



EXPLORING TEACHERS' WHYS:

Understanding Motivation Among Teachers in the Philippines



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Foreword

Central to any education reform agenda is a recognition that human resources are crucial to its success. This recognition is what has propelled the Department of Education (DepEd) to ensure that the education reform agenda take a holistic stance and give equal weight to four pillars supporting *Sulong EduKalidad*, an initiative towards providing quality education and promoting improved learning outcomes for our students. The four pillars of *Sulong EduKalidad* focus on the key areas of **K** to 12 curriculum review and



enhancement, **I**mproving the learning environment, **T**eachers' upskilling and reskilling, and **E**ngaging stakeholders for support and collaboration (summarized in the acronym KITE). We have also been guided by our 10-point agenda, which includes a commitment to expand the scope of employee welfare, most especially our teachers in the basic education sector.

With the ever-changing landscapes, our own education system and with it our crop of educators, have likewise been challenged to constantly adapt. With the 4th Industrial Revolution and now, this current COVID-19 pandemic as our backdrop, our teachers are, more than ever, tasked with arduous challenges not only of delivering content knowledge across different platforms, but also of training our learners to think independently and critically, ask inquisitively, and work collaboratively in order to solve problems and offer solutions not only to textbook-based problems, but eventually to real-world concerns. Teachers are also expected to model discipline and compassion, and to lead extra-curricular activities that help contribute to our learners' holistic development. Moreover, our teachers are encouraged to look at our own learning contexts as Filipinos, while also facing pressures to adjust to global standards.

Understanding that our teachers face numerous challenges in delivering quality learning outcomes, DepEd has been at the forefront of instituting reforms aligned with promoting teachers' welfare. It has continuously been providing avenues for upskilling and reskilling the teaching force. We are now transforming the National Educators Academy of the Philippines (NEAP), so that in-service professional development opportunities are streamlined and systematic; training activities are relevant and effectively linked with career progression; and resources are generated and efficiently utilized so that teachers' evolving learning and development needs are effectively addressed. Alongside moves to transform the NEAP, there have been sustained efforts to increase the salaries of our teachers in the public basic education sector. As the Salary Standardization Law (SSL) was

rolled out beginning in 2016, the salaries of government personnel, including teachers, have seen steady increases yearly. In January 2020, the SSL-V took effect, again increasing salaries of teachers and other government employees in annual tranches through 2023.

We are also working with the Department of Budget and Management (DBM) towards increasing the plantilla of teachers to address concerns about career progression among teachers. With this initiative, there will be more opportunities for promotion, through possibly new Teachers 4 to 7 positions. These new positions will translate to corresponding higher salaries that are commensurate to the responsibilities of these positions.

It is our commitment to promote the status of Filipino teachers and we are turning to research so that we can find answers to our curiosities, our questions about the current plight and motivations of our teachers, in line with our *KITE* for quality education.

Thus, I am very happy that the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) rose to the challenge and embarked on this Teacher Motivation Study. True to SEAMEO INNOTECH's mission, the research team conscientiously reached out to our teachers throughout the Philippines so we could better understand their situations, contexts, and the motivations that they had for becoming teachers, for staying on despite the challenges that they face, and the possible reasons that could make them leave the teaching profession.

The report provides relevant, evidence-based data that suggests different aspects of teachers' motivations that are indeed, at times influenced by their contexts and situations. Insights from the research likewise lend to a strong set of recommendations that could further strengthen DepEd, as well as other education stakeholders' policy and programmatic responses to promote teaching as a profession of first choice, and to encourage teachers to remain in the Philippines, steadfast in their commitment to educate learners and lead them towards quality learning outcomes.

I am truly grateful to SEAMEO INNOTECH, and sincerely hope that beyond this report, we can continue to work together to support the needs of our teachers, craft a better future for our learners, and to lead the path to a better Philippine society.


Leonor Magtolis Briones
Secretary
Department of Education, Philippines
September 2020

Foreword

On behalf of the Project Advisory Committee (PAC), I am pleased to share with you this research report titled: *“Exploring Teachers’ Whys: Understanding Motivation among Teachers in the Philippines.”* This report presents the findings of a two-year study on understanding the motivations of teachers in joining and remaining in the teaching force. The research was conducted by SEAMEO INNOTECH, in close partnership with the Department of Education, under the guidance of our colleagues in the PAC.



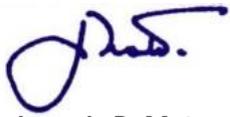
The results of the research, as well as the detailed findings and recommendations outlined in this report, helped in the development of a framework for understanding teachers’ motivations. This framework offers a very helpful guide for us in the Department as we remain steadfast in our commitment to provide an environment that truly enables and supports our teachers in the basic education sector. The research will also serve as a relevant source of information for other stakeholders involved in pre-service teacher training and preparation, and for our other colleagues working in education policy and reform.

While the research project has finally come to a close, we recognize that understanding teachers’ motivations will continue to be a work in progress. Teachers’ contexts will continue to change, shaped by the constantly evolving landscape of challenges, opportunities, and reforms happening not only in the Philippines, but also globally. Recognizing that our teachers’ contexts and motivations vary presents us with even more opportunities to introduce innovations in our policies and programmatic responses that aim to further strengthen our quality education reform agenda.

Moreover, the findings and recommendations of this research project will provide strong evidence to support us as we continue to strive toward our commitment to address our teachers’ needs. Incidentally, as the Philippine Representative to the SEAMEO INNOTECH Governing Board, I also look forward to sharing some of the results with our fellow education leaders in Southeast Asia. I am hopeful that our counterparts in the different education ministries throughout the region can also learn from our findings or be inspired to embark on a similar project for their nations’ teachers.

In closing, I would like to express my appreciation for the work that SEAMEO INNOTECH has done in support of the Department of Education’s initiatives. The research that they provide would allow us to improve the conditions of our teachers, who are very vital resources in our continuing advocacy for quality education outcomes. I also wish to thank the members of the PAC who have generously

provided their time and their insights to help in shaping the outcome of this research project. While our work as PAC members is done, I remain hopeful that we can continue to work as partners in striving for our common aspiration of delivering quality education for all.



Jesus L. R. Mateo

Undersecretary for Planning, and Human Resource and Organizational Development
Department of Education, Philippines
September 2020

Preface

During the SEAMEO INNOTECH Governing Board meeting held in Manila, Philippines in October 2017, Department of Education Secretary Leonor M. Briones emphasized the importance of having a motivated teaching workforce that would help continuously improve learners' achievement outcomes. Thus, SEAMEO INNOTECH embarked in early 2018 on a project that aimed to surface basic education teachers' motivations for joining and remaining in the teaching profession. This is also consistent with



SEAMEO's seven priority agenda, one of which is revitalizing teacher education, specifically by making teaching a profession of first choice. This initiative likewise fits neatly into the Center's continuing programmatic commitments to ensure quality learning and quality teaching, including a 21st century curriculum and professionally trained and well-supported teachers.

It has been a very interesting two years for our research team, as we constantly engaged with our colleagues who formed part of our Project Advisory Committee (PAC), and, most especially, with our teachers who very generously shared their time, their thoughts, and their stories. We also learned much from various reviews of literature produced by educational researchers. This report is an attempt to distill the numerous lessons that we gathered from our teachers, education scholars, and education practitioners throughout the research project.

An important point worth emphasizing in the study of teacher motivation is that teachers do not fit into one singular mold: They are diverse in terms of their characteristics, experiences, and contexts. This should be recognized in the design and implementation of policies and other interventions that seek to improve teachers' well-being and welfare.

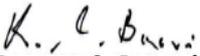
Another highlight of this report is the development of a framework that we hope adequately captures teachers' reasons for joining, remaining and, in some cases, leaving the teaching profession. In developing this framework, the team looked at insights from various researches, both international and in the Philippine setting, and reflected on the themes that emerged from interviews with teachers in the Philippines. Initial iterations of the framework were refined and validated through an online survey that covered more than a thousand basic education teachers from Luzon, Visayas and Mindanao.

While understanding that there remain nuances in the contexts and motivations of teachers, we were deliberate in coming up with a simple framework that would help us understand why teachers

decide to join, stay on, and possibly leave the profession. Throughout the report, we emphasize that teachers' motivations are as diverse and nuanced as their backgrounds and contexts, and how these motivations are fluid—they could emerge and resurface depending on different situations and at different points in the teachers' careers. The report likewise highlights how motivations are not singular—teachers' decisions to join and possibly leave their jobs can be driven by both intrinsic and extrinsic factors. With the research surfacing these different motivations, it is our hope that our education partners can be guided in our common journey of creating an environment that truly supports and nurtures our teachers, our nation's treasures.

This research project was fraught with both challenges and breakthroughs, with our research team at times braving landslides and rough seas, navigating checkpoints and curfews, in an attempt to reach our teachers and listen to their voices so that this project would finally come to fruition. But we also recognize that the challenges the team faced pale in comparison to the everyday struggles that our teachers face throughout their careers.

We thus encourage our readers—fellow teachers, future teachers, and education policy champions and critics alike—to journey with us through these pages as we explore what motivates our teachers to join and remain in the teaching profession. It is our hope that our colleagues working toward education policy reform will find this report helpful in crafting policies and programs that could lead to a qualified, engaged, and motivated teaching force paving the way for a better future for every learner in the Philippines.


Ramon C. Bacani
Center Director, SEAMEO INNOTECH
September 2020

Acknowledgements

The completion of this report would not have been possible without the help and support of numerous colleagues and champions in the Philippine education sector. Foremost, much appreciation should be accorded to the teachers who lent their voices during the interviews, and to the surveys that were deployed online. They remain unnamed in this report, but we are extremely grateful to all of them for generously sharing their stories and their time throughout this research project. This report is for them, in as much as it is also from them.

We also wish to thank the School Division Superintendents of the 21 Divisions, as well as the School Principals, Administrators, and Teachers-in-Charge of the 106 schools that participated in the said survey, for helping facilitate the participation of their teachers in the research project. We are grateful to our partners, especially in Eastern Samar and Maguindanao, who helped link us with the teachers that shared their time with us during the interviews.

We especially thank Department of Education Secretary Leonor M. Briones for her great interest in understanding what motivates our teachers to join and remain in the basic education sector. Secretary Briones' request for SEAMEO INNOTECH to conduct this study provided a compelling force for the team to see the project through.

We also thank Philippine representative to the SEAMEO INNOTECH Governing Board Member and DepEd Undersecretary for Planning, Human Resource and Organizational Development, and Field Operations Jesus Lorenzo R. Mateo for his steadfast support and leadership as Project Advisory Committee (PAC) Chairperson throughout every stage of the project. Likewise, we thank Attorney Nepomuceno Malaluan, DepEd Undersecretary and Chief of Staff, for his continued support to the project. We hope that the project findings will provide useful insights as DepEd moves forward with plans to transform the National Educators Academy of the Philippines (NEAP).

During the inception stages of the research, we were given the privilege to present our plans for the implementation of this project to the Department of Education's joint Executive Committee (EXECOM) and Management Committee (MANCOM). We are grateful for the early comments and the various expressions of support received from the DepEd EXECOM and MANCOM during that meeting held in Zamboanga City in August 2018. We also thank Director Abram Abanil and his team from the DepEd Information and Communications Technology Service (ICTS) for facilitating access to some data on the DepEd teaching force.

We are extremely grateful to the members of our Project Advisory Committee (PAC), who provided valuable insights from the ground, and also from doing their own research. Again, we thank Usec Jess Mateo for his leadership and guidance as Committee Chair, and for serving as our link to Secretary Briones and the DepEd EXECOM and MANCOM teams. We also appreciate the support provided by his teams at DepEd throughout the implementation of this research project.

We are likewise thankful for having Undersecretary Diosdado San Antonio on board as PAC member. He was originally part of the PAC as a member representing DepEd regional offices, but was fortuitously assigned as Undersecretary for Curriculum and Instruction toward the end of the project. Also much appreciated are the inputs shared by Teacher Education Council (TEC) Executive Director Runvi V. Manguerra, and NEAP Executive Director John Arnold S. Siena. We thank Dr. Gina O. Gonong, Director of the Philippine National Research Center for Teacher Quality (RCTQ), Dr. John Addy S. Garcia, Former Dean of the De La Salle University Br. Andrew Gonzalez FSC College of Education, and Dr. Belinda D.V. de Castro, Director of the University of Santo Tomas Research Center for Social Sciences and Education (UST-RCSSD), for providing comments throughout the project period, and for helpful suggestions for fine tuning the research.

We remain grateful to Dr. Jennie Jocson (RCTQ), Professor Virginia Arceo (UST-RCSSD), Mr. Jayson Peñafiel (TEC), Dr. Luz Osmeña (DepEd Region IV-A), Mr. Jose Adrian Fernandez and Ms. Liezel Selda of the DepEd Office of the Undersecretary for Curriculum and Instruction (OUCI), Ms. Cecille Anyayahan and Ms. Ruby Chanda Jetomo of the DepEd-Bureau of Human Resource and Organizational Development (BHROD), Ms. Danise Macaraya-Tiongson (NEAP), and Ms. Krupskaya Añonuevo (Basic Education Sector Transformation) for valuable insights shared during their participation in various PAC meetings.

Throughout the research project, we were able to touch base with other colleagues and in the education sector, through different fora, meetings, and projects that in some ways touched on teachers' motivations. We thank these colleagues for sparking questions and eliciting insights that have found their way into this research. We especially thank Private Education Assistance Committee (PEAC) Executive Director Rhodora Angela F. Ferrer for meeting with us to discuss prospects for also conducting research among private school teachers. While we were unable to conduct a parallel research targeting private school teachers at this point, we look forward to future opportunities to work with PEAC and other colleagues in the private sector.

Likewise, we are grateful to UP College of Education Dean Dr. Jerome T. Buenviaje, former Philippine Normal University (PNU) President Dr. Ester B. Ogena, and 2018 Metrobank Foundation Outstanding Teacher Awardee Dr. Alma Janagap, for their contributions that helped refine further the recommendations of this study. We appreciate the research and practitioner-based insights that they shared as panel reactors during the presentation of the research results during the National Teachers' Month Forum held in October 2020.

This research project was implemented under the general guidance of SEAMEO INNOTECH Center Director Dr. Ramon C. Bacani and the leadership of Educational Research and Innovation Office (ERIO) Manager Mr. Philip J. Purnell. Dr. Sherlyne A. Almonte-Acosta, Education Research Unit (ERU) Senior Specialist, led the core project team which included Ms. May Flor Pagasa A. Quiñones, Research Consultant, and Ms. Gabriella G. Pontejos, former Research Associate.

Due acknowledgement should be given to team members who pitched in at various times throughout the conduct of this project, namely: Educational Innovations Unit (EIU) Senior Specialist Ms. Yolanda C. De Las Alas, for support during PAC meetings and Research Consultant Ms. Susan Cristie D. Belmonte for data-gathering support especially in the Cordillera Administrative Region (CAR); Ms. Merjielyn C. Emia for data-gathering support in Luzon and for logistical support as former ERU Research Associate; Research Consultant Ms. Debbie P. Lacuesta for guidance on the sampling design; ERU Senior Associates Ms. Maria Lovena V. Moneva, Ms. Katherine P. Torralba, and Mr. Keven Lee P. Galanida for valuable support in the analysis of survey results; and to ERU Project Associates Mr. Robert N. Daulat, Ms. Anneraine O. Colobong, Mr. Raphael Santiago, and Mr. Mars Balisacan for equally valuable support throughout different stages of the project. We are also grateful to Ms. Connie J. Maraan for thorough edits, and to Ms. Nicole P. Asedillo for the cover design.

Much gratitude goes to numerous colleagues throughout the Center who provided inspiration, support, and the extra heave to propel the completion of this project. Finally, to our learners on whose shoulders rest the challenge of charting a better future for Southeast Asia and beyond, we thank you for the inspiration.

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Acronyms and Abbreviations

4Ps	Pantawid Pamilyang Pilipino Program
ALIVE	Arabic Language and Islamic Values Education
ALS	Alternative Learning System
ASEAN	Association of Southeast Asian Nations
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BEC	Basic Education Curriculum
BPO	Business Process Outsourcing
CALABARZON	Cavite, Laguna, Batangas, Rizal, Quezon Province (Region IV-A)
CAR	Cordillera Administrative Region
CG	Curriculum Guide
CHED	Commission on Higher Education
CPD	Continuing Professional Development
CTO	Compensatory Time Off
CU	Credit Unit
DBM	Department of Budget and Management
DepEd	Department of Education
DLL/DLP	Daily Lesson Log/Daily Lesson Plan
DO	Department Order
DOF	Department of Finance
DOLE	Department of Labor and Employment
DRRM	Disaster Risk Reduction and Management
ESP	Edukasyon sa Pagpapakatao
FYDP	Five-Year Development Plan
GASTPE	Government Assistance to Students and Teachers
GIDA	Geographically Isolated and Disadvantaged Areas
GSIS	Government Service Insurance System
HEI	Higher Education Institutions
ICT	Information and Communication Technology
INSET	In-Service Training
IRR	Implementing Rules and Regulations
K to 12	Kindergarten to Grade 12
LAC	Learning Action Cell

LET	Licensure Examination for Teachers
LPI	Learning Policy Institute
MIMAROPA	Mindoro, Marinduque, Romblon, Palawan (Region IV-B)
MG	Multigrade
MOOE	Maintenance and Other Operating Expenses
MT	Master Teacher
MTMAS	Manila Teachers Mutual Aid System
NEAP	National Educators Academy of the Philippines
NCBTS	National Competency-based Teacher Standards
NCR	National Capital Region
NEDA	National Economic and Development Authority
OSY	Out-of-School Youth
PAC	Project Advisory Committee
Pag-IBIG Fund	Pagtutulungan sa Kinabukasan: Ikaw, Bangko, Industriya at Gobyerno (Home Development Mutual Fund)
PhilHealth	Philippine Health Insurance Corporation
PIA	Philippine Information Agency
PPST	Philippine Professional Standards for Teachers
POEA	Philippine Overseas Employment and Administration
PRC	Professional Regulation Commission
QR Code	Quick Response Code
RA	Republic Act
RPMS	Results-based Performance Management System
SEA	Southeast Asia
SEAMEO INNOTECH	Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology
SDGs	Sustainable Development Goals
SDS	Schools Division Superintendent
SSL	Salary Standardization Law
SSS	Social Security System
SUCs	State Universities and Colleges
TEC	Teacher Education Council
TEI	Teacher Education Institution
TESDA	Technical Education and Skills Development Authority
TIC	Teacher-in-Charge

TRAIN	Tax Reform for Acceleration and Inclusion
TSS	Teacher's Salary Subsidy
TVE/TVL	Technical-Vocational Education/Technical-Vocational-Livelihood
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization

Executive Summary

Background

In her keynote address during the SEAMEO Governing Board Meeting held in Manila in 2017, Department of Education Secretary Leonor M. Briones emphasized the importance of understanding teachers' motivations to improve student achievement outcomes. Heeding DepEd's calls for research focusing on teacher motivation, in 2018 SEAMEO INNOTECH embarked on a project that aimed to surface teachers' motivations for joining and remaining in the profession.

Through a combination of research methods, this project sought to answer *two whys* and *two whats*—Why do teachers decide to become teachers? Why do teachers decide to stay in the profession? What policy measures are in place that support teachers' decisions to join and remain in the teaching profession? What policy recommendations may be drawn to encourage qualified and motivated teachers to join and remain in the Philippine education system?

This report details findings of the research project, with the first sections providing an introduction and discussing methodologies entailed in conducting the study. A third chapter presents a review of literature that provides a brief overview of the status of teachers globally and in the Philippine setting, and highlights of key research focusing on factors contributing to teachers' motivations and demotivations. This section also includes an overview of teacher welfare policies in the Philippines. The main chapter discusses key project results, first by presenting a profile of Philippine public school teachers, then by detailing teachers' motivations for deciding to join or shift to the teaching profession and for deciding to remain as teachers. Potential reasons for leaving teaching are also discussed. A concluding section summarizes key findings, while the final section suggests policy options and recommendations for relevant stakeholders to promote teaching as a profession of first choice and to encourage teachers to keep on teaching in the Philippine education system.

Methodology

This study is a descriptive, mixed-method research project implemented throughout a period of two years beginning in March 2018, and concluding with the development of this research report in 2020. The first phase, the preliminary scoping phase, involved secondary data analysis, conducted through an extensive review of literature that aimed to provide a fitting foreground and context to this research. The literature review likewise helped guide the development of instruments used throughout this project. This research entailed the conduct of two primary data gathering

methodologies—in-depth, face-to-face interviews and online surveys among teachers throughout the Philippines. Eighteen interviews were conducted among public and private school teachers in different provinces, initially in Luzon (July, September and October 2018), and subsequently in Visayas and Mindanao (June to July 2019). These interviews informed the development of a teacher motivation framework, elements of which were validated, then subsequently refined through a survey deployed using Qualtrics, an online survey research platform.

Anticipating potential fallout due to possible access issues as an inherent limitation of online survey methods, the survey was initially distributed to a total of 107 public elementary and secondary schools from 21 Divisions across all 17 Philippine regions, with a population size of 2,764 teachers. At the end of the data collection period, a total of 1,255 respondents, or more than 200% of the required sample size, had accessed the survey. Teachers from 65 schools all over the Philippines, except for Region IV-B (MIMAROPA), Region X (Northern Mindanao), and Region XIII (Caraga), responded to the survey.

For the qualitative portion of the study, data from the interview transcripts were analyzed using NVivo, research software that helps facilitate categorization and coding of responses. Responses were coded into categories, and were continuously refined until themes related to motivation were arrived at. Recurring themes were considered in developing the survey instrument, which then helped validate the themes surfaced from the interviews.

Survey findings were analyzed using descriptive statistics. Frequencies and percentages were computed and presented in tables and graphs to provide snapshots of data generated from the survey. Some items were also rank-ordered to understand importance and prioritization. Measures of central tendency, such as mean and modal values, were likewise computed to analyze the survey data, particularly the profile data. For the Likert scales on motivation, statements were categorized according to the themes surfaced during the qualitative phase of the research. These went through several iterations, until the themes used in the framework were finalized. Frequency and percentage data from the motivation scales were then generated, in order to determine the top-ranked statements or motivations of teachers.

Preliminary findings were presented to the members of the Project Advisory Committee (PAC), composed of top-level representatives from the Department of Education, and social scientists and education advocates from academic institutions. An initial presentation was made in January 2019 to generate insights to improve a preliminary framework development based on findings from the first round of interviews held in 2018. The PAC was likewise convened to present results of the online survey and preliminary research recommendations in December 2019.

A final meeting was held in July 2020, which provided a venue for PAC members to share comments and suggest enhancements to a draft version of this report. These were considered, and included in relevant portions of the final research report.

Key Findings and Conclusions

This research project attempted to understand two main whys pertaining to teachers' motivations—why teachers decide to join the profession, and why they decide to remain as teachers in the Philippines. In the process of surfacing factors that influence teachers' motivations, this research project also documented possible reasons why teachers would also consider leaving the profession.

The research recognized that based on the profile of teachers that was generated through the survey, teachers are not a homogenous group—teachers are diverse individuals with different characteristics, experiences, and contexts. Thus, this understanding of teachers' diversity and heterogeneity should help inform the development of future policy initiatives, to ensure that these are relevant and responsive to teachers' varied characteristics and contexts.

The design of the project entailed the development of a framework that would capture these reasons for joining, remaining and possibly leaving the teaching profession. Insights from various research, both international and in the Philippine setting, were used as references in developing research instruments, which then served to surface and eventually validate the framework that emerged from this study.

Consistent with research previously done around motivation, the research identified extrinsic and intrinsic drivers of teachers' motivation. Woolfolk's definition of extrinsic drivers, which refer to those influenced by external factors, and intrinsic drivers, or those which emanate internally or from within, were used as a general guide to describe extrinsic and intrinsic factors affecting motivation (Woolfolk, 2007).

Choosing teaching: Why do teachers decide to teach?

- The study found that *intrinsic drivers* strongly influenced teachers' motivations to join or shift to the teaching profession. Teachers derive gratification from what could be perceived as *advantages intrinsic to the teaching profession*.
- These intrinsic rewards could stem from knowing that they will be able to help students and contribute to their communities and society; from their awareness that teaching is where their passion lies; and from recognizing that teachers are highly respected in their own communities.

- An awareness of their *strengths, skills and interests as individuals* was also seen as an intrinsic driver for joining or shifting to the teaching profession. For some teachers, there was recognition early on that they wanted to be teachers. In their childhood, there were instances when teaching would figure in their play, sometimes even in their classroom experiences.
- Teachers' belief systems likewise figured in their decisions to join or shift to the profession. Specifically, belief in "*Divine Providence*," or what teachers alternately referred to as "God's plan," "God's will," "God's grace," or fate, was also among the intrinsic reasons why teachers joined the profession.
- While inner motivations were strong, there were likewise external factors that influenced their decisions to become teachers. The influence of other people was a consistent narrative that the research revealed. Teachers and mentors inspired them to take a similar path; at times, they also took the advice of parents/family members and even friends in deciding their career path.
- Economic considerations also figured in teachers' decisions to become teachers. At the point of choosing their courses, the affordability of Education-related courses figured in teachers' decisions. Teachers likewise considered concerns related to future employability, job security, and tenure, especially for those who were looking for permanent positions.
- The limited options that teachers have could also be a factor for them to choose to join the profession. These include limited information that they had access to, as well as limited or lack of career guidance on what available course and career options they could take.
- A final consideration when it comes to extrinsic drivers for deciding to join teaching is that there are likewise extrinsic teaching profession-related advantages. One of the known perks of being a teacher is that at times, the school holidays and student vacation time could also mean that teachers would have similar breaks in their teaching assignments.

When looking at teachers' motivations for joining the teaching profession, it should be noted that while intrinsic drivers seem to be at the top of teachers' considerations, extrinsic factors, particularly those related to future employability and job security, should be given due attention. Implications of reforms in the broader educational system that open up opportunities for college entrants to enter their profession of choice, regardless of costs, should also provide more impetus for relevant stakeholders to continue to make teaching a profession of first choice.

Staying in teaching: Why do teachers decide to stay?

- Similar to reasons for joining the profession, intrinsic drivers seem to be a strong force for keeping teachers in the workforce. A deep commitment to the teaching profession remains central to teachers' decisions to stay. This commitment is reflected in aspects such as teachers' concern for students' learning, a concern for the greater community and the society, and also a concern for the continuity of the teaching profession.
- Teachers know that they are able to influence students' learning and help shape students' future. Teachers also continue to teach because of the opportunity they have to inspire students to become teachers like them.
- Aside from a deep commitment to the profession, teachers are likewise propelled by the *teaching profession-related intrinsic benefits* that they derive from their work. They find satisfaction in knowing that they have important roles to play in improving the country's future, and find meaning and fulfillment in the work that they perform.
- Teachers likewise expressed that teaching was their passion, and that they derived gratification, enjoyment and inspiration from being with their students, and from having opportunities and the autonomy to express themselves through the practice of the profession. Teachers likewise continued to teach because of the intrinsic gratification they receive from the respect accorded to teachers, as well as what they felt was the high status teachers have in their communities.
- Consistent with reasons for deciding to join the profession, teachers likewise continued to teach because they recognized that teaching is their real interest, it is what they really like and what they are good at.
- Again, teachers' deeply-ingrained belief in the workings of a higher being, of *Divine Providence*, was something that they said made them stay, sometimes even throughout challenging circumstances. Almost all (97%) of the teachers said that they continued to teach because of their belief that it is God's will that they continue to teach. Even throughout the narratives, teachers, regardless of their religious beliefs, were consistent in saying that a greater, divine plan for them to keep on teaching was a reason for their staying power in the profession.
- Alongside these intrinsic factors, a variety of *external factors* likewise influenced teachers' motivations to keep on teaching. A key element that emerged when it came to teachers' decisions to remain in teaching was the presence of an *enabling environment* that encourages teachers to stay in the profession. Teachers, for instance, felt that teaching provided a venue for them to continuously learn and grow professionally. There were also teachers who saw the value of staying in the profession as an eventual stepping stone for future career options.

- The support of different people was identified as a crucial aspect of this enabling environment. The study found that having supportive colleagues whom teachers could confer with in terms of teaching-related concerns, or just to spend leisure time with, was helpful in keeping teachers' motivations afloat.
- Another important aspect of an enabling environment for teachers is the support and encouragement that they get from their supervisors, school systems, and other broader systems—whether these are school-based policies promoting the welfare of teachers, school administrators who remain supportive of teachers, or system-wide policies that affect teachers' welfare and motivation. A strong, supportive, and nurturing school leadership thus remains a crucial element for encouraging teachers to stay in the profession.
- Getting support from their families is also important for teachers. While this was not explicitly identified as a reason for staying in the teaching profession, the research results showed that teachers' families also provided a necessary layer of support so that they could pursue the practice of the teaching.
- In the discussion of economic considerations for remaining in the teaching profession, what emerged was that teachers continue to teach because teaching is their primary source of income. Teachers expressed the need to provide for their families' needs; thus it was important for them to have a steady stream of income.
- Also a continuing consideration to keep on teaching is the need to pay off loans, which was articulated by nearly eight out of ten teachers.
- Still related to economic considerations, teachers reported staying on because of aspirations that they might eventually get promoted, or because of hope that their salaries would continue to increase. Constant in the narratives that teachers shared was the hope that they would receive salary increases commensurate to the value of the work that they do as teachers.

Again, there is a confluence of factors that figure in teachers' decisions to keep on teaching. While the findings strengthen the case that teachers are fueled by intrinsic reasons such as their continued commitment to the profession, and the passion, meaning and fulfillment that they derive from their everyday interactions with their students, extrinsic reasons for staying are also important.

Leaving teaching: Why do teachers leave?

- Nearly four out of ten (38%) teachers surveyed had thought about leaving the profession.
- Most often, teachers cited extrinsic reasons as the possible reasons for leaving teaching. These again include *economic considerations* such as low salaries, the need to find jobs to support their families' needs, and prospects for jobs abroad as possible reasons for leaving.
- Nearly two of every ten teachers likewise said that workload demands would make them consider leaving teaching, while one of every ten teachers said they would leave because of unsupportive systems and environments.
- There were likewise intrinsic drivers that would make teachers consider leaving the workforce. These could include a desire for professional growth, which could be through changes in their current teaching environment, or for some by pursuing other non-teaching career paths.
- There are instances documented in the study when teachers report ceasing to derive gratification from what they had earlier considered as internally-rewarding. Some teachers shared that they sometimes felt the lack of meaning and fulfillment that they used to get from teaching, even in dealing with students who used to be a source of happiness and fulfillment.
- These findings suggest that teachers' intrinsic motivations can also sometimes run dry and that teachers can experience extreme tiredness and burnout as they perform their teaching responsibilities, at times making them think of contemplating leaving teaching.
- These demotivating factors should be taken alongside reasons why teachers decide to keep on teaching. While a greater proportion of teachers see themselves retiring in the profession and could not imagine the thought of leaving teaching, the fact that nearly four out of ten of the current teaching force have thought about leaving, and around two out of ten of the current crop of teachers have actually applied for non-teaching related jobs in the last 12 months, should be taken seriously.

Research findings consistently demonstrate that throughout teachers' journey in the teaching profession, a confluence of intrinsic and extrinsic drivers seem to continuously interact and influence decisions to join, remain in, and possibly leave the teaching profession. As the survey findings revealed, while teachers generally agreed with intrinsic reasons for joining and also remaining in the profession, statements reflecting extrinsic reasons for both joining and remaining are usually among those that would be in the middle, or those that fewer teachers agreed with. When taken along with narratives that teachers shared, it becomes more evident that there is a constant interaction between intrinsic and extrinsic drivers for joining and staying in the profession.

The study likewise emphasized that regardless of how strong teachers' intrinsic motivations are, the reality that they teach because teaching is their source of income sets in. Thus, even while teachers who were interviewed talked about fulfillment and their commitment to teaching as their whys for staying, when asked what would make them stay on as teachers, and what would encourage others to join the teaching profession, teachers maintained a consistent narrative: The need to increase teachers' salaries to make teaching a greener pasture, so that teaching would be a profession of first choice, and so that they would not have to leave. While significantly increasing teachers' salaries, especially in the public sector, remains a challenge because of the sheer number of teachers, study findings on the importance of having an enabling environment that supports teachers' welfare and well-being can also lend practicable insights on how to make teachers stay.

Study findings also emphasize that teachers are a diverse group, coming from different contexts and having different characteristics. At times, there are specific nuances that play into teachers' decisions to join, remain or leave the profession. For instance, results showing that more female teachers agreed that they decided to teach because they really like children could suggest pre-conceived perceptions that teaching is still a woman's turf.

