster critical thinking. Similar to this, the 2004 Common European Principles for Teacher Competences and Qualifications identified the necessity for teachers to possess in-depth subject knowledge, a solid grasp of pedagogy, the skills and competencies necessary to guide and support learners, as well as understanding of the social and cultural aspect of education. Due to this, countries such as China, Malaysia, and Taiwan (World Economic Forum, 2018), referred to teaching as the most revered profession.

Though as revered and sought after as it should be, the profession is still somewhat not a priority career in most countries. Due to the declining student-teachers' commitment to teaching, studies have shown that many graduates do not prefer to engage in the teaching profession (Moses, et., al. 2019).

In the case of the Philippines, when students are asked according to the professions, they want to pursue the future, most grade 12 respondents opted to be a doctor or nurse, an accountant, and a businessman. This coincides with the survey conducted by the Philippine Association of Teachers and Educators (PAFTE) for the first batch of Grade 12 in Senior High School, who ranked the education degree fourth against engineering and related degrees, accountancy, business, and health-related degrees.

In an article by Andrada (2016), she shared that whenever she would ask her pre-service teachers if teaching was their first choice, most often, only few would answer that it is. Others would reason that they are in the teaching course only because (1) it is easier to pursue, (2) they couldn't afford their dream career path, and (3) they just drifted into it. Very rarely she would find someone who would genuinely state that it has been what they have long wanted to do.

Attesting to this, in the College of Education (CED) of the research locale, remarkable decrease in the enrolment of its pre-service teachers was likewise noted. This has been observed during the first few years of the implementation of the curricular reform in the basic education brought by the K-12 Program.

This speaks so much about the commitment of the future teacher professionals and the future of the nation's educational system. Thus, it is at this standpoint that the researcher saw that it is pivotal to know the perception of the pre-service teachers on the teaching profession as a first choice, to provide baseline data that can unveil factors that influence the making and

unmaking of teaching profession. With these premises, the study sought to find answers to the following research questions:

1. What is the perception of the respondents to Teaching as a:
  - 1.1 profession;
  - 1.2 vocation;
  - 1.3 choice;
  - 1.4 lifetime experience; and
  - 1.5 career opportunity?
2. How do the respondents rate the perceived attributes of a good teacher?
3. How do the respondents rate the perceived factors that influence the making and unmaking of teaching profession as a first choice?
4. How do the respondents rate their teachers and experiences with them?
5. Is there a significant difference in first year respondents' perception on teaching vis-à-vis the second-year respondents?
6. Is there a significant relationship between the respondents' perception on teaching vis-à-vis Teaching as a Profession, Vocation, First Choice, Lifetime Experience, and Career Opportunity?

#### Hypotheses

- H1: There is no significant difference in first year respondents' perception on teaching vis-à-vis the second-year respondents.
- H2: There is no a significant relationship between the respondents' perception on teaching vis-à-vis Teaching as a Profession, Vocation, First Choice, Lifetime Experience, and Career Opportunity.

## **Methodology**

### ***Research Design***

Descriptive research design was employed by the proponents of this study in gathering and analyzing data and interpreting the results. According to Stangor's definition of descriptive research design in 2015, it involves painting a complete picture of what is happening at any particular time or taking a glance at the present situation. In line with this, McCombes (2022) believed that this design would be suitable for a study that attempts to discover "characteristics, frequencies, and categories." It systematically presents beliefs, trends, attitudes, public mind, and viewpoints of a certain group of people in which information is collected in an unchanging environment (Sharma, 2016).

Since the main purpose of the paper is to uncover the perceptions of the respondents on teaching as a profession, vocation, choice, lifetime experience, and career opportunity, descriptive research design was found to be the most suitable method.

### ***Sample and Data Collection***

Under the Descriptive research design, survey method was used to gather information from the respondents. A validated researcher-made instrument was administered to the first- and second-year students at the research locale's College of Education (CED).