There were likewise findings that illustrate how limited career options and the lack of access to career information and guidance are more pronounced in rural, much more so in remote, areas. Findings showing that loan access was higher among teachers who were married, and teachers who had children, likewise show that there are certain nuances that may influence teachers' decisions to join and remain in the teaching profession. This recognition that teachers have different characteristics, needs, and contexts should be considered in developing measures that could strengthen motivations to become teachers and in encouraging the current crop of qualified teachers to keep on teaching, whether these be *"para sa bata, para sa bayan, o para sa pamilya."*

Recommendations

The research findings open up a substantial base for suggested policy options to help promote teaching as a profession of first choice, and to sustain teachers' motivations for remaining in the profession. It should again be emphasized that the diversity in contexts, characteristics, and experiences that teachers have should be considered in crafting or improving appropriate responses so that qualified teachers are encouraged to continually join and remain in the teaching workforce.

Recognizing from the findings and the supporting literature that teachers' motivations can be influenced by contexts such as demographics (e.g., sex, location, and civil status) and different experiences, it is important that while national policies promote the entire teaching population's

welfare and well-being, there should also be space for local education leaders and implementers to innovate and introduce interventions that are relevant to the needs and conditions of teachers in their own local contexts.

The research offers policy recommendations in different areas such as pre-service teacher preparation, recruitment, and continuous reviews in the K to 12 curriculum. Informed by the research findings, specific programs and initiatives that could help promote recruitment of qualified teachers and enhance teacher preparation, even at early stages such as the basic education curriculum, were identified.

Recommendations to continue to foster an enabling and nurturing environment are likewise suggested, based on research findings that teachers are encouraged to stay in such enabling environments that promote teachers' needs and concerns. A key recommendation in this area is the review and possible updating of the Magna Carta for Public School Teachers, which has been in place for more than five decades. Specific suggestions around teacher recognition and rewards, professional development, and career progression are likewise put forward in this study. Recognizing that supervisors and school administrators play crucial roles in creating a supportive, enabling environment for teachers, recommendations are also made to continue to strengthen school leadership and improve management practices, such as by providing more opportunities to train school leaders and supervisors to become nurturing and supportive leaders.

Recognizing the primacy of *economic considerations* in teachers' decisions to join, remain, and possibly leave the teaching profession, likewise important are suggestions made on providing commensurate compensation, benefits, and financial management options for teachers. The clamor for competitive and commensurate teacher salaries remains a steady aspiration for teachers. While there may be challenges in sourcing and sustaining salary increases that would cover the nearly million-strong teaching workforce, alternative or non-monetary benefits are suggested so that teachers feel that their work is valued, and are adequately compensated.

Finally, recognizing that the scope of the current research is limited, and realizing that the research findings opened up areas for further investigation, suggested areas for future research are likewise identified. Some of these could be on motivations of private school teachers, studies on actual teacher-leavers, studies on motivations of pre-service teachers, and possible perception studies on Senior High School students' views about possible careers in the teaching profession.

Chapter I: Introduction

A. Background and rationale

The UN Sustainable Development Goals (SDGs), the blueprint for addressing a common international development agenda, recognizes the importance of ensuring “inclusive and equitable quality education and promoting lifelong learning opportunities for all” (UN, 2015). Aside from ensuring that learners have access to free, equitable, and quality education across different levels, the SDGs likewise include a specific target to “substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states” (UN, 2015).

Further, recognizing that teacher quality is vital to quality learning and student achievement, the Philippines’ Department of Education (DepEd) has been making sustained efforts to support teacher development. In line with the need to improve professional standards and to support the continuous professional development of the country’s more than 800,000 basic education teachers, DepEd has been introducing policy and programmatic reforms aligned with enhancing teacher quality and professional development.

The Department’s priority 10-point agenda for 2016-2022 explicitly commits to expanding the scope of welfare of Philippine public school teachers. Moreover, recognizing the role of teachers in continuing to strengthen quality learning outcomes, the Education Department’s *Sulong Edukalidad* program launched in 2019 includes teacher upskilling and reskilling among its four-pillar strategy to improve basic education. Likewise, efforts have been made toward the transformation of the National Educators Academy of the Philippines (NEAP), the teacher-training arm of the DepEd. The issuance of Department Order 11, series of 2019 in May 2019, further highlighted the importance and urgency of strengthening training and professional development of teachers and school leaders in Philippine basic education.

In August 2017, Department Order 42, series of 2017, set forth guidelines for the adoption and implementation of the Philippine Professional Standards for Teachers (PPST), which builds on existing frameworks such as the National Competency-Based Teacher Standards (NCBTS); recognizes broader contexts (such as ASEAN integration, globalization, and the changing profile of 21st century learners); and situates education in light of Philippine educational developments, such as the K to 12 reforms (DepEd-TEC, 2017).

While it is important to institutionalize teaching standards to ensure teacher quality and continuous professional development for teachers throughout their career, it is equally relevant to look at

issues of quality from the perspectives of those primarily involved in education—the teachers. These teachers come from different backgrounds and possess different qualifications, competencies, and motivations for being in the profession. It is important to determine teachers' motivations so that policymakers and other education stakeholders can work together to raise the bar of teachers' performance in line with quality teacher standards.

Studies around learner achievement demonstrate that teachers play an important role in student achievement (See for example Darling-Hammond, 2000; Palardy and Rumberger, 2008; and Blazar and Kraft, 2017). In order to better ensure quality student learning outcomes, it is also important to understand the differential contexts and motivations of teachers that make them effective conduits for students' future achievements and success.

B. Significance of the study

The importance of understanding teachers' motivations to improve student achievement outcomes was first emphasized by Secretary of Education Leonor M. Briones during her keynote address at the SEAMEO INNOTECH Governing Board Meeting in October 2017. In various fora since then, Secretary Briones has expressed the impetus for understanding teachers' contexts and motivations for joining, and for staying in the teaching profession even despite the challenges that public school teachers face. In her address during the presentation of the Task Force Report on NEAP Transformation held in February 2019, Secretary Briones highlighted precisely this need to understand teachers' motivations:

Finally, we need to address the context of where our teachers are now, which I expounded at the beginning. I am excited about the results of ongoing studies on teacher motivation. Why do teachers today want to become teachers? Why do they want to stay? Why are they transferring, by the hundreds, by the thousands, from the private to public schools, even as a section of teachers in public schools are screaming of their sufferings? We have to at least make sure that our teachers are aware of these. These are important so we know what additional knowledge, what additional insights, we should put into the curriculum for professional development (Department of Education, 2019).

Thus, SEAMEO INNOTECH carried out this study as part of its technical assistance to the education department and consistent with its ongoing commitment to revitalize teacher education as one of the programmatic priorities in both the 8th Five-Year Development Plan (8th FYDP) for 2011-2016 and the 9th FYDP for 2016-2021. Revitalizing teacher education and making teaching a profession of

choice is likewise one of the seven priorities declared and committed to in the Strategic Ministerial Dialogue held in Vientiane, Lao PDR on September 13, 2014, and confirmed during the 48th SEAMEO Council Meeting in May 2015. Through its Research and Innovation Fund, SEAMEO INNOTECH implemented this study from March 2018 to December 2019. Report writing and refinement proceeded from January to June 2020 amidst the disruptions caused by the COVID-19 global pandemic and community quarantine. The research project involved the participation of a Project Advisory Committee (PAC) comprised of top-level representatives from the Department of Education, and education and social science practitioners from the academe.

Finally, a concrete outcome of this research on motivations among teachers in the Philippines is a set of recommendations and policy options that could inform reforms around teacher welfare and professional development. It is hoped that the recommendations surfaced from this project could contribute to the pivot to quality that the Department of Education strives for, and to SEAMEO INNOTECH's vision of creating a better future for all learners in Southeast Asia.

C. Research objectives and questions

The study was guided by the following research objectives:

1. To determine teachers' motivations for joining and remaining in the Philippine basic education system;
2. To determine existing policies that support teachers' motivation to join and stay in the Philippine education system; and
3. To come up with concrete recommendations that could inform policy initiatives toward improving teacher motivation in the basic education system.

Moreover, the study aimed to answer the general question: **What motivates teachers to join and remain in the Philippine education system?** More specifically, the project was guided by the following questions:

1. Why do teachers decide to become teachers?
 - i. Why do teachers join the teaching profession?
 - ii. What factors encourage non-Education majors to take Education as a second/ other course and decide to become teachers?
 - iii. What factors encourage career shifters to become teachers?
2. Why do teachers decide to stay in the teaching profession?
 - i. What are their purposes for staying/remaining in the profession?

3. What policy measures and incentives are in place in the Philippines that support teachers' decisions to join and stay in the teaching profession?
 - i. What policy measures exist that encourage teachers to become teachers?
 - ii. What policy measures/incentives exist to motivate teachers to teach in the Philippines?
4. What policy recommendations may be drawn up to encourage qualified and motivated teachers to join and remain in the Philippine education system?

As a first attempt to answer these questions, a thorough review of literature was conducted in the early stages of the project. The desk review provided an overview of the global status of teachers, and situated the research in the context of teachers in the Philippines. The review likewise consolidated policy initiatives related to the status and welfare of Philippine teachers, and some of these initiatives will be mentioned throughout this report. Relevant research pertaining to teachers' motivations and potential de-motivations were likewise surfaced, and will be incorporated and discussed in the findings of this study.

While the review of literature presented different ways of understanding teachers' motivations, the findings likewise suggested a need to develop a framework for motivation that would really capture the context of Philippine teachers. Thus, the review of literature provided a solid foundation for the development of the interview guide and the survey questionnaire, which were used as the primary data-gathering instruments throughout the conduct of the study. Combining the findings from the review of literature and the findings from this current research was helpful in developing a framework for understanding teachers' motivations in the Philippines.

D. Scope and limitations

In addressing the research questions, the study focused on teachers in the Philippine basic education system. The original intent of the study was to look at motivations both of teachers in public and private schools. While private school teachers were among those interviewed during the qualitative portion (interviews) of the study, the quantitative portion (survey) focused mainly on public school teachers.

The decision to focus on public school teachers for the survey was due primarily to time constraints, and partly to the lack of readily available data on private school teachers necessary to develop a sound sampling frame.

Moreover, early on in the study, a suggestion was made to also surface motivations of pre-service teachers in order to address the question, “*Why do teachers decide to become teachers?*” Again, owing to time constraints, the project focused only on in-service teachers as the research subjects, but with a deliberate intent to surface their motivations for joining the teaching profession using a retrospective approach. This meant that research subjects, both for the interviews and survey, were asked to look back and reflect on their reasons for deciding to take up education, and to join the teaching profession.

The project was designed to be descriptive in nature, and as such, did not endeavor to establish statistical correlations and causality between the teachers’ profiles and their motivations for joining and remaining in the teaching profession. Moreover, given the voluminous data surfaced from the survey component of the project, future research projects could be designed that intend to establish correlations across the different research variables.

In terms of geographic scope, the project covered teachers throughout the country’s three major island groupings. With the large survey sample of over a thousand teachers from Luzon, Visayas, and Mindanao, the survey results could be used to describe the national population of teachers. However, while there was an attempt to also ensure representation across all regions, the results could not be said to be generalizable to teachers from specific regional groups.

Further, while a key innovation of the project was the use of an online survey platform that facilitated and sped up data collection and analysis, there were likewise limitations inherent to using online surveys. For instance, the survey might not have reached all teachers due to internet access and connectivity issues. Teachers who were from hard-to-reach and remote areas might have experienced difficulties in accessing the survey. The internet-based survey methodology might also have resulted in differential age divides—teachers who were older and not very comfortable with digital technologies might not have been represented well, compared to their counterparts who were more digital-savvy. Anticipating this limitation however, the research team ensured that the survey was distributed to more than the required sample size of teachers, so that even with respondent fallout due to potential access issues, the ideal sample size would still be met.

Another limitation was that raw data from the survey were used as basis for analysis of the results. This meant that all responses were considered, and no responses/respondents were treated as invalid responses even if they were not able to complete the survey. Thus, there was no consistent “N”; the number of responses throughout the discussion of results would vary. To address this limitation, the results consistently presented the number of responses per survey item.

Finally, one of the activities originally planned as part of the research design was a validation forum where the teacher motivation framework and research results would be presented to teachers. However, due to time constraints, this crucial activity was not done. Instead, the results of the survey served to validate the elements of the framework, which were surfaced during the interviews. The framework was presented twice to the PAC, first during the initial stages of its inception after the interviews, then again when the framework was modified after the results of the survey came out. These were then maximized as opportunities to validate the research results.

Chapter II: Methodology

A. Research design

This study is a descriptive, mixed-method research project which was implemented throughout a period of over two years, with preliminary work conducted in March 2018 and data gathering activities concluding in December 2019. The first phase of the project—the preliminary scoping phase—involved secondary data analysis, conducted through an extensive review of literature on topics related to teacher motivation and theories around motivation. The review likewise situated teachers across different contexts, such as globally and in the Philippines, and looked at the policy landscape supporting the status and welfare of teachers in the country.

The literature and policy review was conducted from March to June 2018, and enhanced between March and August 2019. A final version of the literature review report was submitted to the DepEd in September 2019. An abridged version of the review appears as a separate chapter in this report. Key findings consistent or aligned with the research results are incorporated, as relevant in the report. Relevant literature that surfaced during this secondary analysis were crucial references in developing the research instruments, and helped shaped the framework for understanding teachers' motivations, which was developed as part of this study.

The second phase of the project aimed to surface themes around motivation. This was done through the conduct of in-depth interviews with teachers from public and private schools. The interviews, each lasting between two to six hours, were audio-recorded and transcribed to allow for more detailed descriptions and analyses of teachers' motivations for joining and remaining as teachers.

Initially, 10 teachers from Luzon were interviewed in July, September and October 2018. With these interviews, the team felt that there were already sufficient data from which motivations could be surfaced, and themes could be generated. Thus, transcripts from the Luzon interviews were reviewed and analyzed, until a coherent preliminary schematic that summarized motivations of teachers emerged. A report was prepared based on preliminary findings and insights from the Luzon interviews, and submitted to DepEd in May 2019.

However, in order to also ensure that motivations of non-Luzon-based teachers would be surfaced, the research team also conducted interviews in Visayas and Mindanao from June to July 2019. New data surfaced from this leg of interviews strengthened the qualitative research findings and helped evolve the teacher motivation framework.

The motivation factors that were surfaced were then validated during the quantitative phase of the research. During this phase, an online survey among public school teachers was conducted in order to validate what motivates teachers to join and remain in the teaching profession.

While the research could have prioritized the survey component phase, which took a relatively shorter time to conclude, the research was deliberately designed to surface teachers' motivations from the ground up, through the interviews with teachers that were conducted before the survey component. This strategy was employed to ensure that a deeper understanding of Philippine teachers' contexts and motivations, as surfaced from actual teachers' narratives, would greatly inform and lend credence to the framework for understanding motivation.

As mentioned in an earlier section of this report, a Project Advisory Committee (PAC) composed of top-level representatives from the Department of Education (Office of the Undersecretary for Planning, Field Operations and Human Resources, Region IV-A; ¹ Teacher Education Council (TEC); and National Educators Academy of the Philippines (NEAP)), and representatives from universities and social science practitioners (Philippine National Research Center for Teacher Quality; De La Salle University; and University of Santo Tomas Research Center on Social Sciences and Education) was convened as an advisory body to provide strategic guidance and technical review of project outputs. The PAC, chaired by Undersecretary Jesus L. R. Mateo and co-chaired by SEAMEO INNOTECH Director Ramon C. Bacani, was a helpful mechanism built into the research project, to ensure that the research would yield results and recommendations that would be relevant for improving or shaping future policies that advance teachers' welfare and status in the Philippines.

B. Sampling

Different sampling techniques were employed for the qualitative and quantitative phases of the research. In identifying data subjects for the interviews, teachers were purposively selected based on maximum variation criteria identified by the research team. The teacher-informants came from personal and professional contacts of the research team, or were identified through referrals. Eighteen informants were interviewed, representing different profile categories, as summarized in Table 1.

¹ Toward the end of the project, the Regional Director for Region IV-A was appointed as Undersecretary for Curriculum and Instruction. The PAC membership thus shifted to the OUCI, and is seen as a welcome development in helping propel research recommendations forward.

TABLE 1. PROFILE OF TEACHER-INFORMANTS* FOR THE INTERVIEWS**

-
- **Teachers from three major island groupings**
 - Luzon (CAR, NCR, MIMAROPA)
 - Visayas (Eastern Visayas)
 - Mindanao (BARMM)
 - **Teachers from different school categories**
 - Public schools
 - Private schools
 - **Teachers handling different contexts**
 - Monograde teachers
 - Multigrade teachers
 - Alternative learning school (ALS) teacher
 - Madrasah teacher
 - **Teachers from different locales**
 - Urban settings
 - Rural settings (mountainous, coastal areas)
 - Conflict areas
 - **Teachers handling different grade levels, teaching positions, and subject areas**
 - **Teachers with non-education backgrounds (career-shifters)**
 - **Teachers with different tenures (from 1-30 years)**
-

*Categories of teachers are not mutually exclusive

**Schools where interview informants came from deliberately withheld to preserve informants' anonymity

Having teacher-informants across different categories was particularly helpful in ensuring that varying contexts and perspectives were considered in surfacing factors that affected teachers' motivations for joining and staying as teachers.

The quantitative portion of the study entailed a more rigorous sampling design. For public school teachers, the sample was derived using a multistage cluster sampling technique, with the first stage being the inclusion of all regions; the next stage being the random selection of Divisions; then the random selection of schools from which to draw the final sample of teachers. To ensure that there would be minimal biases in the selection of teachers, school administrators were instructed, through official correspondence, to share the survey link with all teachers in their school.

An online sample size calculator was used to come up with the sample size suitable for a population of 825,696 public school teachers², with a confidence interval of 95% and a margin of error of 4%.³ A statistician was likewise consulted on the validity of the sample size and the sampling design.

² The number of public school teachers is based on DepEd Personal Services Itemization and Plantilla of Personnel (PSIPOP) generated as of April 15, 2019 from the DBM Government Manpower Information System.

³ Krejcie, R. V., & Morgan, D. W. (1970) recommend a sample size of 384 for a population size of up to one million; calculations for surveys with 95% confidence interval and 4% margin of error require a sample size of 600.

In order to reach the desired sample size of at least 600 public school teachers, and taking into account possible survey fallout rates, the survey was distributed to a total of 107 elementary and secondary schools from 21 Divisions across all 17 Philippine regions.⁴ The combined population for all 107 schools was 2,764, which was more than 25% higher than the suggested distribution target of 2,400 public school teachers needed to ensure a 600 sample size.

At the end of the data collection period, 1,255 respondents, or more than 200% of the required sample size had accessed the survey. Teachers from 65 schools all over the Philippines, except for Region IV-B (MIMAROPA), Region X (Northern Mindanao), and Region XIII (Caraga), responded to the survey. *Figure 1* shows the percentage distribution of teacher-respondents by region.

It should be noted that while a sampling design was also prepared for potential rollout among private school teachers, this did not proceed as planned due to constraints earlier discussed in the limitations section of this report. Thus, the quantitative portion of the study only focused on motivations among Philippine public school teachers.

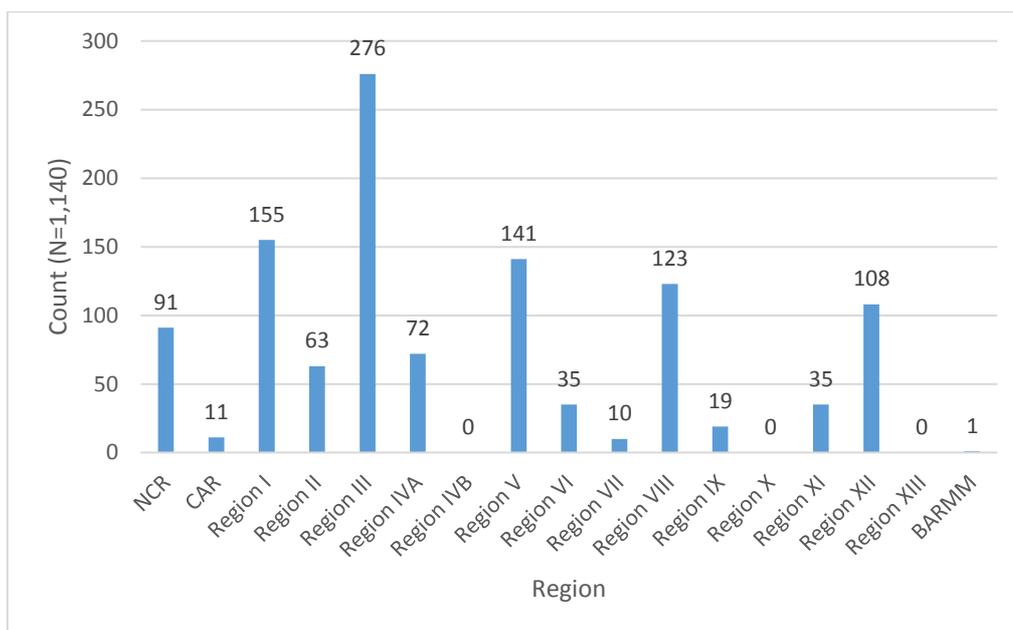


FIGURE 1. DISTRIBUTION OF RESPONDENTS BY REGION

⁴ While data on teachers from the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) were not included in the PSIPOP database (April 2019) provided by DepEd, another DepEd database, the Basic Education Information System (BEIS) (February 2019) was referred to for school-level data on the number of teachers in Basilan. The number of survey respondents thus also includes teachers from Basilan.

Since the survey link could easily be shared even with those not from target schools, it should be noted that some responses came from a few teachers who were from schools excluded from the original sample. It should likewise be noted that some respondents opted not to answer all survey items. Thus, the results yielded different response rates per item. *Annex A* shows the list of schools that participated in the survey.

C. Instrumentation and data collection

In order to address the research objectives, two data collection instruments—an in-depth interview guide and a survey— were developed as part of the research project. As a general strategy of the research project, the Department of Education, through the Office of the Undersecretary for Planning and Field Operations, issued a memorandum informing key basic education public and private school leaders and administrators about the project. This helped facilitate data collection and instrument rollout among the target sample. *See Annex B for a copy of the memorandum.*

1. In-depth interview guide

For the qualitative data collection portion, an interview guide was crafted that aimed to surface why teachers joined and continued to stay in the teaching profession. The interview guide was developed after a thorough review of literature and benefited from a review by one of the members of the Project Advisory Committee (PAC).

In order to test for clarity and logical flow of questions, the instrument was pre-tested among two teachers in July 2018. One interview was conducted online via a Facebook video call, while the other was conducted live. Each interview lasted more than three hours, and was audio-recorded with the consent of both informants. At the end of the interview sessions, the teacher-informants were asked if there were unclear questions, or for any suggestions on how to improve the instrument. The interview guide was then finalized, and administered by September 2018 (See *Annex C* for a copy of the final interview guide).

The final in-depth interview guide is a 10-page instrument that includes questions on teachers' demographic and socio-economic backgrounds, educational preparation, career background, and professional development. Such questions were important to establish the contexts and circumstances teachers face, as these could provide deeper insight into their motivations.

The instrument likewise includes questions that specifically probed teachers' reasons for deciding to join, or in some instances, to shift to the teaching profession. Questions on their reasons for remaining as teachers in the Philippines, as well as possible reasons for leaving teaching were also included in the instrument. Items that sought recommendations for improving teachers' motivations likewise form part of the in-depth interview guide.

While the instrument was written in English, it should be noted that the interviews were conducted in the vernacular, which was in most cases a mix of English and Filipino. In locales where different Philippine languages are spoken, some portions of the interviews were conducted in the local languages (e.g., Kalinga and Waray). Even though the teacher-informants were usually well-versed in the English language, they were encouraged to respond to the questions in a language they are most familiar and comfortable with.

Except in instances where informants from a particular area were available at the same interview time slot, the interviews were administered by a tandem of researchers. This helped ensure that all the interviews were conducted objectively, and that all items in the instrument were covered.

On average, the interview sessions lasted between three to four hours, depending on how the "storytelling" progressed. The researchers were very flexible, and allowed the teachers to share their stories, with the interview instrument serving as a mere guide. In one particular instance, the session lasted for nearly six hours, with no breaks in between; in another instance, the interview lasted just over two hours. There was also an instance when an interview had to be cut short and continued the next day because the informant had to reach home before nightfall. Interviews likewise began as early as six o'clock in the morning, or as late as eight in the evening. These variations in the duration and timing of the interviews were because some teachers were very animated storytellers, and had a lot of experiences and reflections to share. The research team was also conscious not to impose on the schedules of the teachers, and intentionally scheduled interviews at the convenience of the teachers so that these would not interfere with class time and other competing responsibilities.

Similar to the interviews during the instrument pre-test stage, with the signed consent of the informants, all interviews were audio-recorded to allow for easier recollection and analysis. With the exception of the online instrument pre-test held via Facebook, all interviews were conducted face-to-face, in relatively quiet and private environments, in order to allow the teachers to more freely express themselves. The data collection via interviews began in July 2018 (pilot), and were conducted across a span of several months (September and October 2018 for Luzon, and June and July 2019 for Visayas and Mindanao).

2. Survey instrument

For the quantitative portion of the study, a survey instrument was developed to establish the context that teachers face, and to validate the themes that emerged from the interviews with teachers. Similar to the interview guide, the survey sought to establish the teachers' demographic and socio-economic background, educational preparation and professional certifications, workplace/school context and employment details, and income and financial information.

The survey likewise included four-point Likert scales that aimed to gauge the respondents' current experiences and perceptions as teachers; their motivations for taking up education, or deciding to shift to teaching from other professions; and their reasons for remaining as teachers. Respondents were asked to select the scale point that best reflected their agreement or disagreement with each of the items in the Likert scales, given the following options: Strongly Agree, Agree, Disagree, and Strongly Disagree. The scale was deliberately designed to ensure that teachers would be forced to take a definitive stance; thus no middle or neutral response was provided as an option. Another section attempted to uncover teachers' reasons for possibly leaving the teaching profession (See Annex D for a copy of the final survey instrument).

The instrument was designed to be deployed via a subscription-based online platform, Qualtrics, to help facilitate data collection, retrieval and analysis. Similar to what was done for the interview guide, stringent instrument reviews were done to ensure the reliability and validity of the survey instrument. Prior to survey rollout, the draft survey instrument was sent to members of the Project Advisory Committee for their review. Comments from the PAC, as well as from relevant offices from the Department of Education, were considered in revising the survey instrument.

After incorporating relevant comments from reviewers, the instrument was then pilot-tested among teachers prior to distribution to a wider sample. In order to also test for possible issues that may arise from using an online distribution method and platform, survey links and QR codes were deployed using different means such as via email, Facebook messenger, and Viber. Teachers were instructed to answer the survey, and provide feedback on which items were unclear or difficult to answer. They were also requested to take note of any difficulties in accessing the survey, and of how much time they spent answering the survey. At the end of the pilot-testing period of nearly 30 days, a total of 55 respondents had accessed the survey. Slight modifications were made to the instrument, based on feedback received from some of those who participated in the pilot-testing.

Data collection using the online survey platform commenced on the first week of October 2019, after final approval of the instrument and sampling design. Letters containing information about the project, and specific instructions for answering the survey, were sent via courier and email, to Schools Division Superintendents (SDS) and Principals of the pre-selected schools and divisions. While the original plan was to keep the survey open for only 30 days, the survey was activated for a period of almost 60 days, to ensure a higher response rate.

Based on survey metadata generated by the online survey platform, the survey took from 15 to 45 minutes to complete, consistent with feedback received during the pilot-testing period. There were, however, respondents who took several days to finish the survey questions, perhaps squeezing in different pockets of time in order to accomplish the survey.

D. Data analysis

Analysis of the interview and survey results commenced as soon as the data came in. For the qualitative portion of the study, the interviews were transcribed by two outsourced transcribers. Although the interviewers took notes during the interviews, reading through the statements and re-imagining the sentiments of the teacher-informants provided a more vivid picture of the narratives the teachers shared. Thus, it was important that all 18 interviews, including those from the interview pre-testing stage, were transcribed verbatim. Each of the completed transcripts ranged from between 30 to 88 pages, using standard font 11, single-spaced, A4-sized paper type. All transcripts were reviewed for clarity, and anonymized to ensure that the informants would not be traceable.

After data cleaning, the transcripts were analyzed using NVivo, a research software that helps facilitate categorization and coding of responses. Similar responses were coded into categories, and were continuously recoded and refined until themes related to motivation were arrived at. Responses to questions that established the teachers' background were also categorized, and were vital in crafting narratives pertaining to teachers' contexts and motivations. Recurring themes were considered in developing the survey instrument, which then served to validate the themes that were surfaced from the interviews.

For the quantitative part of the study, analysis was limited to descriptive statistics. Frequencies and percentages were computed and presented in tables and graphs to provide snapshots of data generated from the survey. Some items were also rank-ordered, in order to understand importance and prioritization.

As relevant, measures of central tendency, such as mean and modal values, were likewise computed to analyze the survey data, particularly the profile data. The word cloud function of Qualtrics was likewise utilized to quickly determine common themes or occurrences within survey responses.

For the Likert scales on motivation, each statement was categorized according to the themes that were surfaced during the qualitative phase of the research. These were subsequently refined, and similar statements were grouped together to signify that these were related under one theme. Frequency and percentage data from the motivation scales were then generated, in order to determine the top-ranked statements or motivations of teachers.

While this was designed to be a descriptive, and not inferential, research, there was some attempt to establish connections among demographic variables and motivations. As necessary, certain demographic variables were cross-tabulated against each other, or against different statements pertaining to motivation, in order to assess whether different variables influenced teachers' motivations. However, due to time constraints, not all variables were cross-tabulated and relationships were not clearly established. Where these were not addressed in the quantitative analysis, data from the qualitative segment of the research (in-depth teacher interviews) served to substantiate and establish contexts and connections pertaining to teachers' motivations.

E. Ethical considerations

Research ethics and data privacy concerns fully compliant with SEAMEO INNOTECH's Research Ethics policies and protocols were integrated throughout the entire research design. Before each interview, for instance, teacher-informants were requested to read through and sign a consent form, which signified their approval for documentation and use of interview data for research purposes. Measures to preserve the anonymity of the data were likewise set in place.

The memorandum endorsed by the Department of Education included a clause informing school administrators that no prior permissions were needed for interview informants to participate in the study, as long as these did not interfere with teaching hours. While courtesy protocols to inform school administrators were still followed, especially in difficult areas in Luzon, Visayas, and Mindanao, the teacher-informants who were interviewed were not identified in correspondence. For the survey, an introductory note included guarantees for anonymity of responses. The integrity and originality of all research outputs were likewise ensured, through proper documentation of references used throughout the research process. Urkund, a software used to detect plagiarism, was used to check all research reports before submission to the Department of Education.

Chapter III: Literature Review⁵

This section will discuss some of the pertinent research unearthed throughout the review of literature. With key elements of the review focusing on the global status of teachers, the context of teachers in the Philippines, and on previous work done by others around factors affecting teachers' motivations, a review of literature provided a strong anchor for the study. The review likewise includes a scan of policies around teacher welfare in the Philippines, and these attempt to provide deeper context to the study findings.

A. The global status of teachers

Work done by Dolton and colleagues in 2013 and 2018 looked at the status of teachers in different countries. They studied several dimensions of teachers' status, including social standing; respect toward the profession vis-à-vis other professions; perceptions about adequate financial rewards; parental encouragement of teaching as a career path; the degree to which people trust their educational system; and how much teachers are trusted to deliver students' education. Among other findings, the 2013 study found that teachers were perceived differently in different countries, with teachers in China receiving status equal to that of doctors. Across the 21 countries surveyed, teachers were given a mid-way ranking of 7 out of 14 professions. These varying perceptions on the status of teachers may eventually influence students' future decisions to become teachers (Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, 2013).

The 2018 study, meanwhile, found that in most of the 35 countries surveyed, with a few exceptions (e.g. Turkey and Indonesia), those with relatively higher status of teachers (e.g., China, Singapore and Taiwan) showed better student outcomes as indicated by student scores in the Program for International Student Assessment (PISA) standards. Results of the study provide further impetus for governments to work toward improving teachers' status, since this can directly contribute to improved learner outcomes and increase the likelihood of more effective teachers joining and remaining in the teaching force (Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, 2013).

Likewise, important were findings from research done by Education International (EI), a federation of teachers' trade unions worldwide that looks at the status and conditions of teachers from the perspective of members of education unions. Building on results of earlier surveys among teacher unions, a study conducted by EI in 2017 surfaced certain worldwide trends related to teaching, such

⁵ This is an abridged version of the unpublished literature review report that was submitted to the Department of Education in 2019.

as decreasing numbers of teachers due to disinterest to join the profession; significant shortages in the number of teachers; the increasing numbers of unqualified teachers; the changing nature of employment conditions; decreased prioritization for public education; and the increasing privatization of education. The report likewise established a host of issues faced by teachers, such as insufficient salaries vis-à-vis teachers' qualifications and experience; and concerns related to stressful environments and increased workloads, which sometimes lead to teacher burnout (Stromquist, 2018).

An earlier study, also by EI meanwhile confirmed implications of policies and evolving socio-cultural and economic landscapes, such as on state funding for education, precarious or contract-based employment, and performance-based accountability mechanisms for teachers, on the status of teachers. Thus, the EI-commissioned study surfaced policy recommendations such as the need for strengthened support for quality education through national budget allocations' adequate teacher support systems; high quality teacher intake through state-funded pre-service training and continuing professional development; and the provision of incentives to continue to make the profession more attractive for highly-qualified teachers. As Symeonidis articulated, *"attracting motivated individuals, providing them with the means to develop into high-quality professionals and motivating them to stay in education are the key determinants for any policy recommendation on teacher status"* (Symeonidis, 2015).

B. Teachers in the Philippines: Qualifications, status, and conditions

The literature review likewise surfaced concerns related to the qualifications, status and conditions teachers in the Philippines currently face. While there are a lot of excellent Filipino teachers, as seen in media reports and as publicly-recognized through different teacher award and recognition mechanisms, there are likewise concerns related to the quality of teachers.

For instance, looking at data from Board Licensure Examination for Professional Teachers (BLEPT), the Philippine Business for Education (PBE) found that scores in the licensure exams have consistently declined throughout the years. Data from the Professional Regulations Commission (PRC, the Philippine state licensing board) show an average passing rate of 31% (Cepeda, Half of PH schools for teachers perform poorly in licensure exams, 2017; Philippine Business for Education, 2018; Philippine Business for Education, 2017). Moreover, PBE and PRC data show that more than seven out of ten test-takers in March 2018 were re-takers (Tomacruz, 2018a).

Also of great concern is that while teacher education institutions (TEIs) continue to proliferate, there are TEIs that have passing rates below 20%, with at least 13 TEIs producing no LET (Licensure Examination for Teachers) passers at all (Philippine Business for Education, 2017).

These figures on teacher professional licensing are an area of concern because passing teacher licensure examinations is part of the criteria laid out by the Department of Education for those who want to become public school teachers. Moreover, while passing professional licensure examinations somehow provide an assurance of the quality of educators who enter the basic education system, there have been calls to be even more flexible, especially due to perceived shortages in the number of teachers, especially in Philippine private schools.

For instance, in 2018, DepEd National Capital Region (NCR) issued Regional Memorandum 78 reiterating that only LET-passers can teach in the private schools, as mandated by the Philippine Teachers Professionalization Act (Mateo J. , Public school teachers' accumulated debt reaches P300 B, 2017). With recent increases in the salaries of public school teachers, private basic education institutions bear the brunt of teachers leaving private schools and choosing to teach in public institutions instead. Thus, DepEd NCR's Memo 78, s 2018 was heavily criticized by some teachers' groups, since it seemed to provide further disincentives for educators without professional licenses to enter the profession, and to consider staying in private schools. DepEd has since committed to review the said policy and reiterated that certain conditions of existing laws provide exemptions that address concerns related to the shortage of qualified teachers.

Further, even with clearly-established and publicly-available hiring guidelines that in principle make it easier for possible entrants to the teaching profession, various accounts still maintain that there is a shortage of qualified teachers in basic education (See for instance Mateo, 2018b; Mocon-Ciriaco, 2018; Golez, 2018). While these may be true only in certain geographic areas, this concern still merits closer attention.

In the Philippines, perceptions about the status of teachers and the teaching profession vary. While it is still generally perceived to be an honorable profession, it also beset by woes, such as perceptions of inadequate salaries, poor working conditions, and challenging professional development progression (Cabato, 2018). Nevertheless, research still supports the claim that quality teachers contribute to improved student learning outcomes. This was evident in a study on public education spending and the quality of education services in the Philippines conducted by the World Bank Group and Australian Aid.

Citing studies in different locales, the World Bank-AusAid study cited how better teaching in basic education has resulted in increased college participation rates and future-earnings, and improved other long-term outcomes (World Bank Group and Australia, 2016).

Specifically relevant to this current research is how the World Bank-AusAid study underscored the importance of teacher motivation in improving students' learning outcomes, while at the same time surfacing evidence of weak subject knowledge and instruction among elementary and high school teachers in the Philippines. The study yielded possible insights on professional development needs and funding for teachers, a key component of improving teacher quality.

The study observed how this disconnect in teachers' self-assessments could potentially translate to inconsistencies in how teachers assess their students, and how such discrepancies in their self-assessments could also impact on their perceived professional development needs. While funding for professional development has increased over the years, the study suggests the need to further expand and customize training opportunities, and to better align teachers' performance monitoring with incentives in order to improve their competencies and motivation. Moreover, issues of access remain, and suggest the need for more decentralized training opportunities so that teachers could participate in training activities (World Bank Group and Australia, 2016).

Also central to the discussion of teachers' welfare is the long-standing issue of perceived salary insufficiency among teachers, even as public school teachers' salaries have significantly increased over the years. Publicly available data and news reports have shown increases in the salaries of public school teachers, due to regular salary adjustments implemented with the passage of the Salary Standardization Law (SSL), and take-home pay increases for teachers in lower salary brackets, due to the implementation of the Tax Reform for Acceleration and Inclusion (TRAIN) Law (Department of Budget and Management, 2018).

Despite increases in teachers' take home pay over the years, there continue to be reports of teachers incurring massive amounts of debt from government and private lending institutions (Mateo J. , Public school teachers' accumulated debt reaches P300 B, 2017; Mercene, 2018). A study by the Philippine Institute of Development Studies (PIDS) also found that public school teachers tend to borrow 50% more compared to government employee counterparts, through private lending institutions (PLIs), the Government Service Insurance System (GSIS) and the PAG-IBIG Home Development Mutual Fund (Hernando-Malipot, DepEd ends Nat'l Teachers Day with assurance to improve pay, welfare, 2017).

Accessing loans payable through salary deduction schemes from government and PLIs have resulted in teachers receiving take-home pays below the mandated PhP 4,000.00 limit (Cepeda, Criticisms vs DepEd over teachers' loans are 'misplaced' - Briones, 2017a). This has prompted the DepEd to issue a Department Order implementing a cap of PhP 5,000 for the net take home pay for DepEd personnel. The DOF has likewise called on government financial institutions (GFIs) to plan an easy to pay, low interest refinancing program for loans acquired by public school teachers to private lending institutions that charge unreasonably high rates (Department of Finance, 2017).

With teachers' working conditions and reported financial insufficiency receiving constant attention, policymakers continue to be concerned about the plight of teachers. Some teachers claim to receive salaries that are too low to sustain their families' needs, prompting them to resort to desperate measures. In 2018, *Ako Bicol* Partylist Representative Rodel Batocabe expressed that debts incurred by teachers are also a result of being victimized by PLIs that prey on their low financial literacy and economic vulnerability. A survey conducted among 1,924 public and private school teachers revealed that both professional and pre-service teachers in the Philippines have very low basic and sophisticated financial literacy skills (Pepito, Villarante, Pogoy, & Montalbo, 2017).

To address this concern, in 2018, DepEd launched financial literacy seminars together with the Central Bank of the Philippines and the private sector. The seminars aim to teach financial literacy to teachers, who would in turn cascade the knowledge on personal finance management to their students. Critics have, however, called for a more long-term solution to the teacher-debt problem, which is responding to the call for promoting teacher welfare and the stronger implementation of the Magna Carta for Public School Teachers (Funa, 2018; Lopez, 2018; Presidential Communications Operations Office, 2018).

C. Understanding motivation: Attracting and retaining quality teachers

1. Defining motivation

As a central theme of this study, a core focus of the review of literature are definitions and studies related to teacher motivation. The review surfaced that different researchers have recognized the complex nature of motivation, and apply different definitions in their studies. Simplistically, motivation is referred to as *the driving force behind human action*. Pintrich et al. define motivation as "*the process whereby goal-directed activity is instigated and sustained*" (Pintrich, Schunk, & Meece, 2008).

Pertinent to almost every discussion around motivation are the concepts of intrinsic and extrinsic factors of motivation. *Intrinsic motivation* may refer to motivators that humans seek as rewards in themselves, without need for either rewards or punishments. *Extrinsic motivation*, on the other hand, refers to factors that are beyond the individual or the goal. Moreover, as Covington and Mueller (2001) found, “*both intrinsic and extrinsic tendencies are two independent possibilities, and at any given time, we can be motivated by some of each*” (Woolfolk, 2007).

Various theories have likewise been developed around the area of motivation, such as Abraham Maslow’s human needs theory. Maslow’s hierarchy of needs, introduced as early as 1943 and 1954, identifies five hierarchical levels of needs that drive human behavior, and suggests that lower level needs (e.g. biological and safety needs) should be satisfied first before humans’ higher order needs (e.g. love and belonging, esteem, and self-actualization) are met (Ary, Jacobs, Sorensen Irvine, & Walker, 2014; McLeod, 2018; Woolfolk, 2007). Describing lower order needs as deficiency needs, Maslow likewise posited that once these lower order needs are achieved, the drive for achieving these needs decreases. On the contrary, achieving higher order, or *being* needs, increases humans’ motivation to seek further fulfillment (Woolfolk, 2007).

Among the criticisms that Maslow’s theory received was that needs may shift and may not necessarily occur in a hierarchical manner (Woolfolk, 2007). Maslow likewise understood this and continued to refine his theory, with his later work recognizing that needs may occur simultaneously, and that depending on individual circumstances, the structure of needs may be flexible. His theory has likewise evolved—from a five-level hierarchy in the 1940s and the 1950s, to an eight-level hierarchy in the 1970s. The latest adaptation recognizes cognitive needs and aesthetic needs after fulfilling esteem needs, and transcendence needs, which surpasses self-actualization and covers spiritual, mystical, and other experiences that transcend the self (McLeod, 2018).

Another motivation theory that focuses on human needs is self-determination theory, introduced by Deci & Ryan in 2002. Simplistically, self-determination theory emphasizes the “*need to feel competent and capable in our interactions in the world, to have some choices and a sense of control over our lives, and to be connected to others – to belong to a social group*” (Woolfolk, 2007). This motivation theory takes the focus away from external rewards or pressures, but instead recognizes individuals’ need for autonomy and control in the actions that they take.

Similarly relevant to the context of this research project is a discussion of expectancy-values theories on motivation, which give importance to individuals’ expectations for success and how they value goals. Lewin and Atkinson were two proponents of expectancy-value theories. On one hand, Lewin posited that individuals are motivated by aspirations, or standards and goals that they set for

themselves. Research around Lewin's levels of aspiration found that *"individuals felt more successful when they met the goals they set for themselves, that level of aspiration related to prior task experience, and that higher-ability individuals tended to set higher levels of aspiration"* (Pintrich, Schunk, & Meece, 2008). Atkinson, on the other hand, theorized that a combination of motives (including motivations to approach success and avoid failure), probability for success (including expectations on the likelihood to succeed), and incentive value (including pride) for success can explain human behavior (Pintrich, Schunk, & Meece, 2008).

These theories on motivation may have variable applications to understanding the motivations pre-service teachers have for their career choices, as well as the reasons why teachers remain in the profession. Elements of these theories surfaced throughout the course of developing a context-specific framework for understanding teachers' motivations for joining, as well as for remaining in the teaching profession.

Research around teacher motivation, such as Han et al.'s (2016) review of literature, provides a thorough rationale for understanding teacher motivation, and surfaced varying definitions of motivation. Williams and Burden's (1997) and Dornyei and Ushioda's (2001 and 2011) definitions focus on initiating and sustaining motivation, noting that it is concerned with the reasons for deciding to do something, how long people are willing to do something, and the efforts they exert in pursuing activities. Sinclair, meanwhile, describes teacher motivation as *"what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession"* (Sinclair, 2008).

Dornyei and Ushioda (2011) identified four components of motivation, including *"prominent intrinsic motivation, closely related to inherent interest in teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences."* This definition differs from the rest, as it also takes into account factors that contribute to demotivation among teachers, something that this research likewise explored.

Drawing from the above definitions, Han et al. posited that *"teacher motivation... emanates from an individual's intrinsic values to choose to teach and sustain teaching, and the intensity of teacher motivation (demonstrated) by efforts expended on teaching."* They likewise recognize that motivation is influenced by a host of contextual factors. Flowing from this definition of motivation, Han et al.'s review focused on pre-service teachers' motivations to teach, and in-service teachers' motivation to continue teaching.

Meanwhile, among the motivating factors common to both pre- and in-service teachers are demography, intrinsic values, extrinsic values, and the working environment. It is interesting to note, however, how these factors are operationalized in different studies. For example, while intrinsic value covers perceptions, expectations, responsibilities and concerns about teaching among pre-service teachers, research among their in-service counterparts define intrinsic values as self-evaluation and intellectual stimulation, among others (Han & Hongbiao, 2016).

Han et al.'s extensive research summarized other motivating factors common among pre-service teachers. These include personal characteristics, their level of teaching, altruistic values, prior teaching and learning experiences, and their social and cultural context. Meanwhile, aside from the common motivating factors for in-service teachers, teacher autonomy and professional factors such as professional development and professional relations proved to be drivers for staying on in the teaching profession. Also surfaced in their research were a host of demotivating factors for in-service teachers such as working environment, teacher autonomy, extrinsic values, and student attitudes and behaviors (Han & Hongbiao, 2016).

Thus, this current study on teachers' motivation also recognizes and aims to surface why teachers decide to join and remain in the profession, despite conditions that may not always be encouraging. This is consistent with Dornyei and Ushioda's categories of motivation, wherein they also considered negative influences to further understand motivation (Dornyei & Ushioda, 2011).

Further, Han et al.'s research emphasized the need to understand motivation within specific country and cultural contexts, especially since what works for one culture might not be the same for another. This is especially true when discussing motivation within the context of developed or developing nations, or where particular community or cultural traditions prevail (Han & Hongbiao, 2016). This study is thus very relevant, in that it will attempt to understand teachers' motivation, using the lenses of different contexts of teachers in the Philippines.

2. Teacher motivation: Lessons from research

In the literature on improving education outcomes, research focusing on teachers' motivation has received much attention. For example, since 2000 the international organization Voluntary Service Overseas International (VSO International) has been implementing a Valuing Teachers program, in order to understand how teachers are valued in different developing contexts, and to determine workable strategies and policies in order to improve the status and welfare of teachers⁶ (Voluntary

⁶ To date, VSO's Valuing Teachers research project has been conducted in 12 countries: Cambodia, Gambia, Guyana, Malawi, Maldives, Mozambique, Nepal, Nigeria, Pakistan, Papua New Guinea, Rwanda, and Zambia.

Service Overseas International, 2002). Elsewhere, the UNESCO International Institute for Capacity Building in Africa (UNESCO-IICBA), along with other organizations, launched a seminar on Teachers' Support and Motivation in commemoration of the 50th Anniversary of the International Labor Organization (ILO) and UNESCO's Recommendation Concerning the Status of Teachers in 2016.

The seminar, held in Addis Ababa, came up with core recommendations geared toward improving the status of teachers: investing in holistic and interconnected teaching policies; ensuring that teachers have a voice; professionalization and the status of teachers; providing the right incentives to enhance teachers' motivation; providing quality support for newly-trained teachers; improving and expanding continuing professional development (CPD) programs; and ensuring adequate support for technical and vocational education teachers (TVET). As with other motivators, incentives identified during the 2016 Addis Ababa workshop included both monetary and non-monetary benefits such as salaries and social protection, teachers' professional autonomy, school leadership functions, and empowered school governing bodies.

Recognizing that low morale among teachers in Africa contributes to systemic issues such as low teacher performance, low commitment to education reforms, high teacher attrition, and dissatisfaction as manifested in teacher strikes, relevant stakeholders in the African educational system sought to understand the triggers that motivate teachers in the classroom. UNESCO-IICBA recognized the importance of having a teacher motivation framework as a critical tool to *"improve access for vulnerable populations, increase literacy rates, and ultimately to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"* (UNESCO-IICBA, 2017, p.9). The UNESCO-IICBA study unearthed different frameworks around teacher motivation, from which surfaced four broad categories similar to the analytic framework of the Teacher Motivation Working Group (TMWG): overall context, system level, school level, and teachers.

Citing Crehan (2016) and Martin (2018), UNESCO recognized that it is not an easy task to find the proper balance of incentives that could improve teachers' motivations (UNESCO International Institute for Educational Planning, 2020). Researchers have recognized a mix of drivers, such as incentive bonuses, more opportunities for promotion, opportunities to improve teachers' professionalism, and the support of school leaders to motivate and inspire teachers to remain in the profession (UNESCO International Institute for Educational Planning, 2020).

In the United States (US), a study commissioned by the Learning Policy Institute (LPI) surfaced interrelated factors that influence teachers' decisions to either join, remain, or leave the teaching profession (Podolsky, Kini, Bishop, & Darling-Hammond, 2016). Based on a thorough review and analysis of state and federal data, policies, and education literature in the US, Podolsky, et al. (2016)

found that teacher salaries and other benefits, teacher preparation and costs to joining the profession, hiring and personnel management, induction and support for new teachers, and working conditions were key factors in terms of teacher recruitment and retention.

The research team's analysis of findings of the 2013 Teacher Follow-up Survey included family and personal reasons (such as pregnancy, childcare, and geographic movement) among the top factors for teachers to join, remain in, or leave the profession (Podolsky, Kini, Bishop, & Darling-Hammond, 2016). Meanwhile, even as some teachers join the profession due to altruistic motives, numerous research findings support the claim that teachers' salaries influence college students' decision to join the profession (See for example Manski, 1987 and Figlio, 1997 as cited in Podolsky et al. 2014), as well as their decision to leave their teaching jobs (See for example various research cited by Podolsky et al., 2016, pp. 8-12).

Podolsky et al. further highlighted the importance of keeping teachers in the classroom, especially in highly-disadvantaged and high-poverty schools, where teacher attrition is high. Aside from high financial costs related to teacher attrition, the study surfaced that learners are also negatively affected when teachers leave and emphasized that *"high rates of turnover mean that fewer teachers develop the experience that often leads to compounding academic benefits for their students"* (Podolsky, Kini, Bishop, & Darling-Hammond, 2016). The researchers also underscored the importance of considering local contexts in determining appropriate interventions to ensure that excellent teachers join and remain in the profession, and suggested a set of policy recommendations that would ideally complement and support, rather than duplicate or contradict, existing policies already in place. Podolsky et al.'s recommendations include concrete examples of strategies or practices that worked in specific contexts.

A key area of research around teachers' career decisions is around surfacing why teachers join, shift to, and remain in the profession. To this end, Howes and Goodman-Delahunty conducted a thorough review of literature on teacher attrition and retention, particularly focusing on the Australian educational context. Observing a dearth of research around what motivates teachers to stay, Howes and Goodman-Delahunty's research offered an intergenerational approach, focusing on perspectives of early career, mid-career, and later-career teachers as well as those of former school teachers. Their study of 133 teachers revealed three themes common to current and former teachers across various lengths of service: personal fulfillment, practical considerations, and the lack of options or barriers to change. The research findings suggested very practical recommendations to encourage teachers to remain in the workplace, such as fostering collegial

relationships that address concerns related to teachers' workload and job security, as well as providing new opportunities within the teaching profession (Howes & Goodman-Delahunty, 2015).

Of particular interest to this current research on Philippine teachers' motivation is Howes and Goodman-Delahunty's focus on understanding Australian teachers' motivation across different stages in their career. While the context of Australian teachers varies greatly from that of Philippine teachers, particularly in terms of salaries and benefits, Howes and Goodman-Delahunty offer preliminary insights into what can encourage teachers to stay in the profession, and why they would choose to leave. Practical considerations such as job security, income, and work-life balance were still recognized as key drivers for career decisions among Australian teachers (Howes & Goodman-Delahunty, 2015).

Another finding of Howes and Goodman-Delahunty's study that might be worth looking deeper into is how teachers across different career stages refer to a lack of career options—thus their decision to join the teaching profession as an alternative, rather than a preferred career choice. With its relatively cheap cost and the accessibility of teacher education institutions even in rural areas, studying to become a teacher has historically been an easy career choice for students. In the Philippines, education reforms such as the provision of free public tertiary education mandated by the Universal Access to Quality Tertiary Education Act of 2016 (Republic Act 10931) may have unintended results for teacher education enrolment. Government subsidy for tertiary education in state and local universities and colleges and in state-run technical vocational institutions allows students to have a wider range of options, based on their career and professional aspirations instead of financial considerations (Teacher Motivation Project Advisory Committee (PAC) [Meeting of the PAC], 2018).

Research in other countries has likewise looked at the motivations of pre-service teachers for joining and staying in the teaching force. In Korea, Ju Seong Lee attempted to conduct an in-depth probing of teachers' motivations for staying and remaining in the profession, by observing the lives of two novice teachers in Korea and generating insights based on their experiences. A former teacher himself, Lee observed a high turnover rate among fellow English teachers in an independent school in Korea, and wanted to find out why the turnover rate was high.

An analysis of data from his 13-month observations and interviews with the novice teachers revealed that both personal (e.g. unrealistic expectations about the profession) and socio-cultural (e.g. school support and systems) factors figured in teachers' decisions to leave (Lee, 2017).

While Lee's findings may not be generalizable to all novice teachers, it may provide insight on how teacher education institutions can better prepare teachers and manage expectations for entry into the teaching force, and also for administrators to ensure that systems and mechanisms exist to support the integration of new teachers in the workforce.

In another part of Asia, Cheung and Yuen sought to determine the motives, probe into the educational experiences, and ascertain career plans of aspiring mainland Chinese student teachers in the Hong Kong Institute of Education, the largest teacher training institute in Hong Kong. Aside from confirming the observation that there is something remiss with the English environment and internationalization in universities in mainland China, the study also found that the pre-service students have very limited "transferable academic capital," when compared with their counterparts from other programs. As such, those that decided to stay in Hong Kong after graduation have led to the creation of a new category—"settlers"—in the classification of mainland Chinese students studying overseas. Moreover, majority of the students expressed satisfaction over the quality of teacher education programs in Hong Kong (Cheung & Timothy, 2016).

With migration an evident concern among teachers in the Philippines, the findings of Cheung and Yuen could provide insight into the motivations teachers have for seeking opportunities either abroad, or outside their provincial or other geographic origins. For instance, the study validated the importance of the quality of the academic preparation programs, future employment prospects, and high salaries as a motivation for pre-service teachers to leave mainland China and eventually find employment in Hong Kong. This current study on motivation among teachers in the Philippines might also surface similar trends, as it probes deeper into reasons that could influence teachers' decisions to leave the teaching profession in the Philippines.

Further recognizing the increasing volume of mainland Chinese students opting to study and eventually stay in Hong Kong, Gu and Lai explore differences in the motivations and commitment to teach among pre-service teachers from mainland China and their local counterparts from Hong Kong. They foreground their research with a thorough review of literature around pre-service teachers' motivations for choosing the profession and situate their findings within the purview of existing literature on motivation.

For example, citing various established research, Gu and Lai's findings suggest that commitment to teaching is influenced by the pre-service teachers' context, including their socio-economic backgrounds, and linked with their imagined teaching identities and discourses on teacher status and regard for the teaching profession (Gu & Lai, 2012).

While not focused entirely on teachers, a study conducted among workers in the Philippines somehow echoes results of Podolsky et al.'s (2016) study. Drawing on data from interviews and a survey among 302 workers in Metro Manila, Ilagan et al. found that job-, organization-, family-, and career-related needs influence Filipino workers' motivation. Among these motivational needs, organization-related and job-related needs were seen as significant predictors for employee engagement. Ilagan et al.'s study surfaced literature citing how employee engagement could contribute to employee retention and productivity (Ilagan, Hechanova, Co, & Pleyto, 2014).

Noting how family-related needs figure into Filipino workers' motivation to work, Ilagan et al. suggest that *"employee benefits in Philippine organizations may be designed in a way that can offer more rewards, delivering value not just for the employee but to their family as well. Insurance and educational plans as well as family days and work-life balance that may allow for more family time may appeal more to Filipino workers than the benefits prescribed by previous theories"* (Ilagan, Hechanova, Co, & Pleyto, 2014). Applying these findings in the Philippine education sector, it could be that if organizations provide teachers with opportunities and benefits that address these motivational needs, then more teachers could be encouraged to join and stay in the profession.

Callo's (2015) study, meanwhile looked at how work motivation factors predicted teachers' performance. Attempting to find out whether or not work-related motivation (i.e. achievement, recognition, work, responsibility, and advancement) predicted teachers' performance as defined by the DepEd's Competency-Based Performance Appraisal System for Teachers (CB-PAST), Callo conducted a survey among 105 teacher-graduate students in a state college in San Pablo, Laguna. The survey revealed that teachers were generally motivated across all aspects of their work, with responsibility perceived to be the highest motivator for teachers' performance (Callo, 2015).

Teachers were likewise asked to assess themselves in terms of the competencies (i.e. occupational competency; curriculum content and pedagogy; planning, assessment and reporting; community linkages; social regard for learning; and personal and social growth, and professional development) identified in the CB-PAST. On a 4-point proficiency scale, teachers generally rated themselves as being proficient (2.51-3.50) across all competencies, except for occupational competencies, where teachers rated themselves as highly proficient (3.52). Callo's study, which finds significant correlations between work-related teacher motivation and self-rated performance, contributes to the research linking motivation with teacher performance (Callo, 2015).

3. Teacher motivation in the Philippines: Research and past initiatives

Similarly emphasizing the need to understand motivation within the context of Filipino culture, Ilagan et al. (2014) looked at factors that motivated Filipino workers from a needs-based perspective. The researchers asked two major questions, “*What are the needs of the Filipino worker?*” and “*How are the importance and presence of these needs related to employee engagement?*” While Ilagan et al.’s research did not focus on teachers’ motivations, the categories can very well be applied to a nuanced understanding of Filipino teachers’ motivations (Ilagan, Hechanova, Co, & Pleyto, 2014).

To answer the research questions, Ilagan et al. (2014) conducted qualitative interviews to surface motivational needs of Metro Manila-based Filipino workers. The interviews surfaced 22 motivational needs, which were then validated through a survey questionnaire administered to 305 Filipino workers. The study found four categories of motivation among Filipino workers: job-related, organization-related, family-related, and career-related motivational needs. Interestingly, the research established that while three components were similar to what had earlier been surfaced in Western literature, Filipino workers demonstrated a distinct category of needs – *family-related needs*. Among the valuable insights gleaned by the researchers is how organizations can design employment benefit packages that can offer rewards both for the employees and their families (Ilagan, Hechanova, Co, & Pleyto, 2014).

In the Philippines, there is wide recognition of the importance of addressing teachers’ status and welfare, including their motivations for joining the profession. Research has also documented interventions specific to the Philippine setting. For example, Abulon looked at pre-service teachers’ perceptions towards the teaching profession, as well as their motivations for teaching as a career choice. Abulon cited earlier work done in the Philippine context, which revealed that parental supervision was the most frequently-cited factor guiding students’ career choice (Abulon, 2012).

Looking at the motivations of Philippine Normal University (PNU) education majors, Abulon’s research echoed the findings of other research surfacing three broad categories of motivation: intrinsic, extrinsic, and altruistic factors. Intrinsic factors included pre-service teachers’ interest in teaching, love for knowledge, and the passion to impart knowledge; extrinsic factors included pressure from significant others and opportunities for employment in the Philippines and abroad. Altruistic factors, meanwhile included influences that went beyond intrinsic and extrinsic factors. Abulon’s findings somehow support Ilagan et al.’s (2014) study among Metro Manila workers, which surfaced how workers were motivated by job-, organization-, family-, and career-related needs.

Abulon likewise cited results from surveys done by the PNU Center for Research and Development in Education (CREDE), which revealed an increasing commitment to teach among education graduates in 2001, 2004, and 2009 (Mancao, 2009, as cited in Abulon, 2012). However, tracer studies among graduates that actually pursued teaching as a profession were not mentioned in Abulon's or other comparable research.

In a similar study conducted by Save the Children in 2011, where responses from various staff from different country offices were collected to inform the creation of a theoretical framework of teacher motivation, such motivation was found to have eight components, both intrinsic and extrinsic, the first and most pressing being *workload and [classroom] challenges*. This particular component can be addressed or supported by the other seven, which are: *remuneration and incentives, recognition and prestige, accountability, career development, institutional environment, voice, and learning materials and facilities*. The report suggests that in order to respond to the problem of increasing workload and challenges, *a rationalized workload* is important, and the seven components mentioned should be promoted in schools in order to support teacher motivation (Guajardo, 2011).

In 2011, SEAMEO INNOTECH also embarked on a project that aimed to surface Philippine teachers' motivations, commitment, and passion for teaching. Drawing from stories shared by outstanding teachers and key personnel involved in teachers' training and development, a *Success Profile* identifying competencies, personal attributes, and experiences was developed by participants during a regional workshop convened by The Center (SEAMEO INNOTECH, 2011). A compendium of stories of some of the countries' best educators has since been published to highlight the different contexts and conditions that ignite and sustain Southeast Asian educators' passion for teaching (SEAMEO INNOTECH).

Another unpublished SEAMEO INNOTECH report surfaced several enablers of passion among training course participants, who were mostly teachers. Again similar to the findings of Ilagan et al.'s (2014) study on motivations among Filipino workers, a recurring response from among the course participants was the family as a vital enabler of passion, in various respects. For instance, family members in the teaching profession could influence other members to be teachers. On the practical side, providing for their families also drives teachers to excel. A perceived responsibility toward students, recognition of the value of the teaching profession, and receiving recognition for their efforts were also identified as enablers of passion.

Teachers are likewise driven by the pursuit of their own personal dreams and are motivated through the support they receive from their peers and other social circles. Spiritual considerations such as the desire to do well were also mentioned as enablers of teachers' passion. Moreover, reflecting on their experiences allows teachers to fuel their passion for teaching.

Another study, this time focusing on public elementary school teachers in Cotabato City, Mindanao aimed to assess teachers' performance vis-à-vis their job satisfaction (Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013). Performance was rated across seven domains of the National Competency-Based Teachers' Standards (NCBTS): diversity of learners; curriculum content and pedagogy; planning, assessing, and reporting; learning environment; community linkages; social regard for learning; and personal, social growth and professional development. Job satisfaction, meanwhile, covered various aspects of their jobs such as school policies; the supervision that they received; pay; interpersonal relations; opportunities for promotion and growth; achievement; work-specific satisfaction; recognition; and teaching responsibilities. The survey, conducted among 200 public elementary school teachers across 12 schools in Cotabato City, surfaced high levels of self-rated performance among teachers, and associated these high levels of performance with satisfaction with different aspects of their jobs. Teachers rated pay as the only category where they were dissatisfied (Usop et al., 2013).

Meanwhile, research conducted by a team from the Private Education Assistance Committee (PEAC) and Jose Rizal University (JRU) involved a survey of 289 teachers at the Senior High School (SHS) level who were among the first batch to teach Grade 11 after the K to 12 curriculum reform. The study, which received funding from the DepEd, aimed to: (1) assess the work engagement and well-being of teachers during the first year of implementing the SHS curriculum; (2) understand how reform, pedagogical, and psychological resource factors are associated with the SHS teachers' work engagement and wellbeing; (3) understand their experiences and perceptions contributing to it; (4) and propose interventions that address negative factors that lead to ill-being and poor work engagement and conversely, strengthen the factors that lead to well-being and work engagement (Wong-Fernandez, et al., 2018).

Literature on teacher engagement and disengagement is closely associated with factors that lead to motivation and demotivation. Wong-Fernandez et al. understood work engagement in their study to be a characteristic of *positive well-being* wherein the person is motivated to pursue challenging activities, which may be part of one's work demands, as a coping mechanism that contributes to the person's growth.

On the other hand, disengagement is a coping strategy wherein a person *disengages* or “switches off,” as a response to obstacles and difficulties experienced throughout one’s life or career (2018, p. 7). Results of the study show that teachers experienced “*more goal engagement than disengagement during the first year of implementation of the SHS, indicating higher positive well-being and lower negative well-being.*” Moreover, “*teachers perceived that institutional reforms did not greatly change their work engagement and well-being*” (Wong-Fernandez et al., p. 79). Among the themes consistent with those surfaced in the study are thoughts and feelings of positive work engagement and recommendations in the areas of expectations and realities about SHS students, new feelings for and relationships with co-teachers and administrators, opinions about the content of the SHS curriculum, adjustments in appropriate pedagogy for SHS, and concerns about administrative load and salary (Wong-Fernandez, et al., 2018).