This survey instrument is composed of 90 statements, with 50 items of which are focused on the respondents' perception of teaching as a profession, vocation, choice, lifetime experience, and career opportunity. On the other hand, 15 items highlight the teacher attributes, while 25 items probe on the making and unmaking of the teaching profession as a first choice, and the respondents' rating on their teachers and the respondents' experiences with them.

The survey questionnaire was administered to the participants of the study which is comprised of the 393 first year and 315 second year students of the research locale. The students were chosen purposively as the researchers aimed to uncover the perspectives of the students who underwent the Senior High School Program of the Department of Education.

The data gathered were analyzed and tallied to reveal the perceptions of the respondents. Deepening the interpretation of the gathered information, the proponents further investigated the significant relationship of the respondents' answers when grouped according to their year level. Parallely, a significance testing was done to uncover the relationship of the respondents' perception on teaching, vis-à-vis Teaching as a Profession, Vocation, First Choice, Lifetime Experience, and Career Opportunity.

### ***Analysis of Data***

To measure the significant relationship of the respondents' answers when grouped according to their year level, a t-test was employed. Since a significant difference assessment between two (2) variables at given two separate administration date, the researchers found Paired Sample t-test as the most appropriate statistical treatment.

On the other hand, since the researcher also sought to know the relationship of the Perception on Teaching vs Teaching as First Choice and Perception on Teaching vs Experience with Teachers, a Pearson correlation analysis was administered. Nettleton (2014) states that this is the most common method to use for numerical variables. It gauges how strongly two continuous variables are correlated with one another.

## Findings/Results

In the global educational scene, the teaching profession has long been hailed as the noblest profession. It is through educators, that the citizenry is currently imbued with skills and knowledge that they need, to maximize their capacities to its full potential. Hence, the teaching profession being a significant force in nation-building and manpower development, needs to be sustained. A continuous supply of teachers in the public and private academic institutions should be ensured for continuous passing of knowledge from one generation to another. But how does the teaching profession stand today? The following results of the survey conducted aims to provide baseline data that can unveil factors that influence the making and unmaking of teaching profession.

### *What is the perception of the respondents to Teaching as a profession?*

Table 1 shows the average perception of respondents to Teaching as a Profession. Majority of the respondents Strongly Agreed in all the statements under this factor with the highest mean of 3.84 from "Teacher serves as model to students, parents and the community" and lowest mean of 3.50 from "Teaching entails high expectations."

**Table 1.**

*Respondents Perception on Teaching as a Profession*

Teaching as a Profession	Mean	Verbal Interpretation
People have high regard to teaching profession as 'mam' or 'sir'.	3.70	SA
Teaching is a noble and reputable profession.	3.81	SA
Teacher serves as model to students, parents, and the community.	3.84	SA
Teaching improves teacher's personality, ability, and attitude.	3.77	SA
Teaching requires excellent skills in communication, teaching strategies and mastery of content.	3.77	SA
Teaching entails high expectations.	3.50	SA
Teaching is a lifelong profession.	3.73	SA

Teaching takes multitude of professional tasks (i.e. counseling, parenting, management, administration, advising, consultation, etc.)	3.78	SA
Teaching is on top of all professions, in which the rest are grounded on.	3.60	SA
Teaching begets respect.	3.76	SA
Profession (overall)	3.72	SA

This is an indicative that among the attributes of Teaching as a Profession, teachers being a role model to its students is the highly perceived professional trait of an educator. In general, children look up to their teachers as role models wherein they imitate or obey teachers' manners and behavior (Khizar et. al, 2021). This coincides with My Voice Aspiration Survey conducted by Pearson and Quaglia Institute for Student Aspirations (2008) wherein the survey revealed that sixty-five percent of students see their teachers as positive role models. Role models in this context as suggested by Lumpkin (2008), include emphasizing the principles of integrity, trustworthiness, and commitment; through serving as positive examples, instilling character and moral virtues.

***What is the perception of the respondents to Teaching as a vocation?***

Table 2 shows the average perception of respondents to Teaching as a Vocation. Majority of the respondents Strongly Agreed in all the statements under this factor with the highest mean of 3.85 from "It is fulfilling to share knowledge, ideas, and skills to others." and lowest mean of 3.43 from "Teaching is God's ministry to only chosen few."

**Table 2.**  
*Respondents Perception on Teaching as a Vocation*

Teaching as a Vocation	Mean	Verbal Interpretation
It is fulfilling to share knowledge, ideas, and skills to others.	3.85	SA
There is joy in helping others, guiding them toward the right direction.	3.81	SA
Teaching is a passion.	3.79	SA
Teaching makes one feel young and never grow old.	3.45	SA

Teaching touches lives.	3.76	SA
A teacher is an inspiration to others.	3.78	SA
Teaching is parenting children.	3.72	SA
Teaching is a powerful tool towards world enlightenment and life changes.	3.81	SA
Teaching is service.	3.68	SA
Teaching is God's ministry to only chosen few.	3.43	SA
Vocation (overall)	3.71	SA

It can be inferred that even in viewing the vocation side of teaching, the respondents still describe it with the cognitive lens of imparting knowledge and skills to its learners. This intrinsic force of looking into the profession as a socially worthwhile career of educating children; coupled with the interest of teaching the subject matter, is an “intrinsic career value” (Balyer & Ozcan, 2014) which indicates that the respondents have inherent love for teaching. After all, a teacher's primary responsibility is to provide classroom education that assists pupils in learning (Cox, 2020).

### ***What is the perception of the respondents to Teaching as a choice?***

Table 3 shows the average perception of respondents to Teaching as a Choice. Majority of the respondents only Agreed in all the statements under this factor with the highest mean of 3.50 from "Teaching is indeed one's ambition and a dream."

It is quite admirable to note that most respondents have chosen the teaching profession due to their actual deep desire to pursue teaching—as such, the profession being their “ambition and dream.” This ambition may have stemmed from the respondents’ great sense of responsibility wherein teaching can be a venue for actively participation to nation-building (Kyriacou and Coulthard, 2010). According to Tataroglu, Ozgen, and Alkan (as cited by Balyer & Ozcan, 2014), learners who take the course are interested and passionate about teaching, and perceive the profession as an honorable, and blessed career. This altruistic motivation is attributed to enhanced dedication and devotion to duty (Article II Section 4, Code of Ethics for Professional Teachers).

**Table 3.**

*Respondents Perception on Teaching as a Choice/ Mission*

Teaching as a Choice/ Mission	Mean	Verbal Interpretation
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Teaching is usually parents' choice.	2.51	A
Teaching is a choice when one of the relatives is also a teacher.	2.57	A
One may learn to love teaching.	3.39	SA
Teaching boils down from one's desire to serve.	3.37	SA
Teaching is indeed one's ambition and a dream.	3.50	SA
Teaching is the best of all chosen fields.	3.23	A
The choice for teaching can be resulted from peer and parent pressure.	2.89	A
Teaching is a no choice dilemma.	2.67	A
Teaching is always a priority choice.	2.99	A
Teaching can indulge into teaching once he/she wants it.	3.28	SA
Choice (overall)	3.05	A

On the other hand, although pre-service teachers are also influenced by their peers, teachers, relatives and parents' (Balyer & Ozcan, 2014) in deciding which degree to pursue, in the case of the respondents, "Teaching is usually parents' choice" was rated lowest with a mean score of 2.51.

***What is the perception of the respondents to Teaching as a Lifetime Experience?***

Relative to the perceptions of the respondents on the previous questions, the teaching profession is likewise viewed as something that is a noble endeavor even in terms of Teaching as a Lifetime Experience. Table 4 shows that majority of the respondents Strongly Agreed in all the statements under this factor with the highest mean of 3.73 from "Teaching is a continuous experience for lifetime." and lowest mean of 2.51 from "Teaching is a permanent job."