The Philippine Institute for Development Studies (PIDS) likewise looked at the pressures or demotivations public school teachers face, and its implications on the quality of education delivered. The PIDS research identified several pressures, both complex and interrelated. These are the teachers’ workload, the institutional incentive system, and the teachers’ concern for student well-being (David, Albert, & Vizmanos, 2019).

According to the research conducted by PIDS, teachers tend to be overworked because of the plethora of tasks, both teaching and administrative, that they are required to accomplish within the school year.⁷ Moreover, the administrative support provided for the schools are not enough to lighten their load, hence keeping them from devoting their attention to teaching. These constraints, experienced throughout the country, create considerable concern for the quality of education learners receive (Ibid.)

Further, PIDS finds that the institutional incentive system in place has created unsanctioned practices that affects the quality of public education. The article explained this phenomenon by discussing how the goal for zero dropout pushes teachers to “mass promote” students—despite poor performance, to the next level when they are definitely not prepared for it. This is happening in the context of an incentive system comprised of performance bonuses, evaluations, and promotions that measure the performance of teachers, schools, and division levels, based on the data on student dropouts. Taken simplistically, this incentive system works both ways—in

⁷ Based on the PIDS policy note, teachers perform many roles at the school level, which include “*paperwork on seminars and trainings; additional designations in line with student guidance, budget, disaster response, and health; participation in the implementation of various government programs, such as mass immunizations, community mapping, conditional cash transfer, deworming, feeding, population census, antidrug, election, among others*” (PIDS, 2019).

rewarding teachers' hard work and reducing the number of students dropping out. However, this system has made teachers feel as though it is their fault when a child does not get through, reflecting on their inability to teach effectively. Though the intent of this system is to promote the quality of education, it has inadvertently resulted in practices and gaps that erode the quality of public education in the Philippines (David, Albert, & Vizmanos, 2019).

As a recommendation, PIDS suggested that human resources in the DepEd be adequately distributed, given the currently immense workload of teachers in schools. Moreover, PIDS recommends that guidance counselors' remuneration be increased, with the current salary packages for the position not matching the level of education and skillset of their human resource need. This policy recommendation aims to take the load off teachers who take on the role of attending to the psychological well-being of students. It is also recommended that evidence-based studies on teacher workload be pursued. Finally, PIDS stressed the need to make sense of the variety of teacher trainings provided to teachers, in order to rationalize and track where these trainings fit in the skills, competencies, and needs of the teachers, students, and schools (p. 4-5, 2019).

4. Deconstructing demotivation: The other side of motivation

In most studies on motivation, researchers have found it imperative to study demotivation, as it completes the picture of goals, aspirations, and intentions of teachers in engaging in the profession. Scott, Cox, and Dinham identified internal and external sources of satisfaction and dissatisfaction among teachers in their study. The authors reveal that external factors such as the unpredictable and constant changes in workload, and feeling devalued because of criticism on the educational system, leave teachers dissatisfied; while internal factors such as working with children and seeing them achieve contribute to their satisfaction (Scott, Cox, & Dinham, 1999).

It can also be seen that factors demotivating teachers externally may cause internal demotivation as well. Heavy workload, poor management, and unjust policies in the workplace, for example, cause internal stress that demotivates teachers in the long run (Aydin, 2012; Menyhart, 2008).

In 2001, Kupers broke down the definition of demotivation by talking about the root tendency of actions, which are motives and its opposite, demotives. Motives "*increase an action tendency,*" while demotives decrease it. Despite decrease in actions, Kupers also posited that demotivation may also result in action through counter-productive behavior (Küpers, 2001). While Kupers defines demotivation through action, it can also be defined as a deficiency in motivation. Grusbic and Goic (2003) define demotivation as "*a condition of damaged or destroyed motivation,*" while Kiziltepe (2008) defines it as an "*absence of motivation, vigor, or commitment*" (Kim D. , 2013).

4.1. Institutional demotives

Several studies on teacher demotivation point to “low salary” as a demotive (Aydin, 2012; Kim D. , 2013). Their studies provide evidence that receiving low salary affects teacher’s self-perception, satisfaction, and happiness. Research conducted by the Voluntary Service Organization (VSO), meanwhile, emphasizes the importance of salaries reflecting the teacher’s value, noting that *“teaching is a profession and teachers’ remuneration packages must reflect their proper status and contribution to society”* (Voluntary Service Overseas International, 2002). Low salaries often lead teachers to engage in part-time work in order to make ends meet, which contributes to their low motivation (Menyhart, 2008; Iline, 2013).

Likewise, in Kim’s study on the motivations of university teachers in Cambodia, the respondent teachers express that having low salaries may be a reason for them to leave the profession altogether (Kim D. , 2013). On the other hand, salary may also be a motivating factor for teachers to stay in their work. Resheed, Aslam & Sarwar’s study among university teachers in Pakistan found that teachers are strongly motivated by financial rewards, among other things. In that particular study, stable income is one of their primary motivators for staying in the profession (Rasheed, Aslam, & Sarwar, 2010).

These results support research among higher secondary school teachers in Pakistan, which surfaced that teachers are attracted and remain in the profession because of the compensation that they receive. The study also found that teacher productivity does not link with teacher salaries (Fatima & Ali, 2016). In addition, Kozloski’s (2002) study reveals that teachers who exhibited intrinsic motivation characterized by *“self-efficacy, goal-orientedness, and professionalism,”* were driven by extrinsic rewards such as salaries and good teacher evaluations (Sugino, Abe, & Ueda, 2017).

Lack of support from the school or institution they belong to is also a factor that demotivates teachers. This lack of support may be in the form of shortage of classrooms and teaching materials (Sugino, Abe, & Ueda, 2017; Aydin, 2012), inadequate school facilities (Kikuchi & Sakai, 2009), need for more extensive journal subscriptions, access to the internet, and workrooms (Kim D. , 2013), physical work environment not conducive for work (Aydin, 2012; Kim D. , 2013), and lack of support in performing administrative tasks (Menyhart, 2008; Sugino, Abe, & Ueda, 2017; Winter & Sarros, 2002). In some cases, interactions with colleagues and school administrators were also seen as demotivating to teachers (Aydin, 2012). Further, poor management and unjust policies, lack of support from management, and poor leadership are some characteristics of institutions that demotivate teachers. Heavy workload, including long meetings and not having enough time to finish

tasks, is a strong demotive, appearing in several studies on teacher motivation and demotivation (Addison & Brundrett, 2008; Aydin, 2012; Menyhart, 2008; Sugino, Abe, & Ueda, 2017).

Meanwhile, research done by Geiger and Pivovarova (2018) supports earlier reports that low salaries, the quality of teacher preparation programs, overwhelming workload, and poor working conditions influence teacher attrition patterns. Based on three-year data reflecting Arizona public schools' teacher retention, schools where teachers rated their working conditions as more satisfactory were found to have lower attrition rates (Geiger & Pivovarova, 2018).

Teachers also find their school curriculum demotivating, especially when it is inflexible, does not reflect clear goals, and there is a gap between the required curriculum and the learner's capacity (Hettiarachchi, 2010).

Systemic problems within and outside the institution also demotivate teachers. Kim (2013) described Cambodian teachers in her study as feeling demotivated because of unjust practices that favor *"friendship networks and connections"* over merit. A respondent in her study expressed that *"[some] teachers [sic] work hard but do not get the same benefits"* (Kim D. , 2013).

Transitions and institutional changes may also lead to cynicism toward the system, causing demotivation among teachers. Research from Malaysia delving into teachers' cynicism toward the Malaysia Education Blueprint (MEB) 2013-2025 reveal two major findings: First, that teachers were reported to be moderately cynical toward education transformation, and second, that teachers are pessimistic about the effectiveness of change programs, leading to feelings of demotivation and a decrease in job satisfaction. Hence, the research concludes the importance of addressing motivational factors, such as promotion, and hygiene factors that include pay, supervision, colleagues, and cynicism toward change.

The research likewise suggested that management proponents should include teachers in the change process in order to address cynicism and blame. Moreover, when management shows that it is taking ownership of any failure, teachers are able to understand and see the change strategies and activities from a management perspective (Yim & Moses, 2016).

In Ramachandran's contextualization on why teachers are demotivated in India, the author described the public educational system as *"complex,"* with teachers having to deal with a mixture of problems ranging from community norms and the caste system, corruption issues, and being implicated in lawsuits related to promotion and placements (Ramachandran, 2005).

4.2. Demotivation from students

Aside from institutional demotives, teachers may also become demotivated because of their students, especially when they do not perform well in class (Sugino, Abe, & Ueda, 2017; Kim D. , 2013; Linares, Diaz, Fuentes, & Acien, 2008). In Kiziltepe's study conducted with 300 teachers in 2008, he found that students were the main source of both motivation and demotivation among teachers in Turkey, citing low performance and bad attitude as demotivators, and elation or esteem felt from student achievement as motivating factors.

Further, in Kim's study, Cambodian teachers expressed how low student performance impacts their mood and behavior in teaching, contributing to their demotivation as teachers. They found it "*exhausting*" and "*boring*" when students fail to understand lessons and are not able to pass their marks (Kim D. , 2013).

In Sugino et al.'s research on Japanese teachers from the Defense Academy of Japan, student behavior and attitude toward the class are the most demotivating for teachers. Particularly, these include students that "*use cellphones, sleep in class, are uninterested with the lesson, and are rebellious.*" Moreover, perceptions of students regarding the teacher affect their motivations as well, with the survey showing that "*low teacher evaluation of the students*" appeared as having one of the largest means (p. 558). In contrast, students can also be a source of motivation for teachers (Sugino, Abe, & Ueda, 2017).

5. Finding purpose and meaning in teaching

For teachers, the high social status and esteem associated with the profession is a significant motivator (Kim D. , 2013). According to Kim, "*[the word] teacher has a huge meaning [for them],*" (ibid., p. 55-56) relating their work to a sense of purpose, commitment, and contribution to society (Kiziltepe, ibid.).

On the personal level, some teachers view teaching as "*temporary,*" or a means in order to "*bridge theory and practical experiences*" that would allow them not only to be intellectually stimulated but also able to fully develop their craft and create an impact in society (Kim D. , 2013; Menyhart, 2008).

Teachers in the studies found value in the various opportunities to do research, dialogue with peers, collaborate with colleagues, advance their careers, and participate in decision-making. Fatima and Ali for instance, found that teachers are satisfied when they are recognized, are able to practice autonomy and decide about key aspects of their work, and receive guidance from their supervisors (Fatima & Ali, 2016). Strict policies or conversely, the absence of policies that support these opportunities, make teaching and conducting research more difficult for them, leaving them

significantly demotivated and opting to take opportunities abroad instead (Winter & Sarros, 2002). Lack of autonomy also surfaced as a demotivating factor for teachers. Not being provided with the opportunity to be involved in decision-making at the university level, as well as not being given the space to assert autonomy in handling the course given to them, constitute demotivators for teachers (Kim D. , 2013).

Despite risks and external factors that demotivate teaching, such as low salaries and lack of opportunities to further their career, some teachers still opt to continue or leave and come back to the profession, because it is their real passion and motivation (Kim D. , 2013).

As earlier mentioned, these findings from the literature review were helpful in framing the research instruments that were used in the study. As will be seen in succeeding sections, some of these key literature findings will also continue to figure in the discussion of the results, and in surfacing the factors that affect teachers' motivations.

D. Teacher policies in the Philippines: An overview

A final important section of the literature review is the scan of policies around teachers' welfare in the Philippines. This study purports to also surface some of these policies, hence the importance of a dedicated section on them. Through the years, numerous laws and policies have been enacted that aim to contribute to the financial, social, and overall welfare and well-being of public school teachers. These will be discussed in this section.

1. Policies on the status and welfare of teachers in the Philippines

Various national laws exist that demonstrate the importance of prioritizing the status and welfare of teachers in the Philippines. Foremost among these is how the Philippine Constitution ensures that education, including attracting and retaining quality teachers, is given top priority in terms of state budgets. This is particularly evident in the budgetary allocation for education for 2018, with the sector accounting for PhP 672.4 billion, or around 18% of the total national budget. Over 80% of the sectoral budget (PhP 553.3 billion) is allocated for quality and affordable basic education under the auspices of the Department of Education (DepEd), while the rest is allocated for higher education (CHED), and state universities and colleges (SUCs) (Philippine Information Agency, 2017). The budget for basic education consistently includes provisions for public school teachers' salaries, benefits and allowances, continuing professional development, as well as for the recruitment of new teachers.

Even preceding the over 30-year old Constitution is the general policy governing the status and welfare of public school teachers in the 1966 Magna Carta for Public School Teachers (from here on referred to as “The Magna Carta”). Contained in the law are provisions regarding teachers’ recruitment and career, hours of work and remuneration, health measures and injury benefits, leave and retirement benefits, teachers’ organization, and administration and enforcement, among others (Republic Act 4670, 1966).

The Magna Carta mandates that teachers render no more than six (6) hours of actual teaching per school day, with additional compensation required for rendering teaching beyond this. The remaining two hours to complete the eight (8) hours of paid labor may be allocated for activities such as lesson planning; preparation of teaching materials and exams; marking and recording of student performance; consultations and home visitations; and other activities. However, as will be contextualized even further in the next sections, the reality on the ground presents issues where teachers are burdened by voluminous workloads, keeping pace with large class sizes by working beyond their required hours.

The DepEd also issues department orders and memos on teachers’ welfare, specifically providing guidelines for working hours, leaves, as well as trainings for professional development. DepEd Memorandum No. 291 s 2008, for example, clarifies that overtime pay can only be collected for actual teaching in the school premises, and provides for its computation. It also specifies that when funding for overtime pay is unavailable, vacation service credits will take its place. DepEd Order No. 16 s 2009, on the other hand, provides additional guidelines on the implementation of work hours for teachers, adding that six hours of teaching load is considered a full teaching load, while the interval between teaching hours are calculated as part of the two hours spent for other teaching-related activities (except during lunch and recess time). Finally, the DepEd Order states that when teachers engage in additional work outside school premises, this is *“subject to agreement with the School Governing Council or any established mechanism for school-community partnership”* (DepEd Order No. 16 s 2009, 2009).

When it comes to leave benefits, DepEd Order No. 53 s 2003 provides an updated set of guidelines following Civil Service Commission Memorandum Circular No. 41 s 1998 Section 6, which states that *“teachers are not entitled to the usual vacation or sick leave benefits, but to proportional vacation pay of 70 days of summer vacation plus 14 days of Christmas vacation (84 days).”* In the updated guidelines, specific implementation processes and authorizations are clarified and provided.

Following austerity measures in place, the Philippine government still abides by a compensation scheme as an alternative to overtime pay through cash. As such, government employees such as

public school teachers are entitled to Compensatory Time Off (CTO), in lieu of overtime pay. The CTO entitles employees who render service beyond working hours to accrue time off work, with full pay and benefits. This has been relaxed in the Joint Circular of the Department of Budget and Management (DBM), which provides flexibility to government agencies, where *“in exceptional cases, when the application of the CTO would adversely affect the operations of the agency,”* overtime pay may be utilized (DBM Joint Circular No. 1, s 2015, 2015).

When it comes to health care, public school teachers are entitled to the Universal Health Care Primary Care Benefit 1 package approved through PhilHealth Circular No. 10 s 2013. The said benefit package aims to provide universal health care for Filipinos. The program was piloted among teachers and non-teaching DepEd staff in 2013 and will serve as basis in providing universal health care nationwide. Through the package, teachers will receive consultation, annual health profiling, basic screening for cervical and breast cancer, health counseling, and basic laboratory tests, if requested by the primary physician.

Although not specifically catering to teachers, newer laws such as the Philippine Mental Health Act of 2018 (Republic Act 11036, 2018) and the 105-Day Expanded Maternity Law of 2019 (Republic Act 11210) have allowed improvement in addressing welfare needs of teachers. The Philippine Mental Health Act will be issued with implementing rules and regulations that will prioritize provision of psychosocial support and psychiatric services to public school teachers assigned to rural areas with large class sizes and workload (Teacher protection bill passage urged, 2018).

On the other hand, the Expanded Maternity Law stipulates an increase in the number of paid leaves received by mothers previously from 60, now at 105 days; while mothers can give seven (7) of their paid leaves for fathers, extending their paternity leave from seven (7) to 14 days.

Pending bills in the Senate such as the proposal to lower the Optional Retirement Age of teachers from 60 to 55 years old (Senate Bill No. 1872, 2018) and the bill institutionalizing support mechanisms for public school teachers and school personnel in matters of student discipline (Senate Bill No. 1870) are two such laws that recognize the immense workload of public school teachers, who are mired in difficult living conditions and who handle multiple responsibilities.

While the presence of laws and policy initiatives demonstrate that the welfare and status of teachers have been on the radar of public policy, it remains imperative that these laws are continuously reviewed and assessed for relevance, given current contexts of education and development in the Philippines and worldwide.

For instance, the Magna Carta for Teachers has been in place for over 50 years. Since then, the teaching and learning landscape in the Philippines has greatly evolved, with recent developments such as the Enhanced Basic Education Act of 2013 (Republic Act 10533, 2013) institutionalizing among others a strengthened focus on kindergarten education, Mother-tongue Based Multilingual Education (MTB-MLE), and an increased length in the number of years of basic education from 10 to 12 years. Likewise, changes in the global education landscape such as an on-going impetus for ASEAN integration and increased access to information and technology pose both opportunities and challenges for teaching and learning, which then have implications on teacher preparation, quality, and recruitment.

In 2016, the Continuing Professional Development (CPD) Act and its Implementing Rules and Regulations (IRR) were adopted, in order to *“continuously improve the competence of professionals in accordance with international standards of practice, thereby ensuring their contribution in uplifting the general welfare, economic growth and development of the nation”* (Republic Act 1032, 2016). Among others, the CPD Act requires professionals to renew their licenses every three years, and to gain the equivalent of 45 credit units (CUs) within the same period.

While there have been some observations that the CPD Act could result in financial burdens in terms of acquiring training hours and paying for license renewals, the DepEd has clarified that free trainings and seminars that they and other organizations offer can form part of the 45 CUs, provided that these are DepEd-accredited. In February 2019, a resolution amending relevant provisions of the IRR of the CPD Act of 2016 was released, relaxing the implementation of the law and providing for a transitionary period in order to *“develop the necessary standards, processes, capacity, and infrastructure”* needed to fully implement the law (PRC Resolution No. 1146, 2019, p. 2).

Through this resolution, professionals abroad will not be covered by the CPD requirement; likewise, newly licensed professionals will not be covered for the first renewal cycle after obtaining the license, and various CPD Councils will be reducing the required CPD units to a minimum of not more than 15.

Similarly concerned with continuously improving teacher professional standards, in August 2017, the DepEd through the Teacher Education Council (TEC) issued Department Order 42, series 2017, which set forth guidelines for the adoption and implementation of the Philippine Professional Standards for Teachers (PPST). The PPST builds on existing frameworks, such as the National Competency-Based Teacher Standards (NCBTS), recognizes broader contexts (such as ASEAN integration, globalization, and the changing profile of 21st century learners), and situates education in light of Philippine educational developments, such as the K to 12 reforms (DepEd-TEC, 2017).

2. Policies on salaries, financial benefits, and incentives for teachers

Complementing the laws and policies that aim to address teachers' general well-being and professional development, several policies also exist that provide legal basis for the salaries, financial benefits, and incentives provided for both public and private school teachers. As early as 1967, salaries for public school teachers have been standardized under the law through the Public School Teachers Salary Standardization Act of 1967 (Republic Act 5168), providing for the minimum to maximum rates of compensation for officials and employees in the public education sector.

Recent policy initiatives concerning teachers' salaries aim to address the perceived inadequacy of teachers' salaries, and also to soften the effects of inflation. Initiatives to respond to this have been launched by Senator Sonny Angara through Senate Bill No. 135 (2016), upgrading the minimum salary grade level of teachers from Salary Grade 11 to 19; and increasing the Teaching Supplies Allowance for teachers from PhP 3,500.00 to PhP 5,000.00 through House Bill 1871 (2016).

In recent years, the Salary Standardization Law of 2016 (Executive Order No. 201, s. 2016, 2016) for government employees was enacted, and provides compensation adjustments and additional benefits competitive with the private sector, in order to attract more individuals to government service. The law provides for increases in the salaries of government personnel, and the provision of Mid-Year Bonus, Enhanced Performance-Based Bonus, and Productivity Enhancement Incentive. Further, under the newly-enacted Salary Standardization Law V, which mandates additional increases in the salaries of government personnel in four tranches from 2020 to 2023, entry level teacher positions, or those receiving Salary Grade 11, will increase from PhP 20,754 in 2019 to PhP 22,316 in 2020; PhP 23,877 in 2021; PhP 25,439 in 2022; and PhP 27,000 in 2023. Moreover, the implementation of the Tax Reform for Acceleration and Inclusion (TRAIN) Law of 2017 (Republic Act 10963, 2017) has brought in increases in the take-home pay of teachers. While these incentives and financial benefits are present, it is widely recognized that there is still a need to raise salaries of teachers to catch up with changing living conditions and remain competitive with salaries of professionals in the private sector.

In addition to salary adjustments, a "Loyalty Cash Award" is provided to recognize public school teachers who have served for decades in the profession. A Loyalty Cash Award is given every five (5) years to those who have been in government service continuously for ten (10) years, as stipulated in Department Order No. 54 s 2015. Moreover, public school teachers who serve as members of the Electoral Board during elections are also compensated with honoraria under the Election Service Reform Act (RA 10756, 1987).

Understanding difficulties inherent in some teaching environments, a "Special Hardship Allowance" has also been regularly included in the national budget for basic education, subject to criteria set by

the DepEd. This is in light of situations where teachers are assigned to “hardship posts,” such as in hard-to-reach conflict areas, multi-grade schools, alternative learning contexts, and mobile schools. In 2017, Representative Luis Raymund Villafuerte, Jr. proposed the institutionalization of the Special Hardship Allowance, enshrining into law its annual provision. If passed, House Bill 6879 of 2017 can provide regularity and legal basis to the allowance—ensuring that it is received by the teachers who need it the most, every year.

The Philippine government also provides financial assistance to students and teachers in private schools through the Government Assistance to Students and Teachers (GASTPE) Act of 1989 (Republic Act 6827, 1989). The provisions of the law have since been improved through the Expanded GASTPE Act of 1998 (Republic Act 8545, 1998), which includes the enhancements in the In-Service Training Fund, a Faculty Development Fund, and Teachers’ Salary Subsidy Fund, all of which are forms of financial aid with set criteria under the law.

In addition, private school teachers are encouraged to pursue scholarships in educational institutions within the same region their families reside in, with the return service for teacher-scholars now commensurate to the number of years it took for them to finish their degree. Following the implementation of the K to 12 program, DepEd issued policies and guidelines in 2016 and 2018 to further implement the GASTPE Act, increasing the Teacher’s Salary Subsidy Fund for teachers handling student scholars in private Junior High Schools (DepEd Order No. 18 s 2016, 2016; DepEd Order No. 1 s 2018, 2018). Table 2 lists some of the laws and policies aimed at addressing teachers’ welfare and development.

TABLE 2. SELECTED LAWS AND POLICIES ON TEACHERS' WELFARE*

<i>Year</i>	<i>Laws and Policies</i>
1966	<ul style="list-style-type: none"> ▪ The Magna Carta for Public School Teachers (Republic Act 4670)
1967	<ul style="list-style-type: none"> ▪ Public School Teachers Salary Standardization Act (Republic Act 5168)
1987	<ul style="list-style-type: none"> ▪ Election Service Reform Act (RA 10756)
1989	<ul style="list-style-type: none"> ▪ Government Assistance to Students and Private School Teachers (GASTPE) Act (Republic Act 6827)*
1998	<ul style="list-style-type: none"> ▪ Expanded GASTPE Act (Republic Act 8545)*
2003	<ul style="list-style-type: none"> ▪ Updated Guidelines on Grant of Vacation Service Credits to Teachers (DepEd Order No. 53 s 2003)
2009	<ul style="list-style-type: none"> ▪ Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers (DepEd Memorandum No. 291 s 2008) ▪ Addendum to DepEd Order No. 291 s 2008 (DepEd Order No. 16 s 2009)
2013	<ul style="list-style-type: none"> ▪ Expansion of Primary Care Benefit 1 (PCB1) Package to Cover Personnel of the Department of Education (PhilHealth Circular No. 10 s 2013) ▪ Enhanced Basic Education Act (Republic Act 10533)*
2015	<ul style="list-style-type: none"> ▪ Loyalty Cash Award (Department Order No. 54 s 2015) ▪ Policies and Guidelines on Overtime Services and Overtime Pay for Government Employees (DBM Joint Circular No. 1, s 2015, 2015)
2016	<ul style="list-style-type: none"> ▪ Salary Standardization Law (Executive Order No. 201, s. 2016) ▪ Implementation of P3,500.00 Net Take-Home Pay for DepEd Personnel (DepEd Order No. 2 s 2016) ▪ Policies and Guidelines on the Implementation of the GASTPE Program Effective School Year 2016-2017 (DepEd Order No. 18 s 2016)* ▪ Continuing Professional Development Act (Republic Act 1032)
2017	<ul style="list-style-type: none"> ▪ Tax Reform for Acceleration and Inclusion (TRAIN) Law (Republic Act 10963) ▪ Implementation of P4,000.00 Net Take-Home Pay for DepEd Personnel (DepEd Order No. 12 s 2017) ▪ Guidelines for the Adoption and Implementation of the Philippine Professional Standards for Teachers (Department Order 42 s 2017)
2018	<ul style="list-style-type: none"> ▪ Provision and Computation of the Special Hardship Allowance for Fiscal Year 2018 (DepEd Memorandum No. 38 s 2018) ▪ Implementation of P5,000.00 Net Take-Home Pay for DepEd Personnel (DepEd Order No. 5 s 2018) ▪ Amendment to DepEd Order No. 20 s 2017 (Guidelines on the Implementation of the Educational Service Contracting) (DepEd Order No. 1 s 2018)* ▪ Philippine Mental Health Act (Republic Act 11036)*
2019	<ul style="list-style-type: none"> ▪ 105-Day Expanded Maternity Law (Republic Act 11210)* ▪ Institution-Based Summer Training Program for Secondary School Teachers (DepEd Memorandum No. 40 s 2019)

*The laws listed above concern public school teachers except for those marked.

From the review of the policy landscape, it seems that recent policy developments have in fact been addressing the plight of Philippine teachers. However, perhaps there remain gaps in the implementation of these policies, such that there remains a steady clamor to continuously look at and improve the status, welfare and motivation of teachers in the Philippines.

Chapter IV: Research Results and Discussion

This section will discuss key findings of the study, in accordance with the project objectives. Results of the survey among basic education teachers in Philippine public schools will be discussed alongside findings from the interviews with public and private teachers. For purposes of organization, this section will first discuss the profile of Philippine public school teachers, based on the survey results.

Motivations for joining and remaining in the teaching profession, as well as potential reasons for leaving teaching, will then be discussed, in the context of the teacher motivation framework that emerged from the study findings. In this section, survey results will be substantiated by the findings from the in-depth teacher interviews. Finally, policy initiatives supporting teachers' motivations to join and stay in the teaching profession will be discussed in the context of the research findings.

A. Profile of Philippine public school teachers

1. Demographic characteristics: Sex and age

Consistent with global and national trends on the feminization of the teaching profession, the study surfaced that teachers in the Philippines are still predominantly female (Commonwealth Secretariat & UNESCO, 2011). Survey findings that eight out of every ten public school teachers are female mirror data from the Department of Education showing that of 825,694 public school teachers, 675,687 (82%) are females (Department of Education, 2019). Figure 2 shows the distribution of respondents by sex.

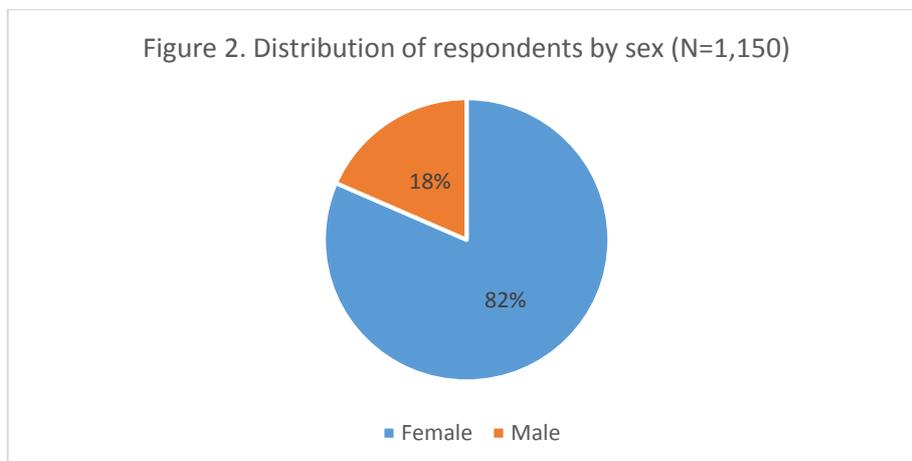


FIGURE 2. DISTRIBUTION OF RESPONDENTS BY SEX (N=1,150)

While research has been split on the value of having male teachers in the classroom, a body of research has underscored the importance of having male teachers, so that students can have positive male role models in the classroom. Having male teachers in the classroom likewise underscores that teaching and caring for children should not solely be a woman's role. Moreover, it encourages a broader societal view that men can also perform caring and nurturing responsibilities in the classroom and in society (Brown, 2017; Martino, Mills, & Lingard, 2010).

In terms of age, the respondents were between 21-64 years old, aptly reflecting the working age population in the country. It is also noteworthy that there are very young teachers who have seemingly come straight out of college. While the survey was able to capture responses from teachers across different age categories, it is worth noting that most respondents were 25-year-olds, and were on average 37-year-olds. This might be reflective of the survey deployment method, with ease of access predominant among lower age brackets. Interestingly, these findings present a stark contrast with the age demographic in Organisation for Economic Cooperation and Development (OECD) countries, where there are more teachers aged from 50 to 59 years, compared with those who are between 25 and 34 years old. Further, in OECD countries, only about 10% of teachers are under the age of 30, a foreshadowing of possible teacher shortages in the future (Organisation for Economic Cooperation and Development, 2019).

Looking at generational ages might also prove to be useful in the context of this research. Studies by the Pew Research Center tracing internet use over time among different socio-demographic categories, for instance, have shown that relatively younger populations have higher rates of internet use (Pew Research Center, 2019). Ownership of smartphones and use of social media likewise rank high among millennials, compared to their older counterparts (Vogels, 2019).

While the Pew Research Center-led studies mentioned above focus on American populations, a study on mobile technology and social impact among 11 emerging economies including the Philippines similarly revealed that younger adults are more likely than their older counterparts to use mobile devices for different activities (Silver & Huang, 2019). Ease of access to and familiarity with online platforms may have thus influenced the age demographic of teachers who accessed and responded to the survey. Aside from access considerations, looking at both nominal and generational ages of teachers might also be helpful when looking at the motivations of teachers. Figures 3 and 4 show the distribution of respondents according to age ranges and generational age, respectively.