**Table 4.**

*Respondents Perception on Teaching as a Lifetime Experience*

Teaching as a Lifetime Experience	Mean	Verbal Interpretation
Teaching is a continuous experience for lifetime.	3.73	SA
Teaching begins from becoming a little teacher during childhood.	3.44	SA



Teaching is a permanent job.	3.40	SA
Once a teacher will forever be a teacher.	3.45	SA
Teaching draws nearer to children and the humanity.	3.64	SA
Teaching is challenging, complicated and takes pound of perseverance.	3.70	SA
Teaching is a wondrous and exciting experience.	3.66	SA
A teacher remains in the heart of his/her students 'til the end of time.	3.64	SA
Teaching is a tinge of sacrifice.	3.68	SA
Children listen to and believe on what their teachers say.	3.48	SA
LIFETIME_EXPERIENCE (overall)	3.59	SA

Teachers are continually attempting to increase their understanding about students and topic expertise, which they use to improve their practice (Blaylock et. al., 2016). This perception coincides with the demand of the state that “every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive” (Article IV Section 3, Code of Ethics for Professional Teachers).

### ***What is the perception of the respondents to Teaching as a Career Opportunity?***

Table 5 shows the average perception of respondents to Teaching as a Career Opportunity. Majority of the respondents Strongly Agreed in all of the statements under this factor with the highest mean of 3.51 from "Teaching entails professional growth and career development." and lowest mean (Agree) of 2.85 from "Teacher applicant easily gets hired."

**Table 5.**

#### *Respondents Perception on Teaching as a Career Opportunity*

Teaching as a Career Opportunity	Mean	Verbal Interpretation
Teacher is in demand here and abroad.	3.32	SA
Teacher applicant easily gets hired.	2.85	SA
Teaching entails professional growth and career development.	3.51	SA
Teaching is a gratifying and satisfying job.	3.43	SA

Teaching brings opportunity to be near to one's home.	3.42	SA
Teaching entails commensurate salaries, benefits and privileges.	3.29	SA
Not anyone is gifted with the skill and passion for teaching.	3.35	SA
Teaching is a sustainable and stable job.	3.34	SA
Teaching is now a preparatory course to all.	3.27	A
Teaching provides an opportunity to travel places through seminars, exposures and field trips.	3.46	SA
CAREER_OPPORTUNITY (overall)	3.32	SA

It is quite significant to note that the pre-service teacher-respondents in this study is aware, even at their early stage of taking up the course, that teaching necessitates continuous professional development and career advancement since the quality of teaching is heavily dependent on the notion of lifetime professional development (Tamasova, 2015). This intrinsic motivation behind choosing the course concurs with the state's expectation that "every teacher shall participate in the Continuing Professional Education (CPE) program of the Professional Regulation Commission, and shall pursue such other studies as will improve his efficiency, enhance the prestige of the profession, and strengthen his competence, virtues, and productivity in order to be nationally and internationally competitive (Article IV Section 3, Code of Ethics for Professional Teachers.)

***How do the respondents rate the perceived attributes of a good teacher?***

Table 6 shows the respondents' perceived attributes of a good teacher. Using the average answers of the respondents and ranking the statements based on highest mean, results shows that majority of the respondents Strongly Agreed in all the statements.

**Table 6.**  
*Respondents Perception on Attributes of a Good Teacher*

Attributes of a Good Teacher	Mean	Verbal Interpretation
Love and care for the young	3.80	SA
Honesty and sincerity	3.79	SA
Open-mindedness and critical mindedness	3.78	SA

Curiosity and inquiring mind	3.77	SA
Creativity and flexibility	3.80	SA
Persistence	3.79	SA
Responsibility	3.82	SA
Humility	3.80	SA
Objectivity	3.76	SA
Professionalism	3.84	SA
Communication and collaboration	3.81	SA
Commitment and compassion	3.82	SA
Competence	3.78	SA
Leadership	3.85	SA
Intelligence	3.81	SA

Notably, as academic institutions demand for people who will model good behavior and show the next generation what it means to be a leader, teachers are expected to be classroom leaders. From manifesting leadership skills in classroom management, creating a good learning environment, to motivating students to achieve and empowering students (Byrnes, 2002), students learn leadership through role-modelling. Thus, in this aspect, the respondents have parallelly perceived that "Leadership," with the highest mean of 3.85, is the most significant attribute of a good teacher. Conversely, "Objectivity" with the least mean of 3.76 was considered as the least important attribute of a good teacher.