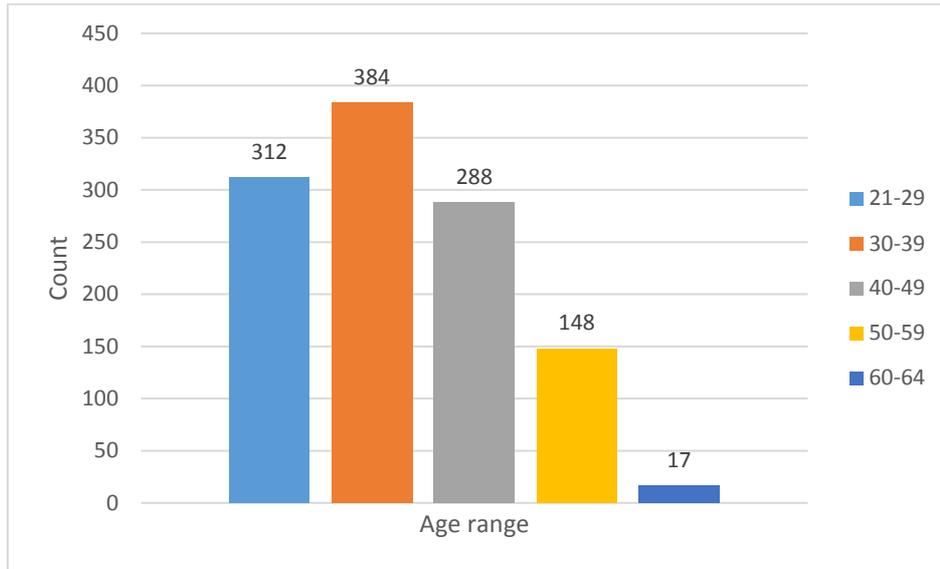


FIGURE 3. DISTRIBUTION OF RESPONDENTS BY AGE RANGE (N=1,149)

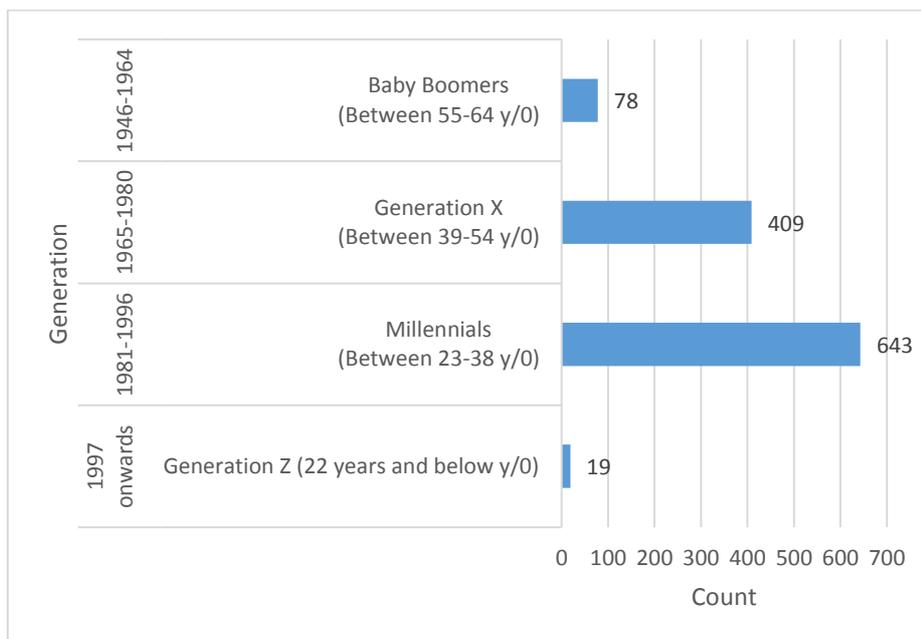


FIGURE 4. DISTRIBUTION OF RESPONDENTS BY GENERATION (N=1,149)

2. Demographic characteristics: Civil status and family background

More than half of the surveyed teachers (63%) were married, while around one third (32%) were single. There was a portion (5%) who reported that they were separated, annulled, widowed/widowers, or solo parents (See Figure 5).

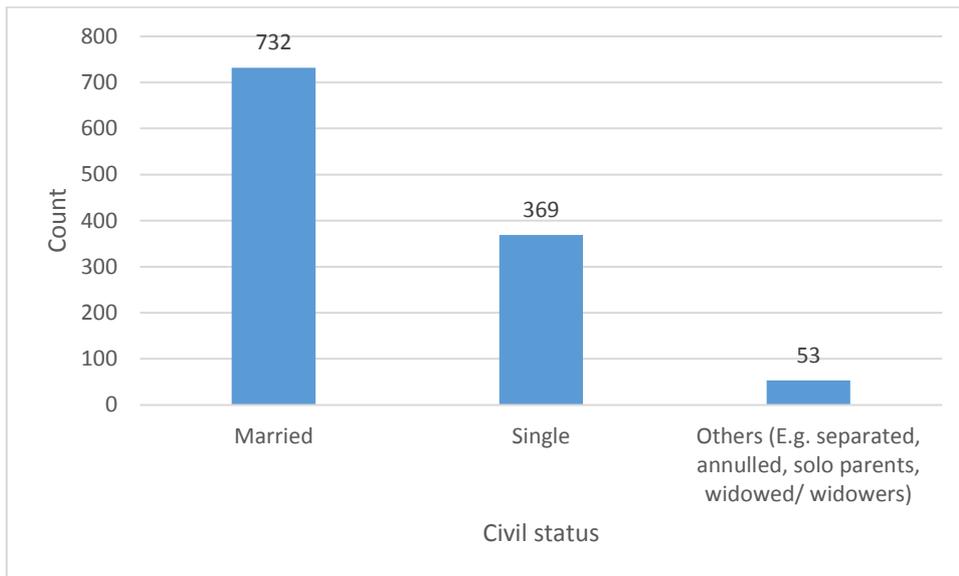


FIGURE 5. DISTRIBUTION OF RESPONDENTS BY CIVIL STATUS (N=1,154)

Meanwhile, more than six of every ten teachers (65%) have children. Among those, most have two children. While the family size of teachers with children are on average, quite small (61% of those with children have either only one or two children), it is worth noting that most of the children are aged ten, and the average age is 14 years. These data might suggest that with school-age children, much of the teachers’ daily living expenses and spending priorities could be related to child-rearing and schooling (See Figure 6).

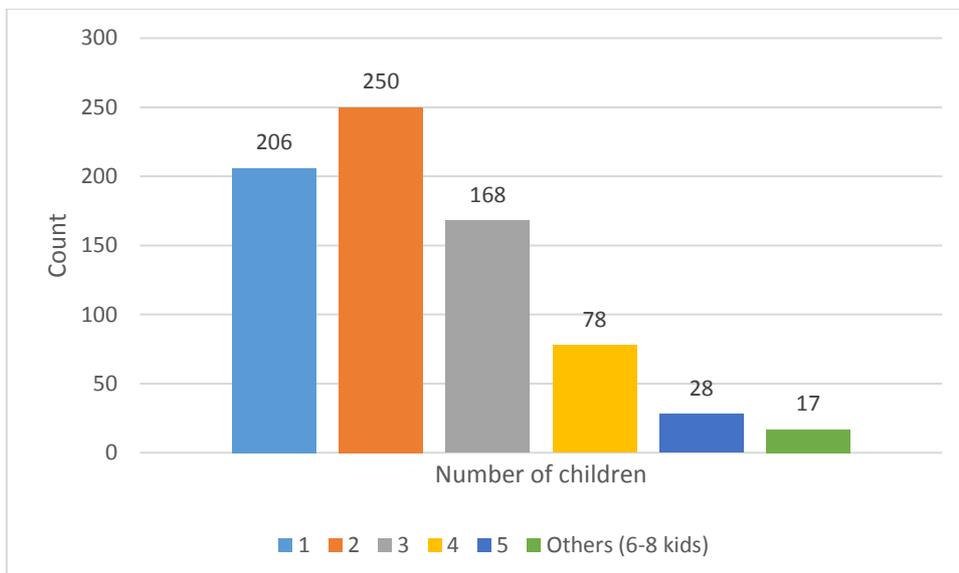


FIGURE 6. NUMBER OF CHILDREN (N=747)

When asked whether there were other teachers in the family, interestingly there was an equal proportion of respondents who said that other family members were teachers, and those who said that there were no teachers in the family.

Further, when probed on who among family members used to be teachers or who are currently teachers, siblings topped the list. Teachers in the family also represented several generations—respondents’ grandparents, parents, and even children had also become teachers. Mothers, more than fathers, were also among those identified as teachers among the family. This again reflects a feminization of the teaching workforce, even from earlier generations. As previous research has emphasized, having male teachers as positive models for students could also potentially influence the development of children (Brown, 2017; Martino, Mills, & Lingard, 2010).

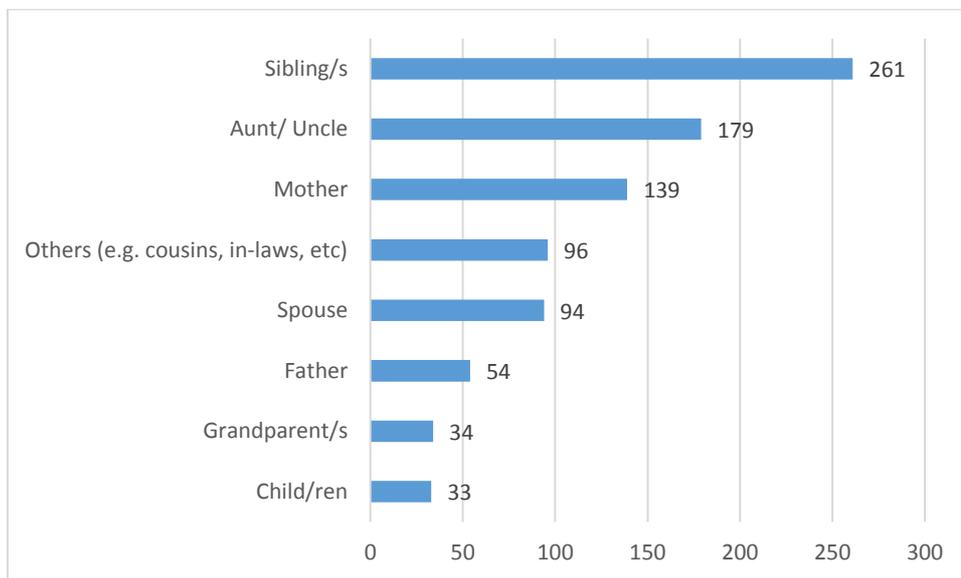


FIGURE 7. TEACHERS IN THE FAMILY (N=890, MULTIPLE RESPONSES ALLOWED)

3. Demographic characteristics: Educational background and professional certifications

Survey results showed that more than one-third (76%) of the teachers took up Education as their course of choice. Among non-Education majors, the teachers had diverse educational backgrounds. For instance, there were those who took up courses related to physical sciences (e.g. Biology, Chemistry); the social sciences (e.g., Psychology, Political Science, Philosophy and History); engineering and information technology; accounting, business administration, and economics; and health care (nursing).

Among interview informants, there were four of eighteen (22%) teachers who took up non-Education courses as their original degree. Similar to the demographic of the survey respondents, the informants' original courses included those related to social and physical sciences, as well as accounting and economics courses. Their motivations for shifting to Education and becoming teachers are discussed in subsequent sections detailing teachers' motivations for shifting to the teaching profession.

In terms of both educational attainment and professional certification, public school teachers generally have a relatively high level of qualifications. Based on the survey, the greatest proportion of teachers (509, or 45%) have at least some units leading to a Master's degree, while the next largest segment (379, or 34%) have completed college. Further, two of every ten teachers (221, or 20%) have completed Master's degrees. These numbers support the DepEd requirement that Teacher I applicants in Kinder, elementary, and junior high positions have degrees in Education, or have at least 18 units of Education-related coursework prior to taking the Licensure Examination for Teachers (LET).

In terms of professional licenses, only a handful of the teachers (10) currently hold no teaching license. These teachers are handling senior high school subjects, and are thus not required to be license-holders. Almost all teachers hold either teaching licenses by virtue of passing the LET (78%) or Philippine Board Exam for Teachers (PBET, 17%). There are likewise teachers who hold more than one professional license, aside from their teaching licenses. Again, these might be reflective of the fact there are teachers who shifted from different professions before deciding to teach. Figure 8 illustrates the respondents' highest educational attainment, while Figure 9 describes their professional licenses.

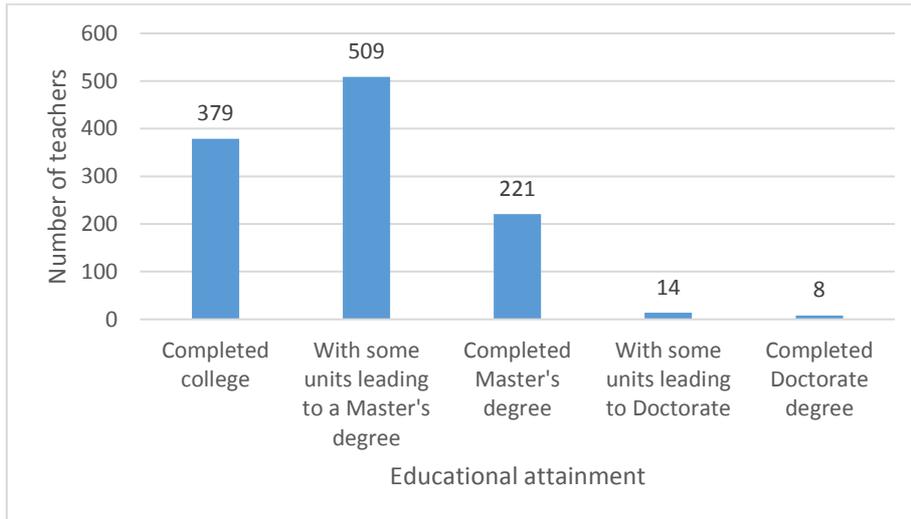


FIGURE 8. RESPONDENTS' HIGHEST EDUCATIONAL ATTAINMENT (N=1,131)

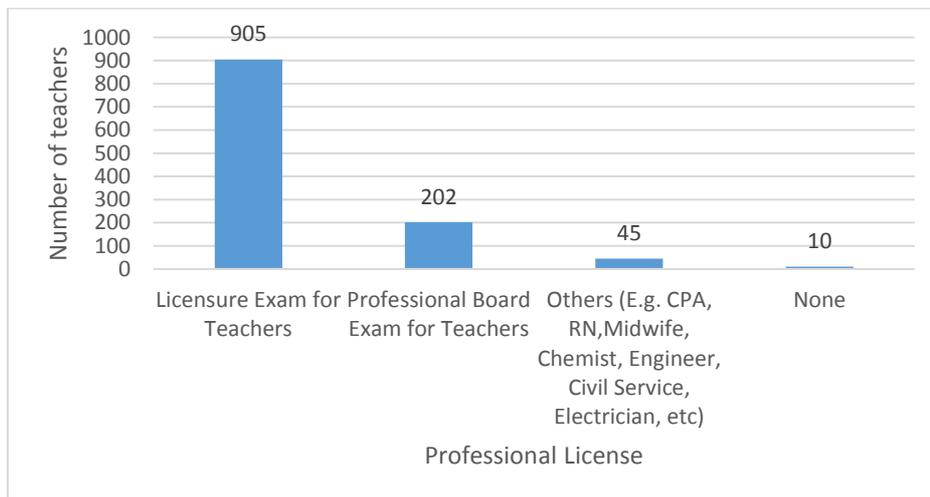


FIGURE 9. PROFESSIONAL LICENSES TEACHERS HOLD (N=1,162; MULTIPLE RESPONSES ALLOWED)

4. Demographic characteristics: Workplace and school context

In order to better understand teachers' contexts, it is also important to establish the environment that teachers are situated in. More than six of every ten teachers (711, or 63%) are located in schools in urban areas. Interestingly though, teachers who were in rural locations (394, or 35%) reported having access to the online survey platform. This information on the connectivity of the teachers may be useful when it comes to reaching out to and designing professional development activities for teachers. Respondents predominantly came from schools located in industrial communities (593), or agricultural/ farming communities (382). Figures 10 and 11 describe the locations of the schools teachers are assigned to.

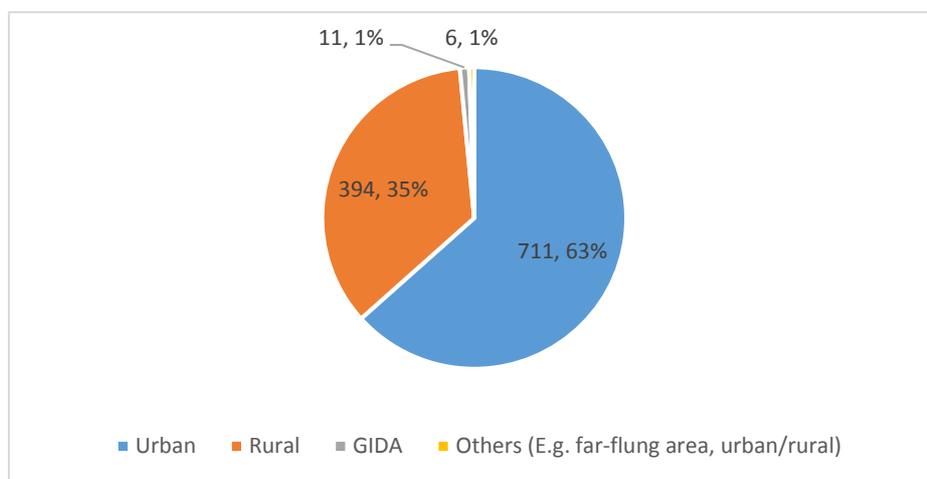


FIGURE 10. LOCATION OF SCHOOLS (N=1,122)

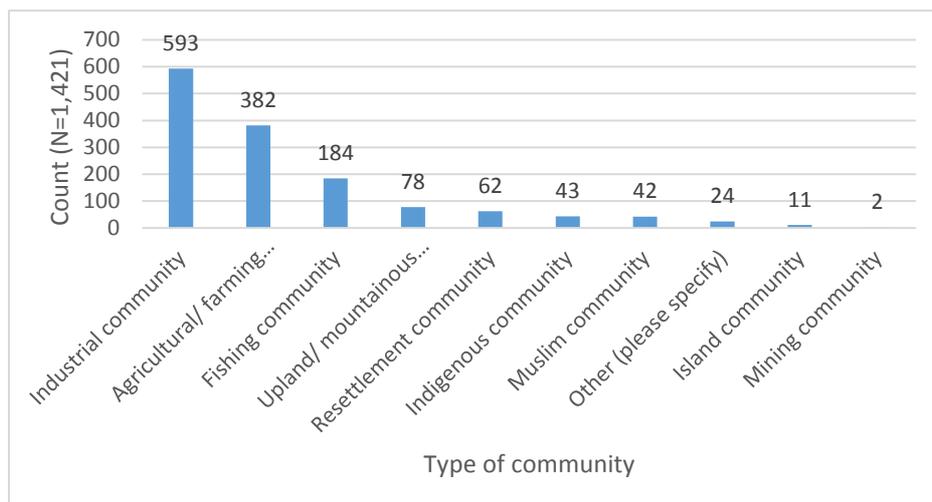


FIGURE 11. TYPE OF COMMUNITIES WHERE SCHOOLS ARE LOCATED (N=1,421; MULTIPLE RESPONSES ALLOWED)

Among those interviewed, 13 of the 18 teacher-informants were teaching in rural areas. Six among these, including an Alternative Learning System (ALS) facilitator and two multigrade (MG) teachers, were teaching in island communities. Three were teaching in an upland indigenous community, while four were teaching in an indigenous community in a conflict area.

Further, based on survey results, almost all teachers work near their homes. Ninety-seven percent among those surveyed usually spend less than an hour in transit. More than half of the teachers (53%) spend less than 15 minutes going to school, while three of ten (32%) spend 16 to 30 minutes going to school. Tricycles are the teachers' usual mode of transportation (562), followed by privately owned vehicles (351). There are likewise teachers who just walk (257) and ride the *jeepney* (252). Figures 12 and 13 show teachers' travel time and modes of transportation to and from their homes and schools, respectively.

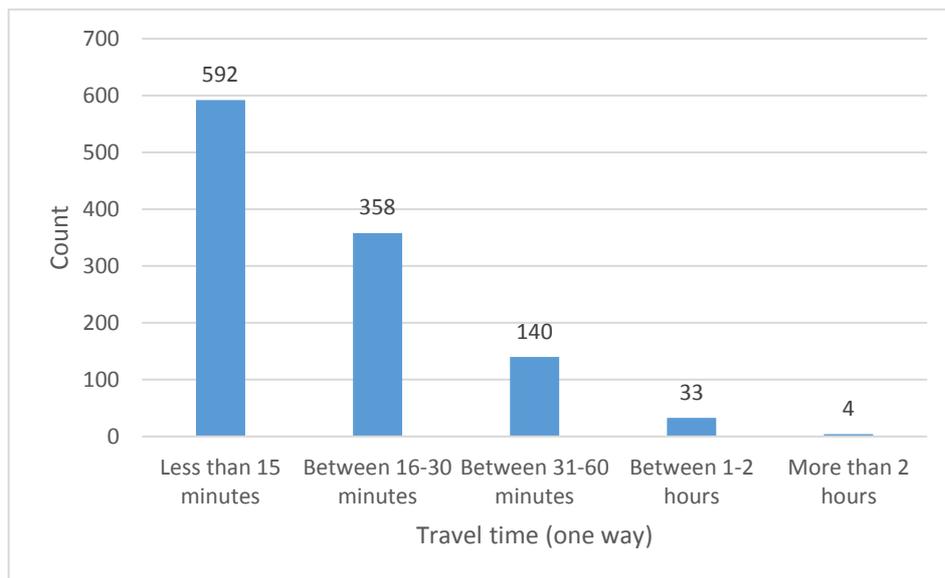


FIGURE 12. RESPONDENTS' TRAVEL TIME (N=1,127)

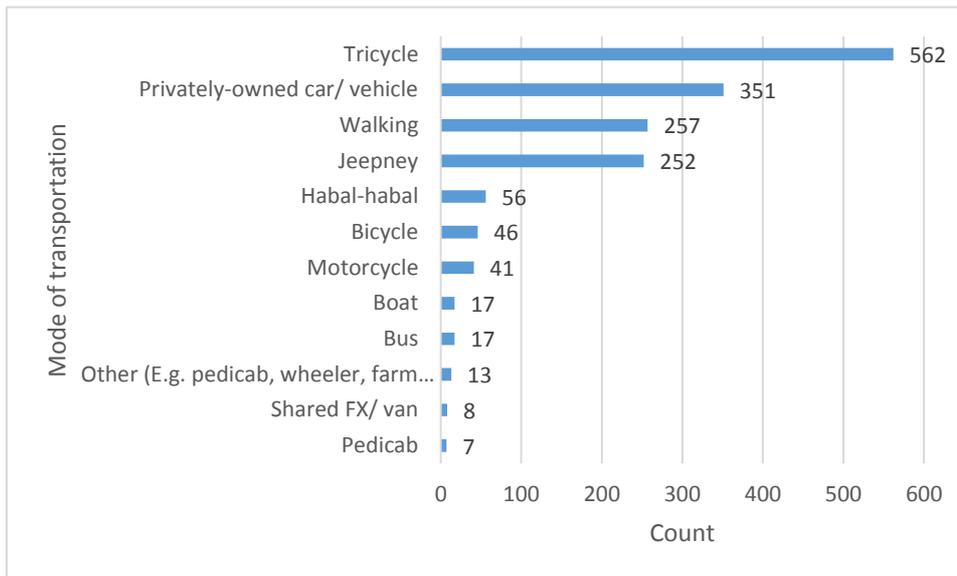


FIGURE 13. RESPONDENTS' MODE OF TRANSPORTATION (N=1,627; MULTIPLE RESPONSES ALLOWED)

Findings from the key informant interviews paint a similar picture, with most of the informants spending less than an hour going to and from school, even with varying commute conditions. Informants from the upland indigenous community walk to and from school, with their schools usually a short walk away from their homes. Three teachers who come from the same island community usually take the tricycle commuting to and from school. One of the multigrade teachers lives just across the school during weekdays, and takes a commuter boat to her home in the city during weekends. Even then, the boat ride only takes about 30 minutes, each way.

Beyond their daily commute, teachers, especially those who have administrative responsibilities, have to travel to other localities outside their school. One of the teachers, who is also Officer-in-Charge of a public elementary school, travels to the city center at least once a month, to submit administrative requirements to the Division Office. A private school teacher who was recently appointed as a High School Principal at the time of the interview likewise frequently traveled as part of his responsibility to monitor five different campuses of his school located throughout NCR and Central Luzon. On most days when he only has to report to the main school campus, his commute only takes around 30 minutes each way. The ALS facilitator is also a special case, with commute conditions varying, depending on which communities he will be visiting. He travels by land and by boat, most times having to rent a boat on a “*pakyawan*” basis because there are no other travelers to share boat fees with.

Looking at both the results of the survey and interviews, it can be said that teachers generally work near their homes. This is an interesting finding, which would also be part of the discussion of teachers' motivations.

5. Demographic characteristics: Teachers' professional and employment background

5.1. Experiences prior to teaching

Consistent with the survey results pointing to the fact that more than a third of the teachers took up Education as their course of choice, 77% of teachers likewise said that teaching was their first job. Career shifters, or those who had non-teaching jobs prior to joining the teaching profession, came from different industries such as business process outsourcing (BPO), banking and finance, and healthcare industries, among others. While some had worked in teaching-related engagements such as private tutoring services, career shifters' non-teaching experiences ranged from being cashiers, service crew, sales staff, customer service representatives, and office workers, to occupations requiring professional licenses such as nurses, accountants, and engineers. There were also quite a few who had worked overseas. Figure 14 shows the distribution of whether the respondents were originally teachers or career shifters.

Data from the interviews likewise show that teachers had different experiences before joining the teaching profession. One such teacher had worked odd jobs as an undergraduate in the US, before joining a major airline company where he handled different positions until he was promoted as a General Manager, even without a college degree. He repatriated to the Philippines, and was with a government-funded project before he was invited to teach in the senior high school program of a private school. Two teachers had worked as customer service representatives in BPOs; one of the teachers was involved in various research and extension services in a private university; while yet another had worked as a secretary in a local government office prior to shifting to teaching.

Even as students or while waiting for the licensure exam results to come out, the teachers had also been exposed to different work experiences. For instance, one informant was substantially earning from tips and commissions as an employee in a money exchange facility while waiting for the LET results to come out. Another informant took on a job as a houseboy and tutor, at the same time, in order to save funds so he could continue his college education.

Needless to say, these experiences outside formal classroom teaching have helped hone teachers' skills, provided opportunities for teachers to realize that they wish to pursue teaching careers, and afforded them with richer perspectives that they can bring into the classroom.

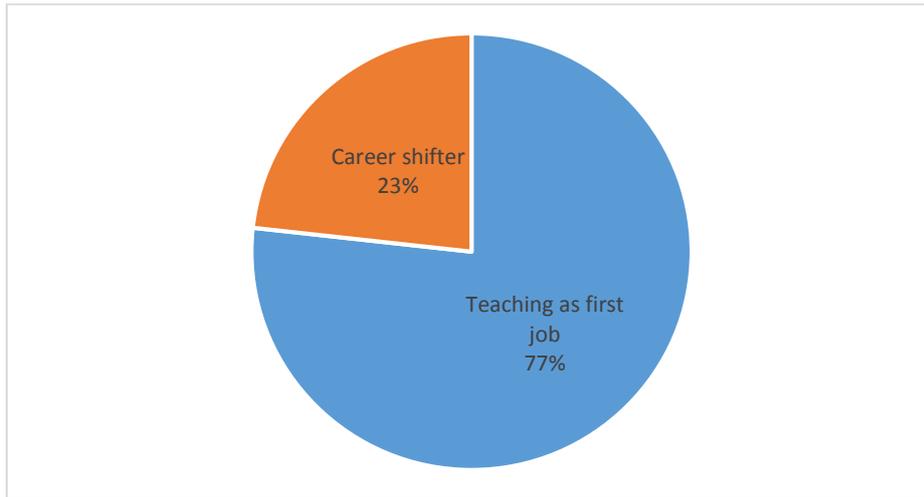


FIGURE 14. DISTRIBUTION OF RESPONDENTS ACCORDING TO WHETHER TEACHING WAS THEIR FIRST PROFESSION (N=1,127)

5.2. Teaching positions and teaching tenure

Consistent with national data, survey results show that most of the teachers hold Teacher I positions (494, or 45%), followed by those who hold Teacher III (286, 26%) and Teacher II (217, or 20%) positions (See Figure 15).

Further, among the informants, six out of 14 public school teachers interviewed currently hold Teacher I positions. It seemed to be a usual case for teachers to hold that position for years, even for decades, while at the same time holding administrative assignments. For instance, one of the informants in an upland community in CAR (Cordillera Administrative Region) had been teaching for 15 years, while still holding a Teacher I position. Aside from his teaching responsibilities, he likewise serves as Teacher-in-Charge in the elementary school where he is assigned. Similarly, an informant situated in a conflict area in Mindanao has held a Teaching I position since 2008, the same time he was assigned as Teacher-in-Charge.

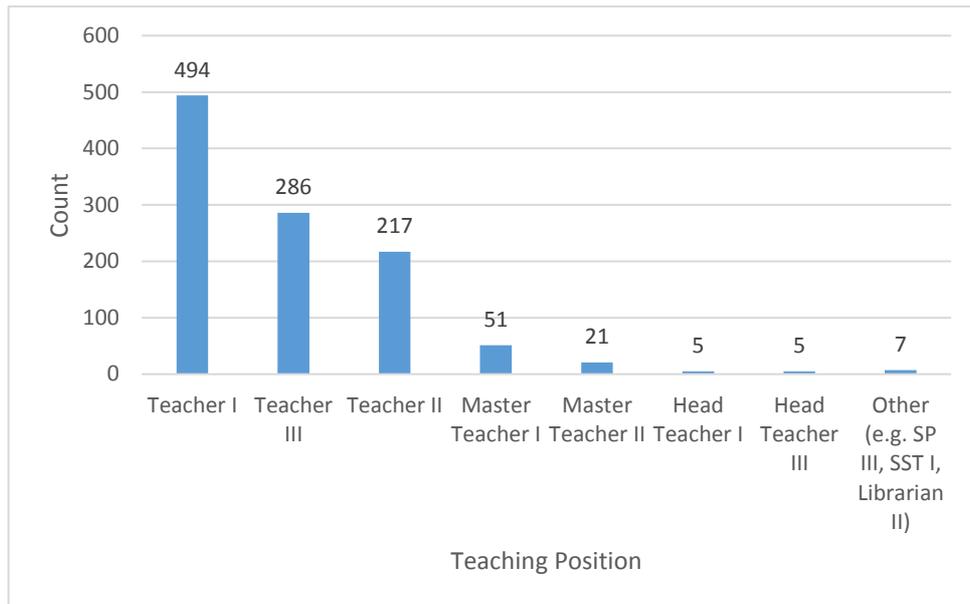


FIGURE 15. DISTRIBUTION OF RESPONDENTS ACCORDING TO TEACHING POSITION (N=1,086)

Data from the survey indeed show that there are teachers who have held the same teaching position for many years, some extending even to nearly four decades. As may be seen in Figure 16, majority of the respondents (620, or 56%) have, however been holding the same position from between one to five years. The survey likewise surfaced that nearly half of the respondents (539, or 48%) have been in their current school of assignment from between one to five years. Within this period, it might be assumed that teachers are still adjusting to new responsibilities and challenges in their school environment. It is worth noting as well that on average, teachers hold the same position for seven years, and stay on in the same school for eight years.

In terms of the total duration of their career as teachers, it is worth noting that there is only a small number of respondents (6) who had recently joined the profession, having only less than a year of teaching under their belt. Meanwhile, nearly a third (317, or 28%) of respondents have been teaching between one to five years. Most teachers would have been teaching for six years, and on average, teachers would have been teaching for 12 years. These data might be reflective of a relatively young workforce, with teachers coming from different backgrounds and different needs. For those who had originally chosen teaching as a career path, beginning teachers would usually be at least 22 years old, and within the 20-year age bracket.

Moreover, survey data show a decline in numbers as the years of teaching wear on (See Figure 16). While this may be indicative of the internet access conditions of certain age demographics discussed in an earlier section of this report, the decline in numbers as the years progress might likewise be an indicator that teachers might start thinking about leaving teaching, and actually decide to leave the profession after years of teaching. Because the survey only captured insights of those currently

in the profession, there was no way to verify why there was a decline in numbers. However, looking at the data from the interviews, it was surfaced that among younger cohorts of teachers in particular, teaching can be a transitory career. This was especially evident among those who were in urban areas, and who felt that there were better career and financial opportunities for them outside of teaching in the Philippines. This would be further discussed in subsequent sections on teachers' motivations.