***How do the respondents rate the perceived factors that influence the making and unmaking of teaching profession as a first choice?***

Table 7 shows how the respondent perceived each factor that influence the making and unmaking of teaching profession as a first choice. Using the average answers of the respondents and ranking the statements based on highest mean, results shows that Majority of the respondents Strongly Agreed in all the statements. However, number 1 factors that influence the making and unmaking of teaching profession as a first choice are "High expectations" and "Physically stressful" which have the highest mean of 3.41 while the last factor that they consider is "Less recognized profession" with the least mean of 3.10.

**Table 7.**

*Factors that influence the making and unmaking of teaching profession as a first choice*

Teaching as a Vocation	Mean	Verbal Interpretation
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Low Salary	3.27	A
Physically stressful	3.41	SA
Difficult job	3.23	A
Handling difficult students and parents	3.35	SA
Less recognized profession	3.10	A
School activities	3.18	A
Non-stop education and learning	3.25	A
High expectations	3.41	SA
Irrelevant tasks, i.e. during election, census, etc.	3.22	A
Related teacher issues and cases	3.32	SA
Political intervention	3.27	A
Lack of building infrastructure and school facilities	3.31	SA
Unpaid overtime work and home extension tasks	3.37	SA
Nonstop visual aid making and lesson planning	3.34	SA
Nonstop test checking, class recording and computation	3.31	SA

Since teachers are regarded to be a pinnacle of morals, an irrefutable source of knowledge, and an infallible advisor in times of challenges and difficulties (Navarro, 2018), high expectations are constantly associated with the profession. This has been reflected in the issuance of Resolution No. 11, s. 2017 of the Professional Regulatory Board of Professional Teachers, wherein CPD units were required for the renewal of the Professional Identification Card.

According to the Professional Regulation Commission (PRC), the term “maestra” and “maestro” are bound to their tri-fold requirement of (1) continuous improvement and perfection in their areas of expertise; (2) a life of impeccable reputation; and (3) service to their fellowmen. Hence, knowledge of this might have affected the respondents in choosing “High expectations” as one of the major factors in the unmaking of the profession.

On the other hand, the respondents might have likewise perceived the teaching profession as “physically stressful” since issues on teaching as one of the most demanding careers (Adams as cited by Owusu, 2021) are constantly resurfacing. In fact, testimonials from teachers have revealed that some “feel ‘used up’ at the end of a working day, emotionally drained, sick, burned-out, overworked, and underpaid (Abaci as cited by Rabago-Mingoa,

2017).” According to Rabago-Mingoa (2017), extreme loads of paperwork, large classes, pressure in continuing education, unrelated to teaching duties, personal factors, incompetent administrators, low salary, and high cost of living are perceived by elementary and high school teachers as their cause stress.

### ***How do the respondents rate their teachers and experiences with them?***

Table 8 shows how the respondent describe their teachers and their experiences with them. Using the average answers of the respondents and ranking the statements based on highest mean, results shows that Majority of the respondents Strongly Agreed in all of the statements where number 1 description of respondents to their teachers is "My teachers share their knowledge and wisdom to students." which has the highest mean of 3.69.