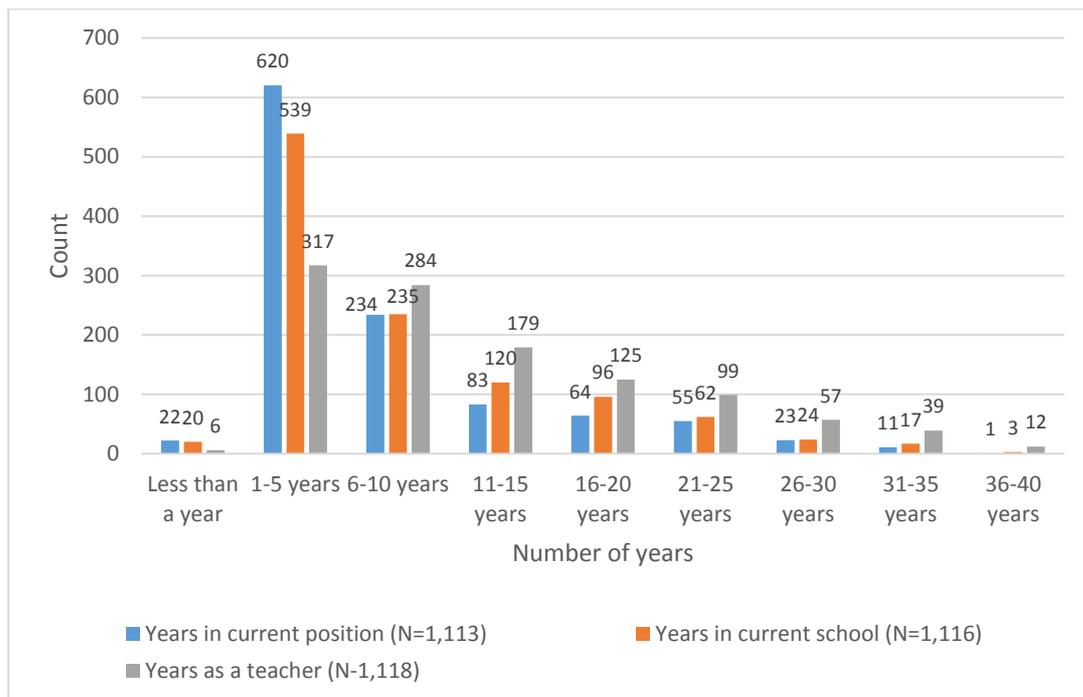


FIGURE 16. DISTRIBUTION OF RESPONDENTS ACCORDING TO YEARS IN CURRENT TEACHING POSITION, YEARS IN CURRENT SCHOOL, AND YEARS AS A TEACHER

Further, data from the interviews pose some similarities with the survey findings, in terms of length of stay in the profession. The youngest informant, who was teaching junior high school in a private institution in the BARMM, had been teaching for barely a year during the time of the interview. From among public school teachers, there was one who had been teaching for five years; while the rest had been teaching from between nine to over 30 years.

One of the teachers who had been teaching for three decades was assigned to a combined monograde and multigrade school in CAR, and had been teaching students from Kindergarten through Grade 6 throughout her career. From being a substitute teacher prior to passing the board examinations in the mid-1980s, to becoming tenured as Teacher I, she currently holds the position of Master Teacher I in the same school where she first taught. In the absence of a permanent school administrator, she is sometimes given the responsibility of being School Head/Teacher-in-Charge. At 56 years old, she balances administrative responsibilities with teaching Kindergarten students.

The other teacher who had been in the profession for three decades has likewise been teaching in the same school where she was first assigned when she was first appointed as Teacher I. Throughout her tenure, she had gone through all different teaching positions—from Teacher I, Teacher II, Teacher III, Master Teacher I, and finally Master Teacher II. Now in her early 50s, she still handles Grade 1 classes, hand-in-hand with her responsibilities as Coordinator for Kindergarten to Grade 3 teachers.

While the two teachers with the longest teaching tenures shared certain similarities, their educational qualifications differ. The teacher from CAR had earned her PhD, while the other teacher had only completed academic requirements toward the completion of her Masteral Degree. While the former had more advanced academic degrees, the Masteral candidate had been elevated to a higher teaching position. Faced with different circumstances and backgrounds, the paths to the teachers' career progression likewise differed.

Nevertheless, as illustrated by the cases previously mentioned, the research findings consistently show that teachers constantly seek career growth. More than half (55%) of the teachers who participated in the survey have sought promotion at least once throughout their careers. Respondents either applied for promotion or position reclassification, or in some cases, were granted automatic promotions. Eight out of every ten applicants (81%) were successful in their application for promotion, while there were 14% who were unsuccessful in seeking promotion. A small percentage (5%) were still waiting for the outcomes of their promotion application (See Figures 17 and 18).

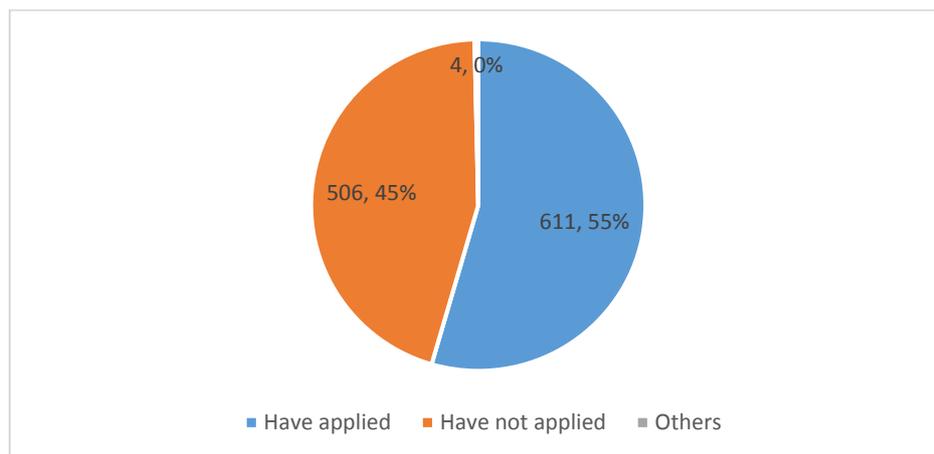


FIGURE 17. DISTRIBUTION OF RESPONDENTS WHO HAVE APPLIED FOR PROMOTION/POSITION RECLASSIFICATION (N=1,121)

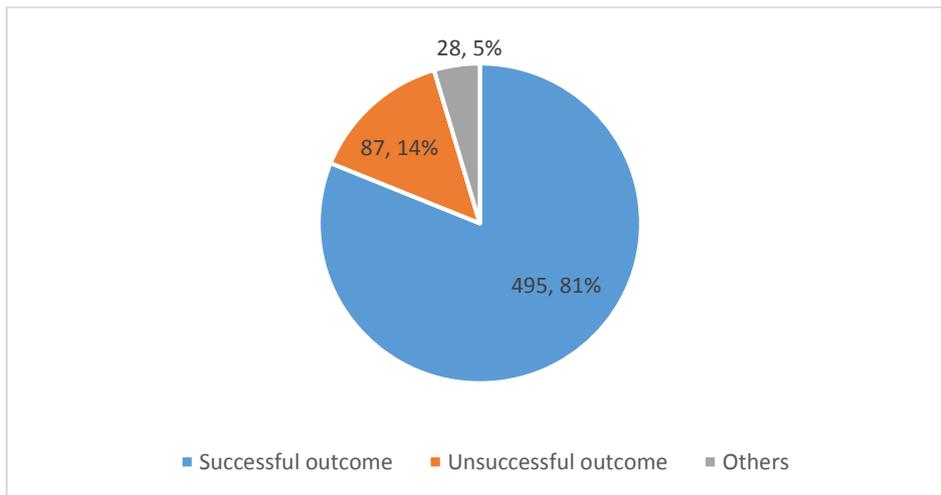


FIGURE 18. DISTRIBUTION OF RESPONDENTS BY PROMOTION APPLICATION OUTCOMES (N=611)

Again drawing from the teachers' narratives, promotion remains an important aspect of teachers' careers. Earning advance degrees is common among the teachers interviewed, since these are pre-conditions to career advancement. For instance, a 33-year old public elementary school teacher in CAR had recently earned her PhD during the time of the interview. While she currently holds the position Teacher III, she is continuously aspiring for promotion. Ironically, she holds a higher teaching position than her superior, the School Head/Teacher-in-Charge who had been holding a Teacher I post throughout the duration of his 15-year teaching career.

Faced with the possibility of retiring as "MT," or "*Matagal nang Teacher I*," the School Head challenged himself to complete his Masteral degree in five years' time. Handling an administrative position gave him access to information from the Division Office, such as vacancies and opportunities for position reclassification which he had not been previously aware of. While he had personally experienced instances when papers he had submitted for promotion went missing, he was still hopeful that his application for position reclassification from Teacher I to Teacher III would yield positive outcomes. With the much-anticipated reclassification, he would not have to retire with the self-titled position "*Matagal nang Teacher I*".

In almost all cases, teachers sought promotion opportunities since these translated to better career options or higher salaries, which would also then have implications on the retirement package that they would receive. While there were those who were able to avail of study leaves in order to focus on their studies, a more common trend was for both public and private school teachers interviewed to be taking up Masteral or Doctoral degrees while also working full-time. Classes usually fell on weekends, and for those who were in remote areas, teachers needed to travel to city centers in order to attend classes.

Even without study leave benefits or scholarships, teachers exhibited determination to pursue graduate studies, especially because they knew that graduate credentials are prerequisites to their eventual promotion.

As observed by an informant, a career shifter who had been teaching in a public school for nearly five years, promotion usually took time. Finishing his Masteral degree sooner would mean a quicker route to promotion, or to career opportunities in other areas, such as in teaching at the tertiary level. He recognized, however, that studies also took up time, and for those who had other responsibilities, such as raising their own families, it was not an easy journey.

Kapag na-promote ka na sa Teacher III, maghihintay ka pa ulit ng mga tatlong taon para magkaroon ka ng shot para maging principal. Medyo matagal, mahabang habang hagdanan pa yun, kaya naisip ko medyo natagalan ako dito sa Teacher I. Dapat sana natapos ko yung MA ko agad, okay na ako ngayon. Kaya lang, yun nga, may mga ibang bagay na pinrioritize. (Perez, 2018)

Another interesting narrative surfaced from the interviews was that of a public school teacher assigned to teach Arabic Language and Islamic Values Education (ALIVE) and the Madrasah curriculum in a school in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) mentioned in a previous section. With degrees in Elementary Education, Arabic, and Shari'a law, she seemed to have very strong academic preparation for a teaching career.

However, she was unable to pass licensure examinations for both teaching and Sharia law practice. Because of the lack of professional certifications, she has been holding a provisional Teacher I position for nearly 20 years. While she is well-aware that the downside of having a provisional position is that she would not be entitled to any retirement benefits, she seems content that she is at least able to teach. Moreover, with her husband being a licensed teacher, there seemed to be no pressure for her to still strive for a teaching license, since her husband would be entitled to retirement benefits.

Aside from earning advanced degrees and professional certifications, some teachers rationalized their having additional responsibilities, even when they felt that they were inadequately prepared to take on certain assignments, as opportunities to earn points for promotion. For instance, as a high school teacher in a coastal community in MIMAROPA shared when asked if she received any allowances as a school paper adviser:

Wala po. Kaya ko lang siya tinanggap kasi point. Kunyari magpapa-reclass ako, eh di point at ikaw ay school paper adviser... Kaya ko na lang siya tinanggap dahil gusto kong ma-adjust yung salary ko. Yun lang po. Pero kung hindi po, hindi ko na rin siguro tatanggapin dahil mahirap po... Hindi naman po talaga ako naka-attend ng campus journalism. Dapat, ang nagawa niyan eh mga na-attend doon sa campus journalism. (Santos, 2018)

Teachers across different stages of their careers had indeed different takes when it came to professional development, thus varying modes and opportunities for continuous professional development would seem to be very welcome for teachers.

5.3. Teachers' assignments and workload

The discussion on teachers' workload is an area of continuing research, and has received a lot of attention in Philippine media, and likewise in research on teacher motivation. Results of this study are quite mixed when it comes to teachers' actual experiences and perceptions pertaining to their workload. Survey results show, for instance that in monograde classroom set-ups, more than six of every ten teachers (675, or 64%) handle only one grade (See Figure 19).

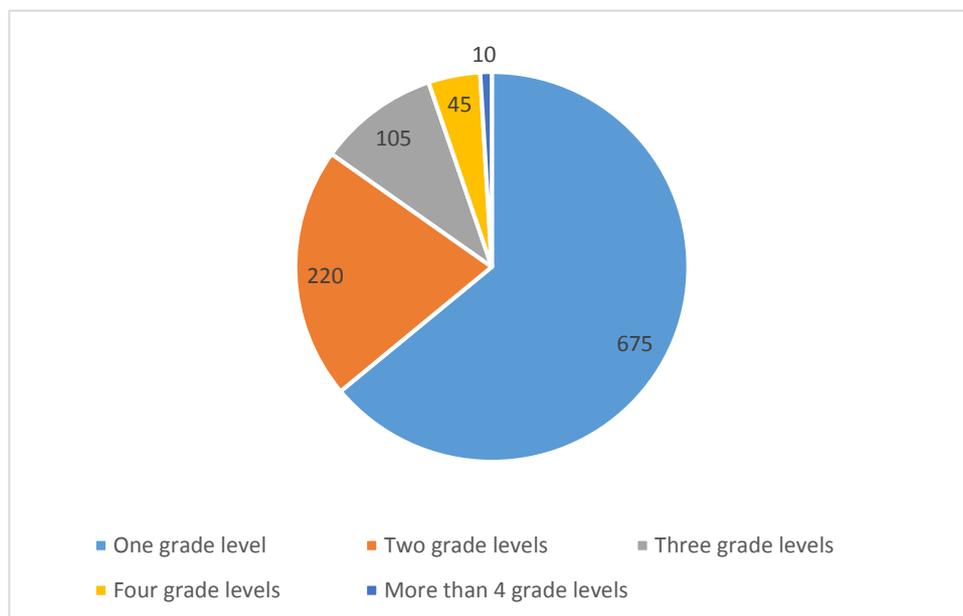


FIGURE 19. DISTRIBUTION OF RESPONDENTS BY NUMBER OF GRADE LEVELS TAUGHT (N=1,055)

While the norm is for teachers to handle only one grade level, proportions vary when the respondents are aggregated by elementary and high school levels. For instance, more than seven out of ten (441, or 76%) elementary school teachers handle one grade level, whereas only over four out of every ten (234, or 43%) of their counterparts in high school handle one grade level. Closely following in terms of proportion is the number of high school teachers handling two grade levels (214, or 39%) (See Figures 20 and 21).

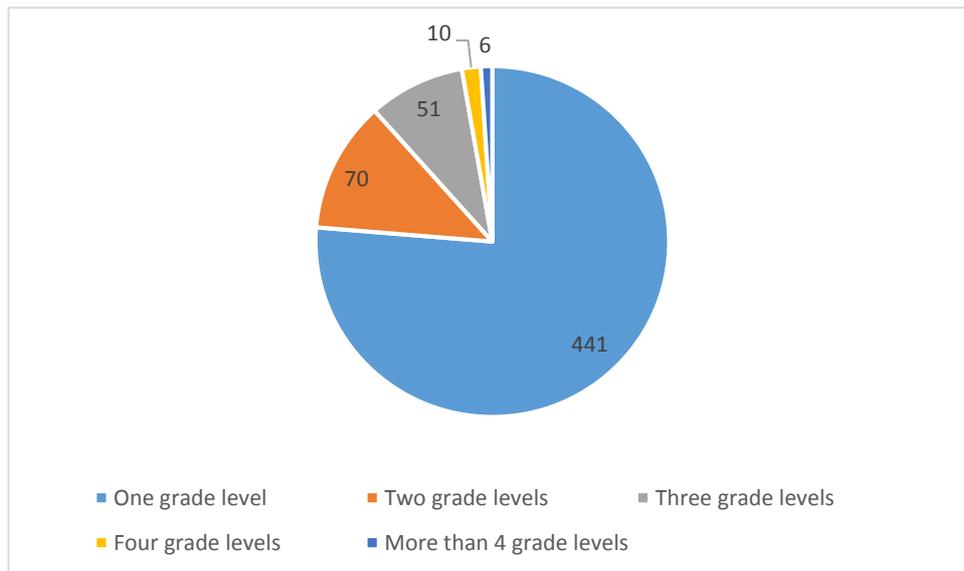


FIGURE 20. DISTRIBUTION OF ELEMENTARY SCHOOL TEACHERS BY NUMBER OF GRADE LEVELS TAUGHT (N=578)

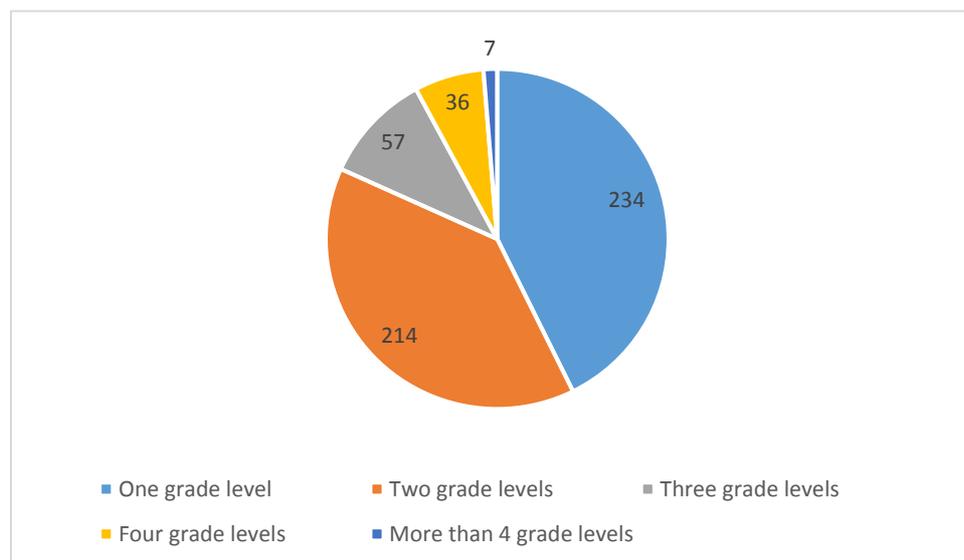


FIGURE 21. DISTRIBUTION OF HIGH SCHOOL TEACHERS BY NUMBER OF GRADE LEVELS TAUGHT (N=548)

It is worth noting that among the respondents, there were those handling different grade levels spanning elementary, junior high school, and senior high school. Among those teaching high school, 377 (69%) were handling purely junior high school levels; 114 (21%) were handling purely senior high school levels; and 50 teachers were handling both junior and senior high school levels.

As may be gleaned from Table 3, the norm among those teaching purely in junior high was to handle only one grade level, with nearly half (184, or 49%) handling only one grade level. Among those teaching only in the senior high school program, meanwhile, more than one of every two teachers (64, or 56%) taught in both Grades 11 and 12, while the rest taught only either of the two grade levels. Those handling junior and senior high school handled a minimum of two grade levels, while most taught across three grade levels (21, or 42%). There were likewise several instances when teachers simultaneously handled elementary and junior high school, and one instance where a teacher taught elementary, junior high school, and alternative learning systems.

TABLE 3. DISTRIBUTION OF JUNIOR AND SENIOR HIGH SCHOOL TEACHERS AND THE NUMBER OF GRADE LEVELS HANDLED

Number of grade levels handled/ Level	Junior High School	Senior High School	Combined Junior and Senior High School	Combined Elementary and High School
One grade level	184	50	0	0
Two grade levels	140	64	10	0
Three grade levels	33	0	21	3
Four grade levels	20	0	15	1
More than four grade levels	0	0	4	3
Totals (N=548)	377	114	50	7

The narrative remains the same when it comes to the number of subjects teachers currently handle. Based on survey results, elementary school teachers can handle from one (88, or 15%) to ten (116, or 20%) subjects per school year, with some even handling more than 10 subjects. This could be because in Kindergarten and primary education (K to 6), teachers or class advisers are expected to teach all subjects. In terms of subjects handled, *Edukasyon sa Pagpapakatao* (ESP) seemed to be the most popular subject, with one of every ten teachers handling ESP (See Figures 22 and 23).

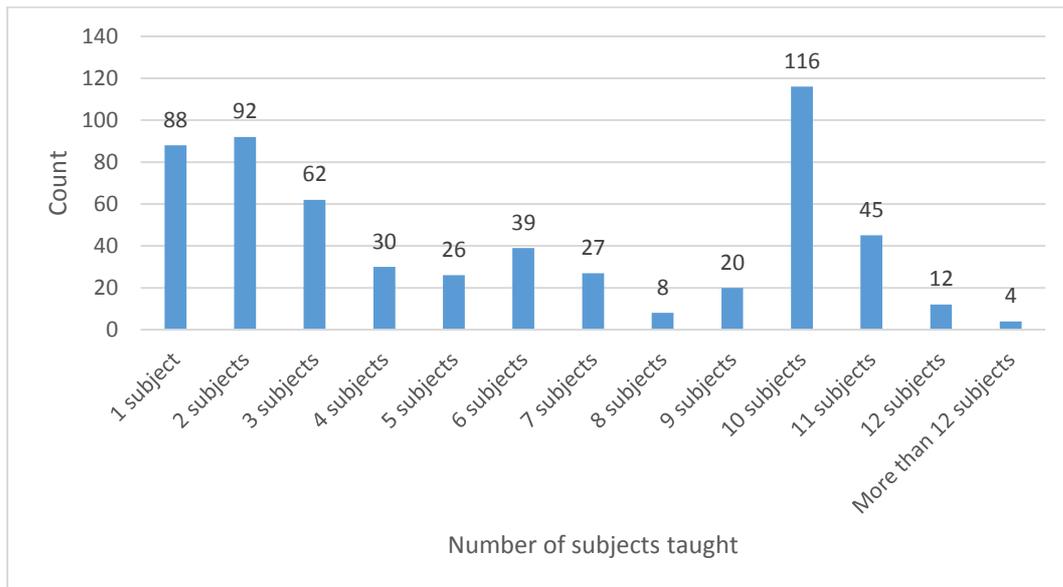


FIGURE 22. DISTRIBUTION OF ELEMENTARY SCHOOL TEACHERS BY NUMBER OF SUBJECTS TAUGHT (N=569)

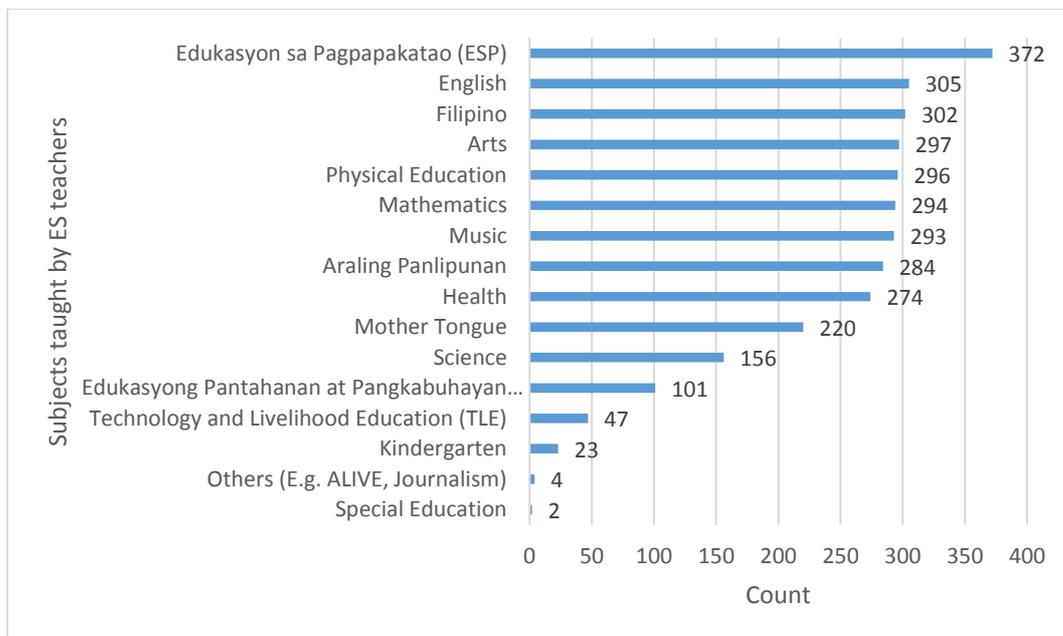


FIGURE 23. SUBJECTS TAUGHT BY ELEMENTARY SCHOOL TEACHERS (N=3,270; MULTIPLE RESPONSES ALLOWED)

Within the context of a spiral curriculum, among high school teachers, there seemed to be much more concentration, with more than three-fourths of respondents (413, or 77%) claiming that they taught in only one subject area. Most respondents (142, or 21%) handled Languages, Literature, and Communication subjects. Also popular among the respondents were subjects related to TVL/ TVE, with 104 (15%) of high school teachers handling related subjects (See Figures 24 and 25).

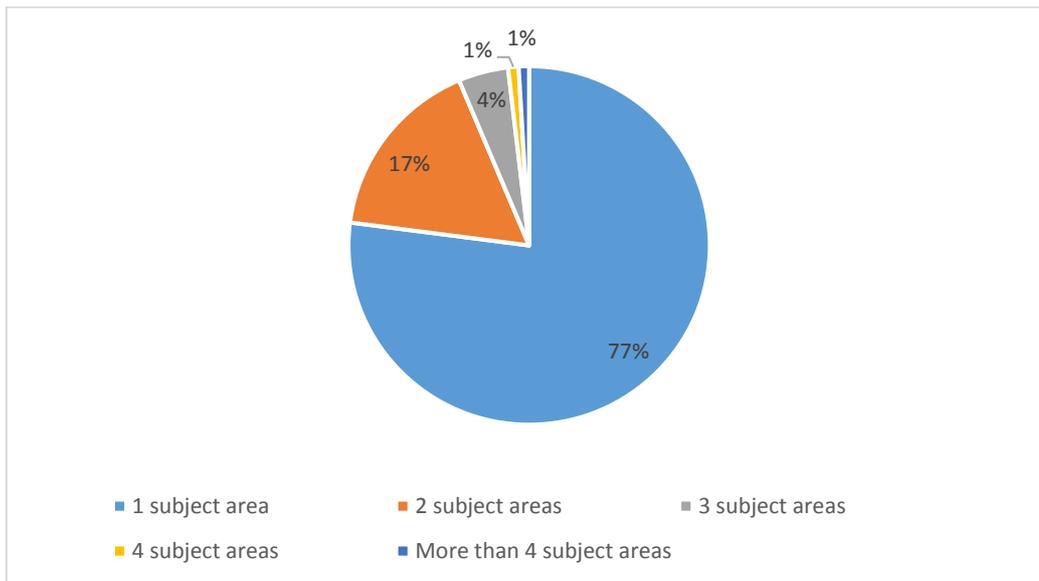


FIGURE 24. DISTRIBUTION OF HIGH SCHOOL TEACHERS BY NUMBER OF SUBJECT AREAS TAUGHT (N=536)

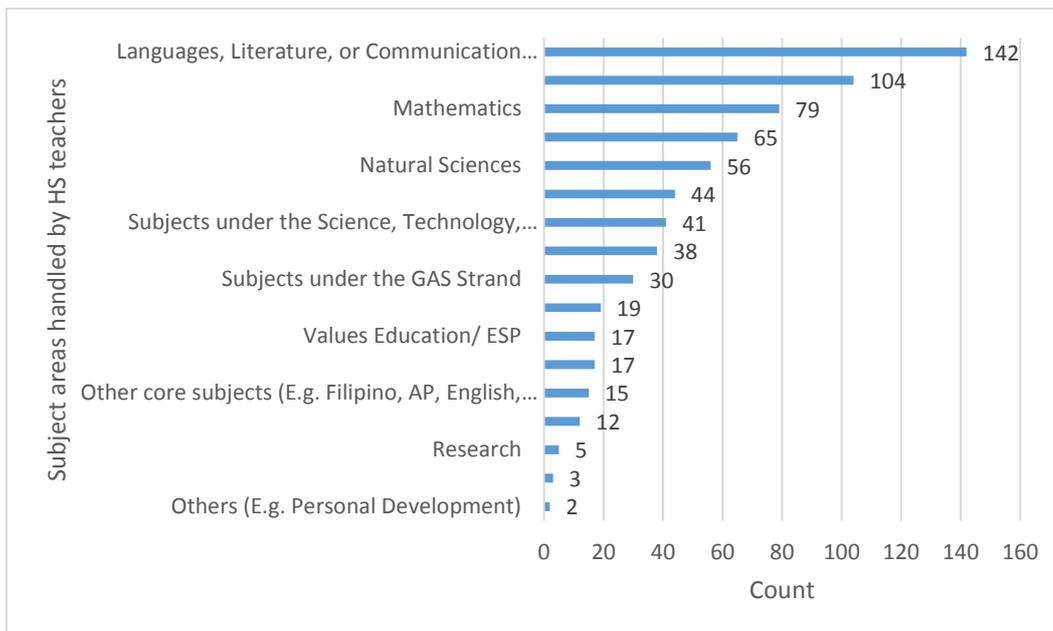


FIGURE 25. DISTRIBUTION OF HIGH SCHOOL TEACHERS BY NUMBER OF SUBJECT AREAS TAUGHT (N=689)

While the Magna Carta for Teachers only requires them to put in six hours of classroom teaching time daily, as surfaced during the interviews, teachers allocate much more time for preparation and assessment activities for each of the classes that they handle. It should be noted that Philippine labor laws set a maximum of eight hours of work per day (Article 83), with provisions for overtime pay for work exceeding eight hours per day (Article 87) (Department of Labor and Employment, 2017). Nevertheless, the teachers reported receiving no overtime compensation, even if their work went beyond the regular work shift, and sometimes into the weekends.

Assuming that in the Philippines, public school teachers' contact time is at least six hours per day, at 21 days per month, and 10 months per year, basic education teachers in the Philippines could spend up to 1,260 hours in the classroom every year⁸. The number of hours increases further when the non-teaching responsibilities are accounted for.

Indeed, consistent with teachers' narratives suggesting that they spend more than the required number of work hours for performing both their teaching and ancillary activities, among eight OECD countries⁹ with available data on statutory vis-à-vis actual teaching hours per year, only one country (Portugal) reported that actual teaching time was slightly lower than the required number of teaching hours. Moreover, available data from 38 OECD economies¹⁰ show that in 2018¹¹ on average, net annual statutory contact time for pre-primary school teachers is 1,024; for primary school teachers, 783 hours; for lower secondary (general programs) teachers, 709 hours; while for upper secondary (general programs) teachers, 667 hours (Organisation for Economic Cooperation and Development, 2019).

In its study on the status of teachers in selected Asia-Pacific countries, UNESCO highlighted that while teachers' working hours varied across different countries, what was consistent was how teachers worked more than the required work hours. In Mongolia, where teachers enjoy relatively shorter work hours (19 contact hours and 6 hours for other responsibilities), teachers still admitted that they had to work beyond the mandated 26 hours per week, in order to fulfill their teaching duties. In Korea, teachers are required to render 40-hour work weeks. While teachers in Korea still spent most of their time teaching in the classroom, they reported a significant amount of time spent doing administrative work. In Indonesia and Cambodia, regulations have been set in place mandating teachers to render 30 actual classroom hours and 40 hour work weeks, respectively (UNESCO, 2015).

Class size might likewise be another consideration affecting teachers' perceptions about burdensome workloads. In Philippine public schools, student-teacher ratios vary, with lower years ideally having lower class sizes. Concerned with providing an enabling environment for student learning, the Department of Education looks at an ideal class size with a maximum of 25 students

⁸ Computation based on SEAMEO INNOTECH estimates.

⁹ These countries include Latvia, Australia, Slovenia, Lithuania, Portugal, Estonia, Finland and Poland (OECD, 2019).

¹⁰ These include Costa Rica, Chile, Latvia, United States, Colombia, Scotland (UK), Mexico, Australia, New Zealand, Netherlands, Canada, Ireland, Germany, Spain, France, Lithuania, Hungary, Greece, Israel, Flemish Community (Belgium), Switzerland, Italy, Portugal, French Community (Belgium), Czech Republic, Austria, Slovak Republic, Slovenia, Estonia, Finland, Korea, Norway, Japan, Turkey, Russian Federation, Poland, Iceland, and Denmark (OECD, 2019).

¹¹ Reference year for Denmark and Switzerland is 2017; for the United States, 2016 (OECD, 2019).

for Kindergarten, 30 for Grades 1 to 2, 35 for Grade 3, and 40 for Grades 5 to 12 (Hernando-Malipot, DepEd reaffirms effort to achieve ideal class size, teacher-student ratio, 2018). These ideal class sizes are an improvement from previous years, where class sizes tended to be higher, and translated to longer teaching hours. In 2003, for instance, class sizes in Philippine public primary and secondary levels far exceeded OECD averages by almost double. Teaching hours per year, also in public primary and lower secondary schools in the Philippines, were longer by about one third, compared to the OECD average for the same year (UNESCO-UIS/ OECD, 2005).

Looking at available data across Southeast Asia since 2000, trends show improvements in pupil-teacher ratios, in both public primary and secondary levels. In 2017, the Philippines reported a primary level ratio of 29 students per teacher, a far second to Cambodia's 42 students per teacher. In the same year, the Philippines reported a ratio of 24 students per teacher in the secondary levels. These numbers are slightly lower than in counterparts in Timor Leste (27), Thailand (26), and Myanmar (26) (The World Bank IBRD-IDA, 2020).

While reported data painted a rosy picture in terms of improved pupil-teacher ratios, some teachers who were interviewed still shared that they handled more than the usual. A junior high school teacher in a rural-coastal area, for instance, handled two ninth grade classes with a class size of 53 each, and three tenth grade classes with class sizes of over 40. A counterpart teaching in the urban setting handled between five to seven classes, with 50 students each. A primary grade teacher in NCR recalled handling classes with between 50 to 60 students.