**Table 8.**

*Respondents Description of their Teachers and their Experience with them*

Description of Respondents to their Teachers and their Experience with them	Mean	Verbal Interpretation
My teachers serve my second parents.	3.65	SA
My teachers take care of us so much.	3.45	SA
My teachers share their knowledge and wisdom to students.	3.69	SA
My teachers are fun and happy to be with.	3.54	SA
I feel confident because my teachers are there by my side.	3.35	SA
I trust my teachers especially on personal matters and problems.	3.29	SA
My teachers lighten the loads that I am burdened with.	3.29	SA
My teachers are my friends, advisers and confidants in times of need and life complications.	3.40	SA
I think of my teacher when I need to remember someone so dear to my heart.	3.38	SA
I know I can reach my goals in life because of my teachers who guide me along the way.	3.60	SA

The results under this criterion coincide with the perception of the respondents on Teaching as a Vocation wherein they have viewed the profession as a venue for sharing



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Analysis revealed that there is no significant difference on the perception on teaching among the 1st year and 2nd year college students as manifested on the computed alpha of 0.151 which is higher than the critical value of 0.05. This implies that year level is not a factor in the formation of the respondents' perception on the teaching profession.

### ***Is there a significant relationship between Perception on Teaching vs Teaching as First Choice and Perception on Teaching vs Experience with Teachers?***

A Pearson's Correlation Test was conducted to determine the value of association between Perception on Teaching vs Teaching as First Choice and Perception on Teaching vs Experience with Teachers. Analysis revealed that both correlation of Perception on Teaching vs Teaching as First Choice and vs Experience with Teachers yield to statistically significant result, since the computed alpha of 0.000 is less than the critical value of 0.05.

**Table 10.**  
*Test of Relationship*

Perception on Teaching vs TEACHING AS FIRST CHOICE and Perception on Teaching vs EXPERIENCE WITH TEACHERS		TEACHING AS FIRST CHOICE	EXPERIENCE WITH TEACHERS
Perception on Teaching	Pearson	.240**	.463**
	Correlation		
	Sig. (2-tailed)	.000	.000
	N	702	701

Pearson's correlation result suggest that the scores move on a positively moderate correlation in 0.240 value of Teaching as First Choice against the 0.463 value of Experience with Teachers. Perception on teaching is proportional to the respondents' experience with their teachers and perception on teaching as a first choice by 0.463 and 0.240, respectively. Thus, in order to make teaching as a first choice, people' perception on teaching.

### **Conclusion**

Based on the given findings, the study has revealed that the respondents have a notion that the profession entails pressure on teachers for its high expectations on the teachers' values and attributes that should be a good role model to not just their learners but also to the society. This is one of the reasons for the unmaking of the profession along with working in a physically stressful environment, as revealed by the data gathered and interpreted. But despite this, the profession is still considered as an ambition and a dream because of altruistic and intrinsic motivations such as the fulfilling sense of sharing knowledge, skills, and ideas to others, and the continuous learning experience, professional growth, and career development that drives the respondents to the professional and vocational sense of teaching. These factors contribute to the respondents' perception on teaching as a first choice.

In addition, the study implies that there is a moderately positive correlation in the respondents' perception on teaching vis-à-vis teaching as a first choice and experience with teachers. The data convey that for every increase in the respondents' perception on teaching, there is an equivalent increase in teaching as a first choice and in the experience of the respondents with their teachers.

## **Recommendations**

Embarking on the given conclusions, the following recommendations can be noted:

1. The university shall continuously engage in activities and undertakings that introduce and promote advantages of teaching as a profession.
2. Establish advocacies that reduces unnecessary activities and administrative functions that burdens the workplace and environment of the teachers.
3. Sustain initiatives that continue to strengthen the reputation of teaching as profession and enrich areas such as professional development, incentives and other benefits that will attract potential individuals be part of the teaching workforce.

## **Limitations**

This study is only limited to the perspectives of the respondents from the selected university in the Philippines which was identified to be the research locale of the study. The data gathered were only from the 1st to 4th year students of the university's College of Education who have undergone the K to 12 Program of the Department of Education.

## **Ethics Statement**



Participants of this study have provided their informed consent on the data gathering, data management, and data disposal procedure to be implemented in undertaking the research.

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