The interviews further surfaced that teachers who handled different grade levels and subjects tended to feel more loaded with work. Teachers are required to prepare *Daily Lesson Logs (DLLs)* or *Daily Lesson Plans (DLPs)* in order to help them more efficiently plan the achievement of student learning outcomes. Thus, the more grade levels and the more subjects that teachers handled, the more time and effort they would need to prepare the requisite plans. Likewise, the more students that they handled, the more effort they would need to exert in managing actual teaching sessions and in assessing student learning outcomes.

In some instances, however, there were mechanisms in their schools that helped them deal with the work requirements. For example, one public school teacher narrated how during the summer break, they participated in writeshops wherein teachers already developed daily lesson plans, diagnostic exams, and summative tests for the students throughout the Division. This strategy ensured that there was greater standardization in what was delivered across different schools offering the same subject in the Division. At the same time, this somehow eased teachers' workload, since during regular school days they would just have to make little tweaks every now

and then. As some interview informants also shared, this was also practiced at the school level, where some teacher-supervisors or Master Teachers would just share templates of previous lesson plans with other teachers.

Some teachers had also learned to employ different strategies in an attempt to better manage their time and their workload. For instance, one of the informants used a technology-based application to facilitate preparation of her daily lesson plans. She would then also share this with her co-teachers.

Pero kasi ang ginawa ko para I don't write, mas mabilis ako mag-type so I downloaded an app (application). I look naman talaga for things that can help me. So I downloaded a very good app, it's called Planboard. It's a lesson plan na online. Hindi siya ready ha, so ibig sabihin I make my lesson plan but it makes things easier. So halimbawa pare-pareho naman yung lesson plan ko for the three classes, I just copy tapos lumalabas na siya. Ang bilis din i-share with other teachers so "Sir, okay, i-share ko sa 'yo lesson plan ko," ganyan. Share ko lang yung link, mada-download na niya. (Umali, 2018)

Moreover, while the Magna Carta for Teachers requires only six hours of contact time, teachers are expected to fill in the rest of the eight hours of daily work required by labor laws, through the performance of ancillary activities. These include a range of activities such as coordination work and community engagement, student advising, home visitation, and in some cases, maintenance of school facilities.

Elsewhere in the world, teachers are also expected to perform non-teaching responsibilities. The latest OECD report on education revealed that 31 of 39 OECD economies with available data had regulations mandating teaching-related activities such as lesson planning, marking student work, and communicating with parents. Some countries mandated teamwork and dialogue with teaching peers, while others required teachers' participation in professional development activities as part of non-classroom teaching responsibilities (Organisation for Economic Cooperation and Development, 2019).

In the Philippines, whereas ancillary activities are officially recognized by the Department of Education as teaching-related activities, more than six of ten teachers surveyed (693, or 62%) felt that they performed responsibilities unrelated to classroom teaching. Homeroom advising topped the list of these activities, with 426 teachers taking on this responsibility during the school year.

Teachers were also often assigned as subject coordinators (213), and club moderators/advisers (193). Figure 26 summarizes the activities that teachers usually perform outside classroom teaching.

While the survey tried to provide an initial set of responses that sought to capture the usual non-teaching responsibilities teachers were assumed to perform, when provided with an option to indicate other responsibilities not identified in the list, the teacher-respondents indicated many other assignments. For instance, the survey surfaced that teachers were involved in the implementation of national priority programs such as the Pantawid Pampamilyang Pilipino Program (4Ps), Brigada Skwela, Disaster Risk Reduction and Management (DRRM), and school-level drug awareness initiatives. They were also not strangers to a wide range of tasks such as serving as canteen managers, managing and maintaining school facilities, and providing career guidance and counseling to students.

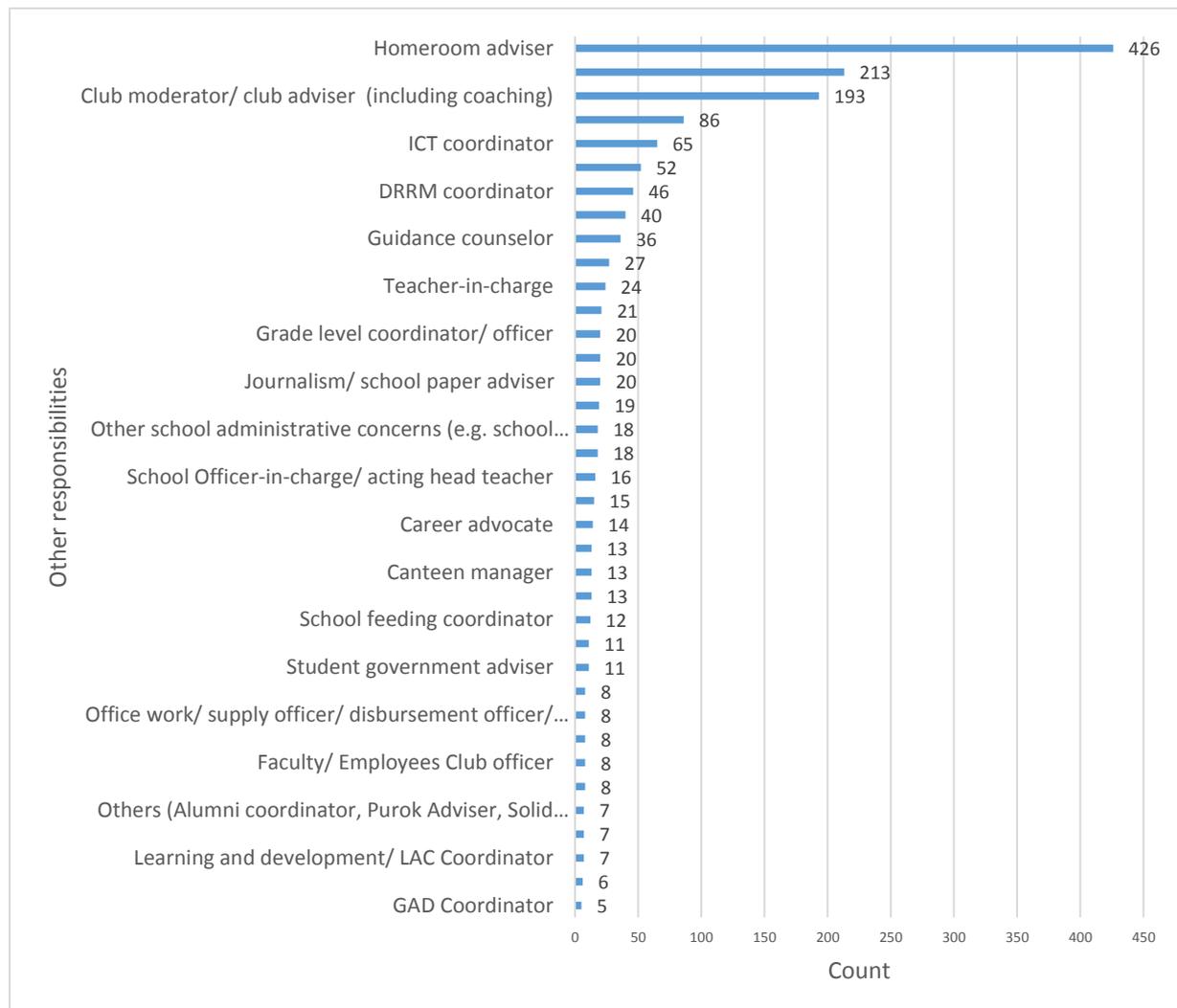


FIGURE 26. NON-CLASSROOM TEACHING RESPONSIBILITIES PERFORMED BY TEACHERS (N=1,534; MULTIPLE RESPONSES ALLOWED)

The survey was unable to capture how much time teachers actually spent on ancillary teaching activities outside the required contact hours. Nevertheless, survey results revealed interesting insights on teachers' workloads. For instance, while a great majority of the respondents (84%) felt that their workload was manageable, only around six of every ten teachers (65%) felt that their workload allowed them to regularly set aside time for leisure and relaxation activities.

Moreover, data from the interviews showed that indeed, teachers performed different responsibilities outside the required classroom contact time. For instance, especially in public schools in rural, remote areas, there were cases where the teachers were also assigned as *teachers-in-charge* or *acting school heads*. In one particular case, a teacher shared how his first permanent posting was in the middle of two camps in conflict in the BARMM, an area where no one wanted to be assigned. Despite this, he still took on the challenge of being the only teacher to be assigned to the elementary school, and as teacher-in-charge, of increasing the school population both in terms of the number of students and teachers.

He shared how he faced a lot of hurdles, both personal and professional, as he performed the dual responsibilities of teacher and school head. For instance, as a non-Muslim in a predominantly Muslim community, he had to establish credibility and earn the trust of the parents and the entire community. He likewise had to deal with school funding and maintenance issues, on top of ensuring that students received the education that they needed. Throughout the 11 years that he had been *teacher-in-charge*, he continued to hold a Teacher I position.

The other teacher, who was concurrently a *teacher-in-charge/school head* in an elementary school in a remote area in CAR, was likewise still holding a Teacher I position, the same position that he had held for 15 years. Even while he still takes on teaching responsibilities, he had been designated as *teacher-in-charge* for the past eight years. Another school head, also in CAR, was in some ways luckier, in that she was already Master Teacher I. Since there was no additional remuneration for performing ancillary activities, those who still had entry-level positions had to live with relatively lower salaries, while performing responsibilities that may not be commensurate with both their salaries and the training that they received.

Despite having teaching and ancillary assignments, looking at the spread of responses across different teaching positions, it seemed that teachers generally felt that their workloads were manageable. More than eight of every ten teachers holding Teacher III (85%), Teacher I (84%), Teacher II (83%), and Master Teacher I (82%) positions generally felt that they had manageable workloads (See Figure 27).

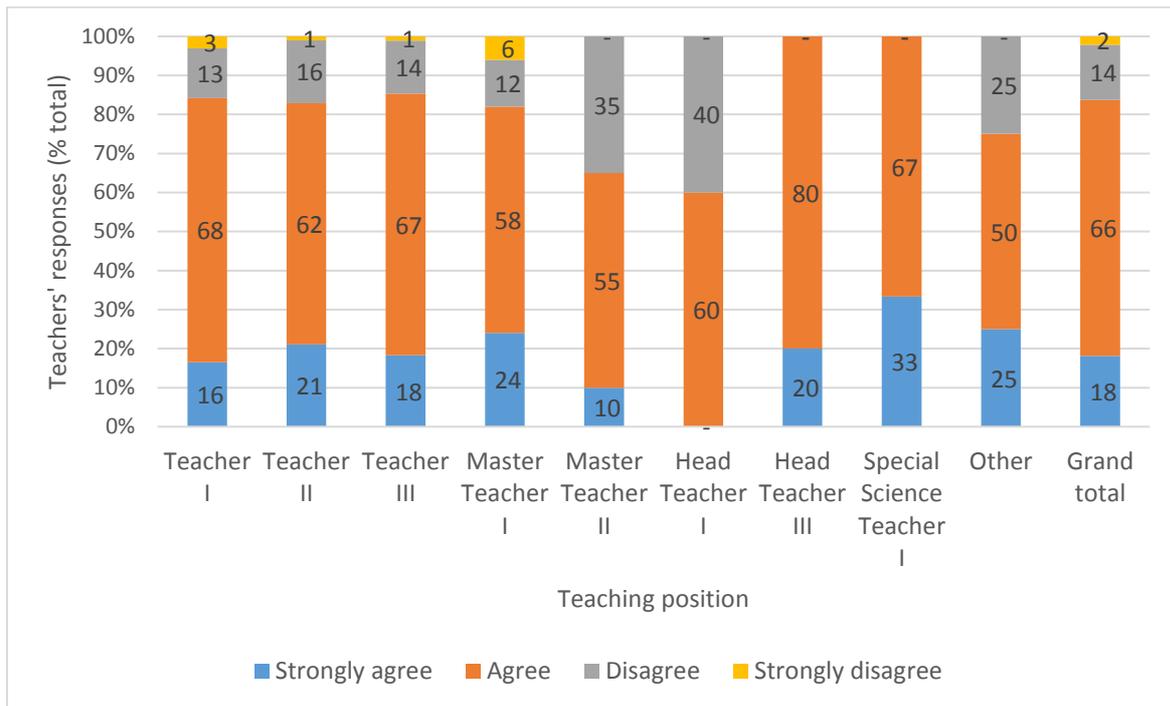


FIGURE 27. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "MY WORKLOAD AS A TEACHER IS MANAGEABLE" VIZ. TEACHING POSITION (N=1,020; VALUES REFLECTED IN PERCENTAGES)

Consistent with the data from the surveys, interviews with the public school teachers confirmed the wide range of responsibilities that teachers took on. Aside from the management responsibilities they had as teachers-in-charge, for instance, they performed many other tasks beyond the teaching, preparation, and assessment activities that they were required to do as teachers. Those who held higher positions, such as Master Teachers, reported less teaching assignments and more supervisory activities such as class observation sessions, and evaluating and providing feedback to junior teachers.

Having advisory classes (homeroom) was something that the informants saw as a big responsibility outside their regular teaching assignments. One informant shared that being a homeroom advisor was by far the most difficult among the ancillary responsibilities that she had handled:

Pinakamahirap po ang adviser... Kasi sa 'yo lahat eh. Ang discipline ng bata simula... Ikaw ang may hawak ng room na yun. Lahat ng gagawing papers sa bata mula sa card, Form 137, ikaw. Pag hindi po kasi ang teacher adviser, wala pong mga ginagawang mga forms. Kami po after naming magturo, cards, Form 14, Form 137, LIS computer, lahat po. Trabaho po lahat ng adviser... Hindi po ito katulad sa Manila, dito po, meron pang monitoring ng area, kung anong area ng kung anong section, ipapalinis mo pa yun lahat, ikaw lahat. Hindi lang siya talaga naka-focus sa studies. Madami po pag ikaw adviser. (Santos, 2018)

A private school teacher who was also handling advisory classes shared that aside from preparing academic reports (report cards), part of their responsibilities as homeroom advisers was to diligently record their students' behavior. They were required to log both positive and negative observations of each of their advisory students, compile these, prepare narrative reports, and submit to their supervisors and to the guidance office at the end of the year. These reports were then used as inputs for assigning students to different sections for the next academic year.

Documenting students' behaviors likewise provided helpful information that could guide teachers in customizing learning experiences for students. While documentation was a routine activity that the informant had to perform, it did not seem as though he felt burdened by this responsibility. He felt that compared with what he knew his fellow teachers from public schools were doing, his workload as a private school teacher seemed so much lighter.

While the survey results showed that teachers generally felt they had manageable workloads, a feeling of being overburdened, or overwhelmed with work, in fact seemed to resonate in some of the stories that public school teachers shared. It seemed to be common among public school teachers to work their daily six-hour teaching shifts, participate in meetings, perform advisory responsibilities, prepare for future lessons, and mark their students' work. Teachers either extended their work hours or sometimes brought their work home, finding pockets of time between their other responsibilities on weeknights and their personal leisure time during weekends to prepare lesson plans, visual aids, and assessment activities.

Moreover, while home visitation is something that is expected of teachers to monitor absentee-students, on some occasions, teacher-informants, especially in small communities, reported that parents would visit their homes, or call teachers using mobile phones, seeking counsel not only about academic, but also concerns pertaining to discipline and behavior. For instance, one of the informants recalled:

Minsan nasa bahay na ako, natawag pa parent, kinukumusta. Nagbe-breastfeed ako sa anak ko, tatawag sa cellphone, "Kumusta po ang anak ko, ano ba pong ginawa?" Minsan gusto ko na ibaba ang cellphone, hindi ko maibaba kasi respeto mo dun sa magulang na tumatawag. Kaya po yung amin pong trabaho ay hindi lang talaga four corners ... Or minsan, siyempre kdadating ko lang sa bahay, may dalawang magulang na naghihintay sa iyo. Hindi kunyari makatakas sa school, sa bahay ka pupuntahan. May problema ang anak nila, ikaw ang kakausapin...

Hindi mo po naman mapapauwi at mababastos po naman yun. Hanggang 7:00 PM. Hahawakan na ulit ng asawa ko yung anak ko... Kaya po minsan, “Ano ga naman ‘ika, dito pa rin sa bahay...”, yun po yung kaibahan po namin.

Lalo na po at mga Grade 10 ang hawak ko. Imagine po naman, sakto lang po nitong August, August ga, September po. Pati yung mga anak nila, mga ligawan. Sa akin po dadalhin dahil yung ina, medyo kakilala ko tapos teacher din ako, sa amin pumupunta. At sasabihin, anong problema ng anak nila dun sa... Siyempre po nahuli ko nagho-holding hands or magkaganun sa room... Na ang point ko naman bilang guro, dapat sa school, sa bahay ka pupuntahan.

So yung oras ko sa family ko, makukuha ko ulit dahil a-attend-an ko ang parents. Hindi ko lang pwedeng, “Pwede ga ba ho sa school?” Kasi parang urgent, kailangan masagot at nag-iiyak ang magulang, mga ganun po. Marami po. O kaya pupunta sa bahay, nakikiusap sa inyo, “Itong ganireng babayaran, pwede ko ga...” Siyempre magku-kwento na ang magulang. Mauubos na uli ang oras ko sa anak ko. Napakarami pong problema, pasensya na po. (Santos, 2018)

In some cases, teachers also perform the role of cultural brokers in communities, mediating between different parties in concerns related to the development and discipline of students. This was evident in the example provided by a teacher interviewed in an indigenous community in the Cordillera Administrative Region (CAR). He saw the importance of teachers engaging with the entire community, including parents, since in their culture, they were directly involved in matters concerning discipline. For example, if students steal or destroy things in school, teachers discuss discipline measures and acceptable consequences with parents. If physical altercations between students result in bloodshed, the parents of the involved students would have to negotiate among themselves about how to appease aggrieved parties so that the conflict would not escalate further. Acting as a go-between is thus something that teachers also perform, outside their regular teaching functions (Dalisyay, 2018).

These responsibilities, as well as schedules that involved teachers working beyond the required eight hours seemed to be the norm among teachers such that in some cases, there seemed to be regular intersections between teachers’ professional and personal lives. While there were teachers who accepted these realities as being part of their jobs as teachers, among those interviewed, there were more teachers who felt that their workloads were burdensome.

As a teacher aptly teacher articulated:

Kaya nga po ang sabi ngayon ng aking mga co-teachers, sa dami ng pinagagawa, isa na lang po ang hindi kaya gawin ng mga teachers: Ang magturo. (Santos, 2018)

5.4. Teacher preparation

When it came to perceptions about their preparation as teachers, a great majority of teachers (88%) reported they were adequately prepared to handle the demands of the teaching profession. However, these did not seem consistent when the survey responses were broken down according to the teachers' positions. Disagreement to the statement "I feel adequately prepared to handle the demands of the teaching profession" was higher among Head Teachers III (80%), Head Teachers I (60%), and Master Teachers I (59%). Perceptions of preparation seemed higher among those handling Teacher I (57%), Master Teacher II (55%) and Teacher II (53%). (See Figure 28)

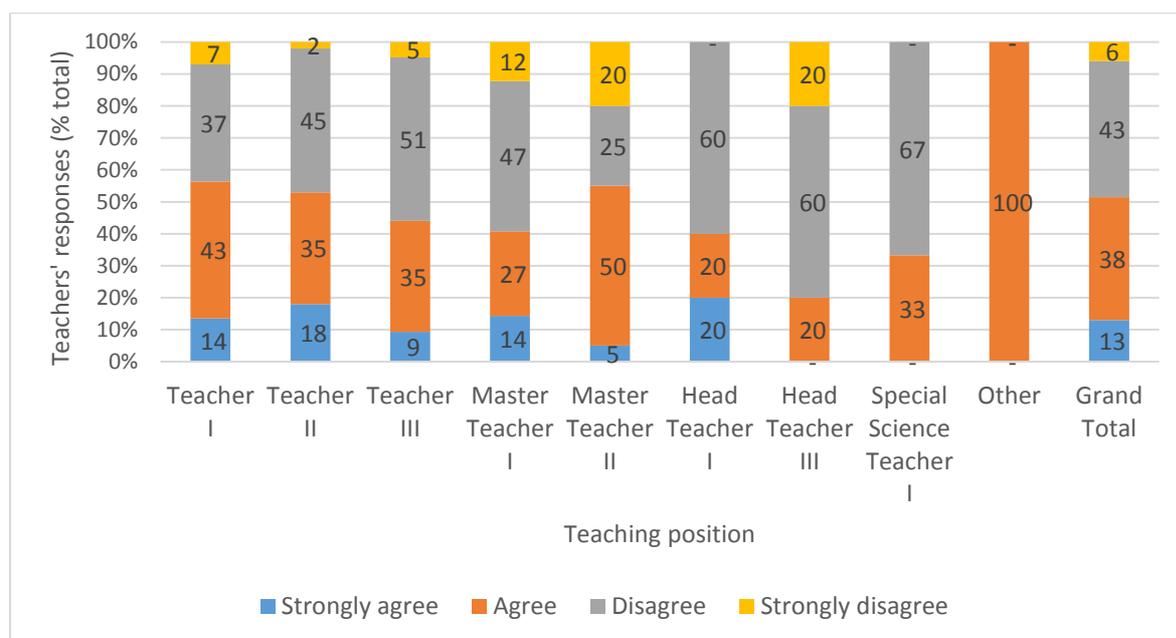


FIGURE 28. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I FEEL ADEQUATELY PREPARED TO HANDLE THE DEMANDS OF THE TEACHING PROFESSION" VIZ. TEACHING POSITION (N=1,011; VALUES REFLECTED IN PERCENTAGES)

Further, looking at the responses of teachers with non-teaching responsibilities, survey results show that only a little over half (56%) felt adequately prepared to handle the demands of teaching. The percentage of teachers who felt prepared to handling teaching demands is even lower (45%) among teachers who reported that they do not have non-teaching assignments (See Figure 29).

These findings are noteworthy, since feelings of inadequate preparation might translate into teachers' performance in the classroom and might have impacts on as their professional development needs.

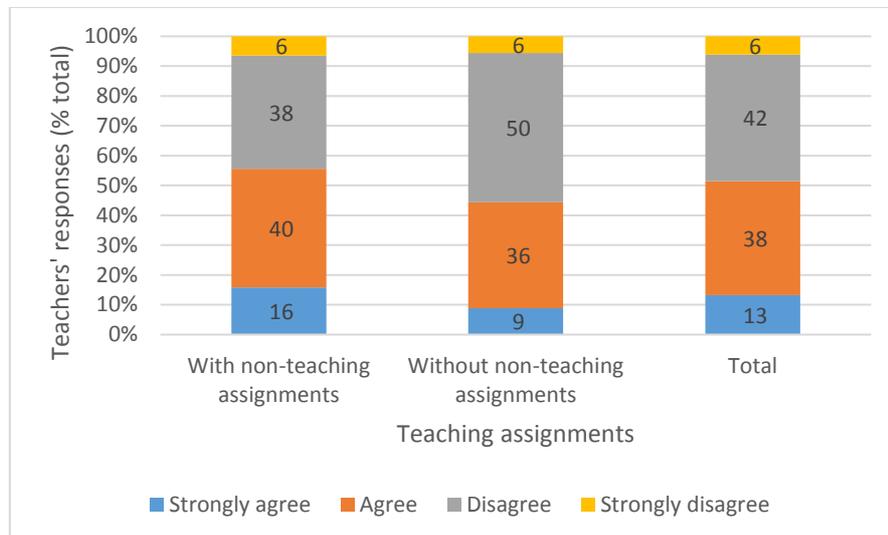


FIGURE 29. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I FEEL ADEQUATELY PREPARED TO HANDLE THE DEMANDS OF THE TEACHING PROFESSION" VIZ. PRESENCE/ ABSENCE OF TEACHING ASSIGNMENTS (N=1,045; VALUES REFLECTED IN PERCENTAGES)

During the interviews, teachers were also asked if they felt adequately prepared to handle the demands of the profession. While there were aspects of being a teacher that the informants felt were very challenging, teacher-informants generally felt that their formal education, as well as other experiences, helped prepare them for the different roles and challenges that they now faced as teachers.

Even for those who did not originally take up Education as a course, teacher-informants shared how their educational background, along with their other experiences, were instrumental in preparing them for their responsibilities as teachers. All four informants who were career shifters shared that the original courses they took up in college were very helpful, since they were able to master the content that they were assigned to teach. They also learned from the personal and professional experiences that they had, prior to joining teaching.

For instance, one of the informants only became a teacher when he was nearly 50 years old. By then he had accumulated a wealth of experience through the various jobs he had had, here in the Philippines and in the United States. While he neither received formal training on education, nor had formal exposure in a school setting, he tried to distill and apply relevant experiences, as he took on both teaching and school administration responsibilities rather late in his career. He also drew from his experiences in disciplining his own children, when he had to deal with his own students.

Those who took up Education as their original course expressed appreciation for the preparation and training that they received while studying. One of the teacher-informants was particularly proud of the education that she received from a public university specializing in teaching education. She likewise recognized that there were continuing opportunities for professional development for public school teachers, and felt grateful for the in-service training opportunities that she had access to throughout her career. As the teacher-informant narrated:

Yung preparations sa kanila nung nag-aaral pa, wala naman pong problema kasi nga tutok po yung mga prof(essors) namin kasi nga wa-walo kami sa klase. Kung iku-compare ko naman doon sa ibang mga co-teachers ko dun sa unang pagpasok, parang advance po naman kami siguro. Ang advantage ko kasi, naturo (ang strategies)...

Kumbaga, yung mga faculty development program, lagi naman pong may ganon. Yun po yung good thing dito sa amin. Yung mga napapasukan ko naming mga school, ang mga heads ay ready sila lagi sa pagbibigay ng faculty development. Especially kapagka-INSET time para po ma-improve lagi ang... Yun po lagi ang target, teaching strategies ng mga teachers. And specially ngayon, yung module kasi isa na, 'di ga po? Standardized ang gamit sa buong public school. Ready-made na po ang lahat ng strategies sa libro atsaka meron pang variety, variation strategies sa isang lesson so hindi ngayon nabo-bore ang bata.

... Ako po, thankful ako kasi mahuhusay yung mga professors ko nung college. Kumbaga, minsan, tinatanong ako nung mga co-teachers ko sa (former school assignment), "Bakit mo alam yan?" Eh kasi po, yung mga nagpapa-seminar po niyan, mga professors ko po nung college... Eh kasi, itinuro sa amin nung college yung mga ganyan... Mga ganun, parang bago lang sine-seminar sa mga teachers, kumbaga, sa amin po ay naibigay na. So ayun po naman, yung thankful ako dun sa school na pinasukan ko, tsaka sa mga prof(essor) ko. Though namroblema din po ako nung mga unang pagtuturo galing sa module, dahil wala namang module na kumpleto, ngayon po meron na ang Grade 10 po. And ang napansin ko din, ang mga authors din ay mga professors ko... (Santos, 2018)

The narratives also reinforced the adage that experience is the best teacher. Regardless of the education that they received and the experiences that they had gone through, there were teacher-informants handling multigrade, alternative learning systems (ALS), and even monograde instruction who expressed that they still did not feel adequately prepared for the teaching responsibilities that they had to take on.

For instance, MG teachers shared that the curriculum that they studied was designed for monograde instruction, so they had to learn and adjust when assigned to teach in multigrade contexts. Practice teaching was also confined to monograde settings, so teachers' pre-service experiences, from crafting lesson plans to actual classroom instruction, did not prepare them for multigrade teaching.

As one of the teachers articulated:

Sa pagiging teacher, Ma'am, na-prepare. Pero sa pagiging multigrade teacher, hindi ko yun ine-expect. Kasi wala namang ano sa college noon, wala namang multigrade, di ba? Kaya parang nagkaroon ako ng culture shock. Kasi di ba, Ma'am, sa college, yung practice mo is monograde. Isa lang na grade, isa lang ipe-prepare mo.

Parang, pagdating mo dito sa field, hindi ko naman inexpect din na ilalagay ako sa lower grade. Ang ine-expect ko kasi, major nga ako sa Home Economics, mailalagay ako sa Grade 5, o Grade 6, okay lang. Tapos pagdating dito, Grade 1 and Grade 2 daw kasi ang vacant daw. So sabi ko, sige.

Para kang na-ano, nung una kong sabak, di ko alam anong gagawin ko, may Grade 1 ako, may Grade 2 ako dito, may Kinder pa ako. Kaya hindi pa naman ganito na dati na may mga training sa multigrade na parang inaano kayo talaga. Dati, sasabihin lang sa inyo, yung mga bata, sige, ito. Gawa kayo activity. Parang hindi pa ganito kaano yung training nila dati.

Lahat po Ma'am, na-ano nila, nakatulong sa ano ko, kaso nga lang yung hindi ko naano yung multigrade teaching. Yun lang po, lahat naman po ng itinuro nung college, nai-ano ko dito sa mga ano... Although medyo mahirap-hirap kasi yung practice ko dun sa mas higher na mga bata, mas intermediate. Tapos pagdating dito sa field, mga primary. So inadjust ko na lang yung sarili ko, nag lower down ako.

(Ramos, 2019)

The ALS facilitator who was interviewed also shared that while his formal education provided him with the necessary teaching and learning principles, he felt inadequately prepared to handle adult learning. It was only by learning from specialized training courses, doing his own research, and immersing and reflecting on his experiences as an ALS facilitator that he was able to learn about andragogy, or methods and practices in teaching adults.

Even informants handling monograde contexts articulated how, despite receiving proper formal education and training as teachers, they would still feel inadequately prepared to handle the demands of teaching. The teacher who had earlier expressed that she felt that she got the best training from expert teacher-trainers in a public teacher training institute, likewise sometimes experienced challenges that were beyond what she got from her formal education and training. Throughout the span of teachers' careers, they recalled experiencing a lot of challenges that would make them think that nothing ever really prepared them for their careers as teachers. As one teacher expressed:

...Talagang you will really learn based on your experience. Especially nowadays, iba-iba po yung batang kine-cater natin, iba-iba yung attitudes. Sabi ko nga po sa inyo, K to 12 teacher from Kinder to Grade 12, so kumbaga, nakikita ko po yung step-by-step. Kaya sabi ko, although di ako nag-aral ng elementary, pagiging Kinder teacher, nakikita ko yung differences. Kinder teacher, elementary, high school, senior high school. Ladderized po siya.

Tapos ang curriculum po ngayon sa DepEd, 'di ba K to 12 na? Before is BEC, so Basic Education Curriculum, so may mga pagbabago talaga. Like in K to 12 po, nag-start ako ng senior high, 2016. Pang three years ko na po ngayon. Although ang daming changes in curriculum, kasi nga yung curriculum guide na ang sinusunod namin, yung tinatawag na CG, senior high. Samantalang sa junior high, may modules sila. Atsaka may mga textbooks pa sila (junior high). Sa senior high, although may mga text books, hindi po lahat ng subjects ay meron. Kaya magre-research ka talaga. Ang content kasi is very limited sa curriculum guide, yun yung sinusunod eh.

... Iba kasi ang curriculum before at saka ngayon. Iba ang need ng bata before at tsaka ngayon, ang environment noon at tsaka ngayon. Ang dami pong aspects na dapat i-consider ngayon eh... Lalo na ngayon, nasa millennials di ba? Kaya nga ang teacher, 'di pwedeng hindi marunong mag-computer. Even class record po ngayon is computer-generated, yung from DepEd. (Madrid, 2018)

The currently evolving nature of the teaching and learning landscape, multiple roles and expectations from teachers, changing student demographics, and different teaching contexts all contribute to teachers' perceptions of preparedness to adequately respond to the demands of the teaching profession. Looking after teachers' welfare and motivation also entails looking at their experiences and perceptions when it comes not only to their preparation, but to professional development as well.

5.5. Teachers' professional development

Throughout every stage of their careers, teachers' professional development is crucial in ensuring that they can provide quality education for students. As professionals, teachers are required to comply with the Continuing Professional Development (CPD) Act of 2016 (RA 10912), which aims to *"continuously improve the competence of professionals in accordance with international standards of practice, thereby ensuring their contribution in uplifting the general welfare, economic growth and development of the nation"* (Professional Regulation Commission, 2017). The range of professional development activities include participation in in-service training (INSET) workshops, seminars, and lectures; subject matter meetings; higher academic preparation (e.g. Master's Degrees, Doctoral Degrees, etc.); publication of research (e.g. in journals, books, etc.) and creative work (e.g. modules, learning resources, etc.) (Professional Regulation Commission, 2017a).

When the law first came out, complaints, particularly in terms of the number of CPD units required to renew professional licenses (45 CPD units), prompted a review of the law and its implementing rules and regulations (Cortez, 2018). As a result, upon consultation with various professional regulatory boards and stakeholders, the Implementing Rules and Regulations for RA 10912 were revised in 2019. Among the significant revisions made was the inclusion of a transition period to allow the PRC and relevant stakeholders to complete antecedent requirements for the implementation of the law, and the reduction of the required CPD units from the original 45 to only 15, within the three-year period prior to license renewal. In-house training programs and capacity-building activities conducted by both government and private employers had likewise been considered as part of the compliance of their employed professionals (Professional Regulation Commission, 2019).

During the interviews, when asked about their perceptions toward and experiences related to the implementation of the CPD law, there were varying levels of awareness on what the law entailed. In fact, when interviewed in September 2018, a teacher from the Cordillera Administrative Region (CAR) was unaware of the CPD requirement that teachers had to earn 45 CPD units before being allowed to renew their licenses. She expressed concern because her license was about to expire, and she had not been participating in a lot of trainings in the past years.

Other teachers had heard about the law, but did not seem to be bothered since they had just renewed their licenses prior to the passage of the CPD law. Yet others were worried, especially because of the financial costs they would incur for participating in what they thought were additional training requirements, on top of DepEd's required in-service trainings (INSET). As one of the informants shared:

Narinig ko na nga po, hindi lang ako inabot. Parang mahirap siya para sa teacher. Kasi una, again financial burden sa amin. Kailangan pala naming pumasok doon. Tapos yung oras na naman po namin, kulang na nga po. Parang sa akin, yung trainings, hindi pa ba sapat yung trainings po na nakukuha namin sa school na parang required din naman yun ng DepEd? Yung mga binibigay po sa amin yearly, every INSET, may training po kami.

Before the beginning of the school year, meron na po. Kasi yearly naman po kami naa-update, pwera pa po yung pinapadala kami sa iba-ibang trainings. So para sa akin, kung kami naman ay may mga trainings, hindi po ba pwede yun ay ma-qualify? Posible na magamit para makakuha, pag renew kami? Kailangan pa uli? Kaya po sa akin, problema ulit siya bilang guro. (Santos, 2018)

Indeed, as the survey surfaced, a great majority of teachers (85%) had been able to participate in professional development activities, such as trainings or seminars within the last 12 months. However, when asked if they would participate in professional development activities even if these were not required, only a little over half of the teachers (57%) said they would. Moreover, only one out of every ten teachers (11%) felt strongly about participating in such professional development activities.

These findings from the survey, taken together with data from the teacher interviews, provide some insights when it comes to teachers' attitudes toward, as well as concerns related to, teachers' professional development. Gleaning from the interviews, it seemed that there were teachers who were very keen to participate in training opportunities, so that they could upgrade their knowledge and translate these into concrete learning opportunities for their students.

As the interviews surfaced, teachers had different strategies for approaching their training and professional development needs. As shared by an informant who was teaching in Senior High, since she was assigned to teach Research subjects, which was not her core area of specialization, she saw the need to participate in more formal research trainings. She was given the chance to attend one training session, but felt that this was still not enough for her to learn what she needed to impart to her students. Thus, when she learned about a research training opportunity that was to be offered in the mainland province, she sought permission to participate in it. She felt disappointed, however, when

her School Principal did not allow her to. In the absence of formal training and prescribed reference materials on the research subject she was tasked to handle, she did her own research and prepared her own materials, which she used to teach her students (Madrid, 2018).

Meanwhile, a public grade school teacher handling Science subjects, for instance, was keenly interested in different areas and conscientiously pursued professional development opportunities from different venues. A career shifter from the private sector, the 33-year old teacher had taken the Education units required as a prerequisite for the Licensure Exam for Teachers (LET); completed a Masteral degree in Education and a post-graduate Diploma in Education through different scholarship opportunities abroad; and relied on different networks she had established, in order to gain access to training opportunities that were not openly available to everyone. With a profound love for learning, in her spare time, she would also read up about different areas of interest, even those which were remotely related to her teaching assignments. As she candidly articulated:

I want to learn, and I want to get better at what I do. So alam ko na marami pa akong hindi alam, so parang lagi, even when I talk with other teachers tapos may sinasabi sila na ginagawa nila, tapos parang ako, "Ma'am, pwede ko ba yan i-apply?" As in, ganun, walang shame... "Pwede ko bang gamitin yung idea mo?" Susubukan ko talaga. Parang I think, as a teacher, you cannot be stagnant. Part ng pagiging teacher is to be a learner talaga. (Umali, 2018)

As mentioned in an earlier section discussing promotion, there were likewise teachers who were concerned about improving their professional credentials since they knew that these are prerequisites to career progression. One such example was that of a public school teacher who was nearing completion of his Masteral degree after years of taking weekend classes. He knew that finishing the degree would provide him with more points for when he applies for promotion.

Meanwhile, despite being tired with the arduous commute that she had to endure from her remote mountain town to the city, another teacher shared that she only took a brief break after she completed her Masteral degree, before proceeding to take her Doctoral degree. She availed of a one-year study leave offered by the Department of Education, and finished her Doctoral degree within four years of joining the degree program. At 33 years old and already at Teacher III, she is keen to apply for a Master Teacher post, as soon as there is an opportunity.

Another informant, the ALS mobile teacher, likewise modeled commitment in trying to complete his Masteral degree. For over a decade, he had been through three different Masteral programs. The first time that he stopped schooling was because he got married, and had to prioritize finances

in order to start a family. He decided to continue after several years, but his plans were sidetracked again when Typhoon Yolanda struck in 2013. His town was the center of the disaster, and as the head of the family, all his efforts and finances at that time went to post-disaster rehabilitation and recovery. Nevertheless, he had plans to become a school administrator, and knew how important earning a graduate degree was in order for him to reach Master Teacher level and eventually be qualified to take the Principal's test. Thus, he still plans to continue taking his Masteral degree.

While there were teachers who employed different strategies for their continuous professional development and career progression, there was, however, a cohort of teachers that was already satisfied with their current professional standing and had given up on plans to either complete their Masteral degrees or to proceed with Doctoral degrees. They were satisfied with the trainings and seminars that they were able to participate in every now and then. When it came to such types of training opportunities and seminars available for teachers, informants from the public school were generally aware of such opportunities. The narratives varied, however, when it came to accessing training and development activities that teachers saw as relevant to their needs.

For instance, two informants from a multigrade school in Eastern Visayas shared positive experiences when it came to training opportunities. They recalled regularly attending professional development programs, sometimes as often as twice to thrice a year. These were usually on topics related to MG teaching, while some were specific to subject areas, such as information and communication technologies (ICT). Training sessions were often scheduled around school breaks, so that teachers would not have to miss precious class time. They likewise credited the training opportunities provided to MG teachers as important in helping them get up to speed, especially when it came to peculiar nuances of teaching in the multigrade setting.

Another teacher-informant shared that he was quite lucky when it came to being selected as a training participant, a fate that not all his co-teachers shared.

Actually, maswerte ako kasi when may mga seminar, lagi kasi kasama ang pangalan ko kaya medyo swerte. Tumataas na nga yung kilay ng iba kasi nga yun nga napapaboran daw. Pero ako sinasamantala ko lang pagka-ano pag meron silang binigay. (Perez, 2018)

On the other hand, yet another teacher shared how she felt that she had more access to training activities during the time of another Division Superintendent. *"May supervisor na lagi kang pinapapunta. May supervisor na patulugin ka"* (Liwana, 2018).

The interviews likewise surfaced issues related to training schedules, especially when teachers had to be away for quite some time. Throughout the school year, teachers had to be conscious about their schedules to ensure that they can deliver lessons that would result in meeting students' learning outcomes. Outside their teaching responsibilities, they also had to participate, and sometimes lead school preparations for various activities such as Nutrition Month, *Buwan ng Wika*, intramurals, school meets, and the like. Preparations for these activities, both on the part of teachers and students, entailed lost class time. Thus, at times, the learning calendar would likewise be compromised.

When teachers attend trainings and seminars, they are off site most of the time, and require travel time prior to and after the training schedule. This means that teachers would sometimes be away for days and would have to plan for contingencies in their absence. While these seemed contrary to existing policies on teacher training not taking teachers away from time-on-task, they are realities that continue to exist. Nevertheless, as seen in the interviews, contingencies could include assigning exercises for students to work on and requesting co-teachers to pitch in so that there would be minimal class disruptions. Moreover, in some instances, teachers would prepare to attend trainings and seminars, including planning for contingencies, and travel to the training venue, only to find out that scheduled training sessions would not push through.

Further, while one approach to addressing the issue of lost class time is for organizers to schedule trainings on weekends, these also take a toll on teachers. While seen as investments aiding teachers' professional growth, such activities leave little time for rest and recovery so that teachers can prepare for a new week at work. For instance, while one of the informants was very appreciative of professional development opportunities, and even took it upon herself to find different avenues for professional growth, she expressed frustration over schedules of some training activities:

Nakaka-frustrate din yung mga trainings na every weekend. Meron kasing mga training na nagsa-span ng mga 12 days so 12 Saturdays wala ka sa bahay. Kelan nauso 'to? 'Di ba? Parang buong week magtuturo ka tapos Saturday whole day pupunta ka pa dun sa workshop, tapos 12 Saturdays yun. Nahihirapan ako doon, so minsan hindi ako maka-attend din nung training given by the Division kasi may mga Saturdays na meron ka ng commitment, e minsan biglaan din bumababa yung memo. Tapos kasalanan ko pag 'di ako nakapunta, e bigla ngang bumababa. Okay din yun, yung mga ganun, professional development din naman namin. (Umali, 2018)

Some schools have found a way to streamline training schedules, such that these would fall during summer or semestral breaks, and other school vacations. This way, teachers do not have to worry about making up for lost class time, and squeezing in valuable training time, for equally precious rest and recovery periods.

In addition to the concerns previously mentioned, some informants felt that there were training opportunities that were not always relevant for all teachers. As one private school teacher shared, she had been attending learning sessions on the same topics, such as student discipline and teaching strategies, every year. One of the public school teachers likewise articulated that sometimes learning or echo sessions required of teachers who participated in DepEd related seminars were not always relevant for everyone. For instance, requiring teachers from all levels to participate in echo sessions on *school improvement planning* might not seem an efficient strategy for professional development, since not all teachers would find this meaningful to their own line of work.

Finally, in terms of accessing resources and funding for continuing professional development, data from the interviews seemed to illustrate that while the DepEd provided free training and development opportunities, there would be instances when teachers would also have to look for their own CPD funding opportunities, or spend their own money for professional development. This was true in the case of most teachers who had completed, or were currently taking, graduate studies. There was one informant, for instance, who took it upon herself to seek graduate opportunities abroad; and yet another, whose graduate education was partly financed through a scholarship for indigenous peoples. Another informant had taken a loan that was initially meant to help her complete her graduate education but ended up using up the loan for a health emergency in the family.

Other informants fund their own graduate studies, while there was one who relied on the support of family members to help finance expenses related to his graduate studies. Yet another informant discontinued her plans to complete her doctoral degree after earning several units. The Manila-based online program, which allowed her to work on her degree even while based in a coastal community in the province, took a toll on her personal finances and she eventually decided to prioritize spending for her family's needs over her own continuing professional development.

In terms of funding for in-service training (INSET), in most instances, public school teachers did not have to pay to participate in such activities, since these could be charged under their school's Maintenance and Other Operating Expenses (MOOE). There were, however, cases when teachers had to shell out their own money, especially when information about the training opportunities would be cascaded belatedly. They would then try to reimburse expenses they incurred afterwards, subject to availability of MOOE funds. In some instances, their training expenses would not be

reimbursed because of the insufficiency of the MOOE. Other teachers who were keenly interested in professional development opportunities that non-DepEd service providers offered would also spend their own money so that they could participate in such trainings or seminars.

For the private school teachers, funding opportunities were also available for them to pursue continuous training and development. One teacher shared that in their school, they could use up to PHP 5,000 for professional development opportunities that were relevant to the subjects that they were handling. Another mentioned that he was offered a scholarship to help him finance his Masteral degree, but he declined because he was not ready to commit to the return service conditions in exchange for the scholarship.

Issues and concerns experienced by the teacher-informants when it comes to professional development could help explain the survey results on why only over half (57%) of teachers would attend professional development opportunities when this is required of them. These findings could also generate further insights that could support or enhance the implementation of relevant and meaningful teacher development programs that are accessible for teachers across different career stages. For teachers to truly value professional development activities, these should be made relevant and applicable to their teaching contexts, and to the learning contexts of students. Concerns articulated by teachers should be addressed, so as not to hamper teachers' participation in training and professional development activities.

5.6. Learning from Learning Action Cells (LACs)

Learning action cells (LACs), a feature of the K to 12 reforms that aims to promote collaborative, lifelong teaching and learning opportunities for basic education teachers (Department of Education, 2016), have also been maximized as school-based mechanisms to support teachers' professional development. The interviews provided different narratives on how LACs were implemented. Some schools have only recently required teachers' participation in LACs as part of their in-service training (INSET), as a component of the Results-based Performance Management System (RPMS).

In some instances, LACs were used as venues for teachers who participated in trainings and seminars to cascade what they had learned to other colleagues. In other cases, LACs were used as venues to roll out DepEd issuances, such as in one school, the Philippine Professional Standards for Teachers (PPST) and the RPMS, which had only been recently cascaded in 2018. More importantly, LAC sessions were used as opportunities for teachers to discuss concerns and share information related to enhancing the content and delivery of subjects they taught. As shared by one of the multigrade teachers in Eastern Visayas, they had regular LAC sessions scheduled twice a month.

LAC facilitators would vary, depending on the instructions given by their school head. Sometimes, it would be the school head that would lead sessions, such as during the last LAC session, where he talked about a recent training he attended about curriculum contextualization for multigrade teaching. Other times, the school head would assign teachers, either from multigrade or monograde classroom set-ups to lead LACs. These learning sessions provided opportunities for teachers handling different learning contexts to also learn from each other.

The ALS facilitator, who was also from Eastern Visayas, likewise shared that LACs were regularly implemented among mobile teachers in the region, with different School Districts leading two sessions every month. LAC sessions were venues to discuss issues they faced in the conduct of the program, such as on advocacy and social mobilization, as well as to share strategies that could be utilized in order to address implementation issues.

The examples cited above showed that some schools had already seemed to institutionalize the LAC as a mechanism for professional development. While the LAC provides an opportunity to update teachers on relevant policies, pedagogy, and content, another value of the LAC is that it provides an opportunity for teachers to also show leadership and hone communication and presentation skills, in front of their peers, among their own communities of practice.

However, some teachers recognized that they still faced some implementation issues. For instance, as with other professional development opportunities, teachers, especially those coming from remote areas, had to allocate extra travel time going to and from the LAC venues, in order to attend sessions that would last only between two to three hours. Moreover, LAC sessions did not usually happen as regularly as the examples shared by the teachers from Eastern Visayas. Sometimes, teachers became too busy with other priorities that LAC sessions had to be foregone. As one informant articulated:

Ang alam ko dapat may schedule yun monthly, or as appropriate. Kaya lang nga madaming ginagawa na iba, hindi na-attend yung iba. Kami-kami na lang yung mga co-teacher ko. Kami-kami na lang kapag may sabay kami nabakante, napag-uusapan namin, "Nasaan na kayo? Anong activity na? Paano ine-execute yung mga ganun?" Pero hindi official, ha? Nagiging informal. (Perez, 2018)

Aside from issues related to access and regularity of conducting LAC sessions, some concerns were also surfaced in connection with the relevance of LACs. While updates on DepEd policies cascaded by those who attended trainings were important, some teachers felt that these were not immediately relevant to them. Thus, teachers suggested that one way of maximizing the LAC as an

opportunity for professional development was to ensure that LACs continue to offer relevant content for teachers. Nevertheless, gauging from interview data, teachers are aware of the value of learning action cells as an avenue for professional development, and as communities of practice wherein teachers can continue to collaborate and learn from each other.

6. Demographic characteristics: Teachers' income information

6.1. Teachers' salaries

Earlier sections of the report established teachers' background, working conditions, preparation, and continuous professional development. Also a very crucial, and often contentious, point of discussion is the issue of teachers' salaries. Teachers' salaries had increased since 2012, or before the enactment of the Salary Standardization Law (SSL) of 2016, which mandated the gradual increase of salaries of civilian personnel, including teachers, in four years or until 2019 (Office of the President of the Philippines, 2016).

Further, in January 2020, fulfilling a presidential commitment to raise salaries of public servants, the Salary Standardization Law of 2019 was enacted, this time promising a pay hike of from 17 to 24 percent, across four tranches from 2020 to 2023. This means that by 2023, starting public school teacher positions (Teacher I, Salary Grade 11) would be at PhP 27,000, up from PhP 20,754 in 2019. Expecting significant increases similar with police, military, and other uniformed personnel, teacher welfare groups have continued to express their dissatisfaction with the increases (Salavierra, 2020).

Looking at data from the survey, 63% of the teacher-respondents' salaries range from PhP 20,001 to 25,000 (See Figure 30). This is consistent with data that most of the respondents were holding Teacher I positions, with salaries of at least PhP 20,754 in 2019.

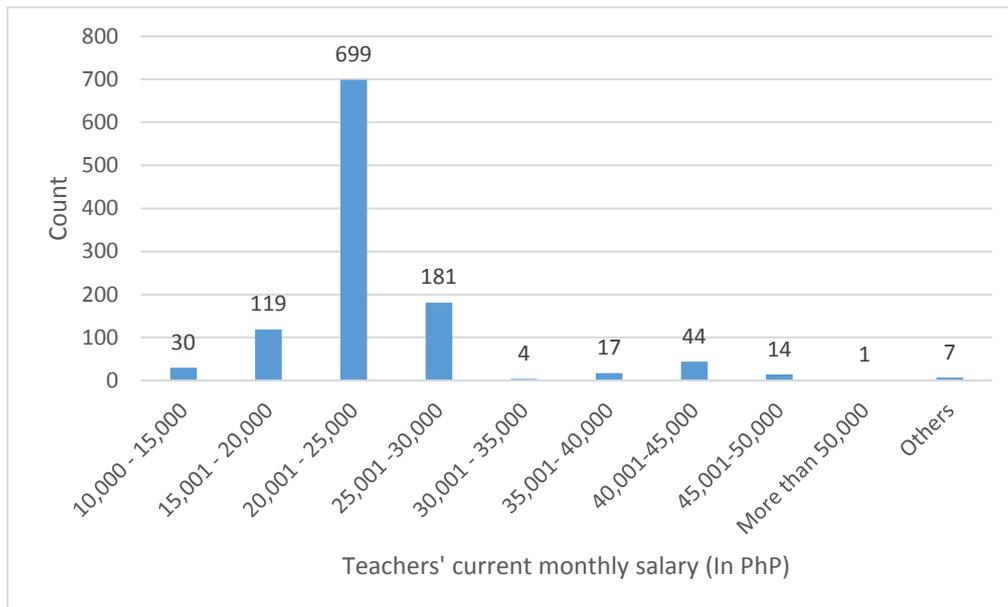


FIGURE 30. TEACHERS' CURRENT MONTHLY INCOME (N=1,116)

Nevertheless, consistent with reports in popular media on teachers' dissatisfaction with their current income, survey results show that more than half of teachers (56%) are dissatisfied with the income they receive. Interestingly, income satisfaction among married and non-married teachers only varied by two percentage points, with 44% of married teachers agreeing that they were satisfied with their current income, compared to 42% of teachers who were single and satisfied with their current income. For both married and single respondents, there were fewer teachers who were satisfied than those who were satisfied with the income that they receive as teachers.

Satisfaction was seen to be highest among teachers who were widowed/widowers, with 58% expressing agreement with the statement. Further, there is an equal percentage of teachers who have children (56%) and those who have no children (56%) who are dissatisfied with the income that they receive. There seems to be no significant difference in income satisfaction when it comes to teachers' civil status and the presence of children in the family (See Figures 31 and 32).

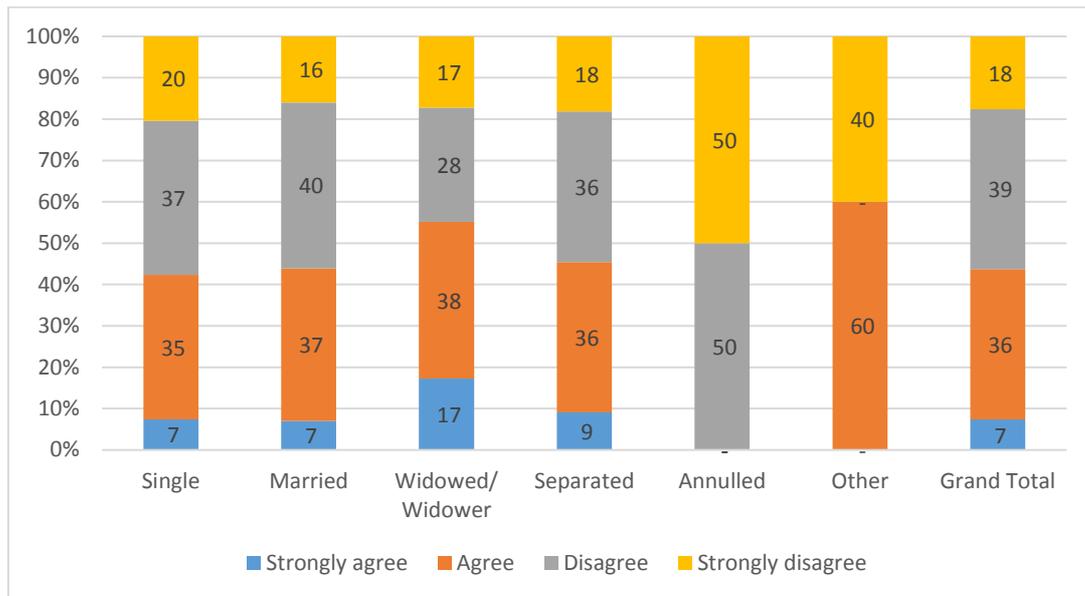


FIGURE 31. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I AM SATISFIED WITH THE INCOME THAT I RECEIVE AS A TEACHER" VIZ. CIVIL STATUS (N=1,043; VALUES REFLECTED IN PERCENTAGES)

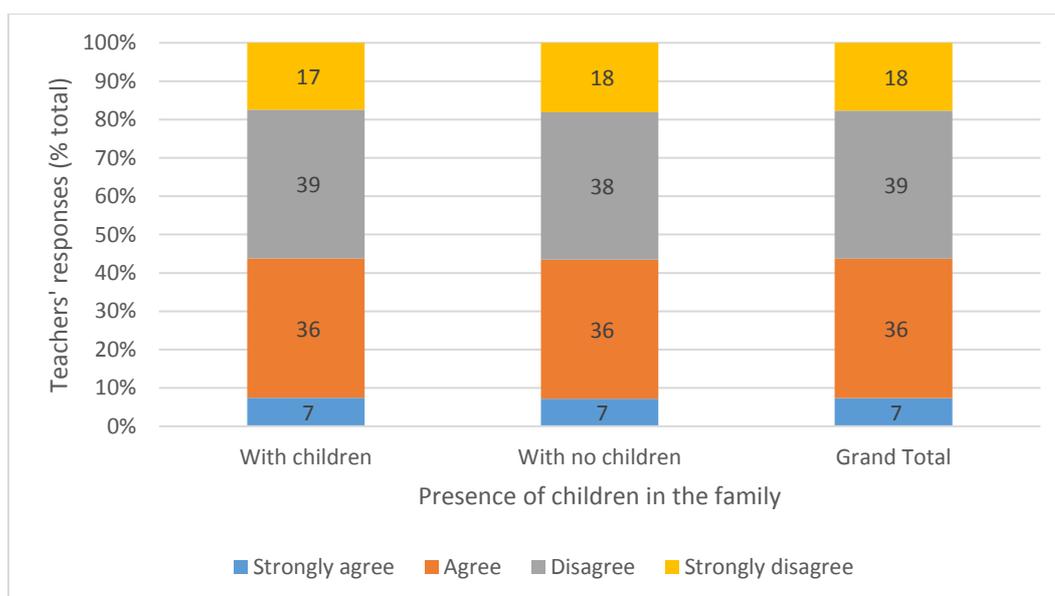


FIGURE 32. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I AM SATISFIED WITH THE INCOME THAT I RECEIVE AS A TEACHER" VIZ. PRESENCE OF CHILDREN (N=1,043; VALUES REFLECTED IN PERCENTAGES)

When it came to school location, there did not seem to be much of a difference in the responses of teachers in urban and rural locations. Consistently, more than half of teachers were unsatisfied with the income that they currently receive as teachers. Only about 3% more among those in urban schools expressed dissatisfaction with their salaries, compared with their counterparts in the rural areas. Further, for the few teachers (eight) in remote areas, more than 60% disagreed that they were satisfied with the income that they receive as teachers (See Figure 33).

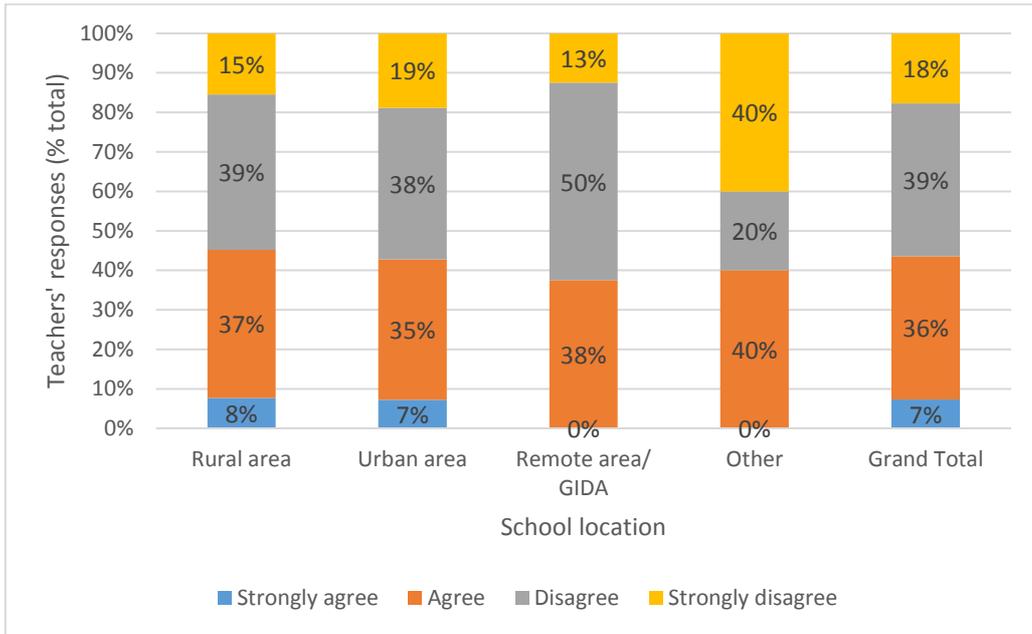


FIGURE 33. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I AM SATISFIED WITH THE INCOME THAT I RECEIVE AS A TEACHER" VIZ. SCHOOL LOCATION (N=1,043; VALUES REFLECTED IN PERCENTAGES)

Notably, while there seemed to be no differences when it came to teachers' civil and family status, income satisfaction varies when compared across teaching positions. Satisfaction is highest among those with higher teaching positions, with 60% of Head Teacher III and Master Teacher II respondents expressing agreement with the statement "*I am satisfied with the income that I receive as a teacher.*" Dissatisfaction was highest among those holding Teacher II positions, with 62% disagreeing with the statement (See Figure 34).

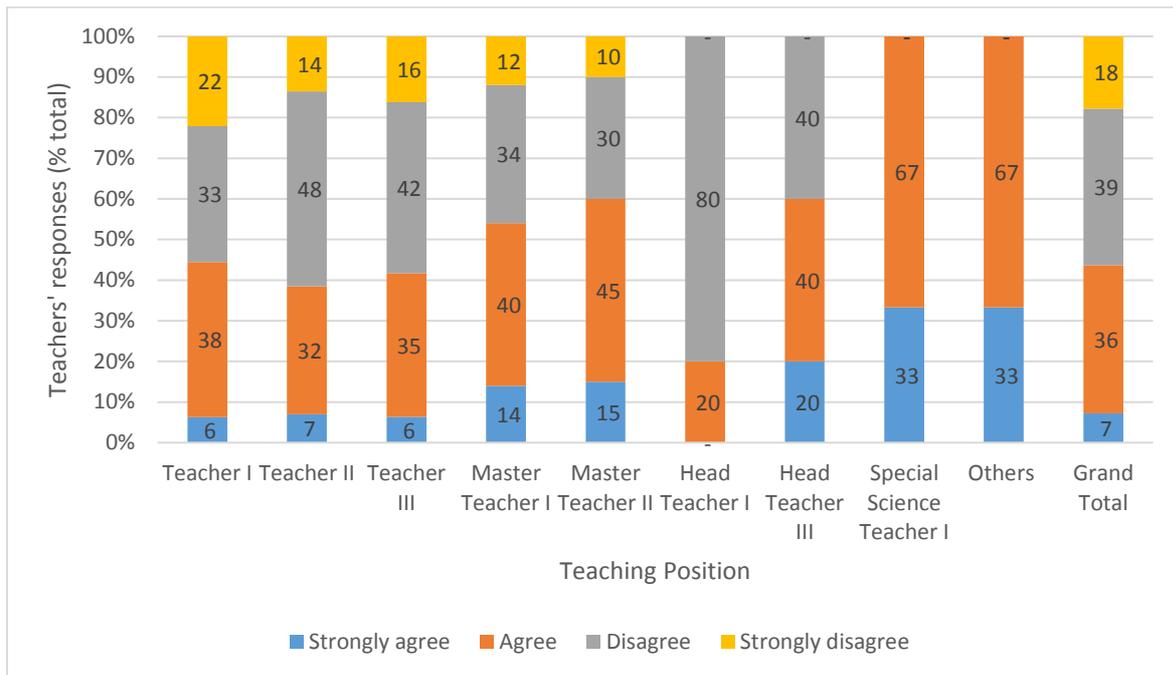


FIGURE 34. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I AM SATISFIED WITH THE INCOME THAT I RECEIVE AS A TEACHER" VIZ. TEACHING POSITION (N=1,113; VALUES REFLECTED IN PERCENTAGES)

While teachers' salaries today have indeed increased from teachers' salaries before the Salary Standardization Laws of 2016 and 2019 took effect, perceptions of dissatisfaction are perhaps still persistent due to different reasons. For one, survey results show that the portion of salaries left after deductions in their salaries (take-home pay) of four out of every ten teachers (442, or 40%) is only between PhP 5,000 and PhP 10,000. The other 40% of teachers take home either between PhP 15,001 and PhP 20,000 (292, or 22%) or between PhP 10,001 and 15,000 (19%) per month. Only around 14% of teachers are left with more than PhP 20,000 per month, and a certain number of teachers (60, or 5%) take home even less than PhP 5,000 per month (See Figure 35).

Survey results likewise further show that 455 (41%) of teachers have a combined household income between PhP 10,000 and PhP 20,000 per month. Further, another 42%, or 301 (27%) and 157 (14%), of teachers have a combined household income of between PhP 20,001 and PhP 30,000, and PhP 30,001 and PhP 40,000, respectively. Less than two of every ten teachers have combined household incomes higher than PhP 40,000 (See Figure 36).

With 2018 estimates by the National Economic Development Agency (NEDA) showing that a family of five living in an urban area would need around PhP 42,000 per month to live above the poverty threshold (Sy, Macairan, & Tupas, 2018), data from the survey seem to support teachers' claims about salary insufficiency. As the results on teachers' income satisfaction showed, regardless of teachers' locations, more than half expressed dissatisfaction with the income that they received.

As the data from the interviews revealed, while the relative incomes of teachers in urban and rural areas may be the same, their contexts and consumption needs may also vary. For instance, even if teachers could be working and living in the province, they may be supporting children who are studying in cities. It could also be that they face different family contexts, such as having to spend extra for children and immediate family members with special medical needs. Again, as shown in the interviews, teachers in rural areas used their income from teaching to help support other family members, community obligations, and at times, having to spend for school maintenance needs.

Moreover, aside from the practical side of income sufficiency, or where teachers actually spend their income, as the interviews revealed, income sufficiency and satisfaction can also be relative to income commensurate to teachers' workload, the future value of the work that they perform for society, and the income that they receive relative to others. As the data from the interviews showed, teachers, particularly those in rural areas, tended to compare the salaries they receive with those of uniformed personnel such as police and military officers.

Thus, it could be that while the nominal value of their salaries has indeed increased, teachers' expenses and spending priorities may also have changed. Added to that, how teachers value their relative worth as teachers may also have some bearing on how satisfied they are with their income.

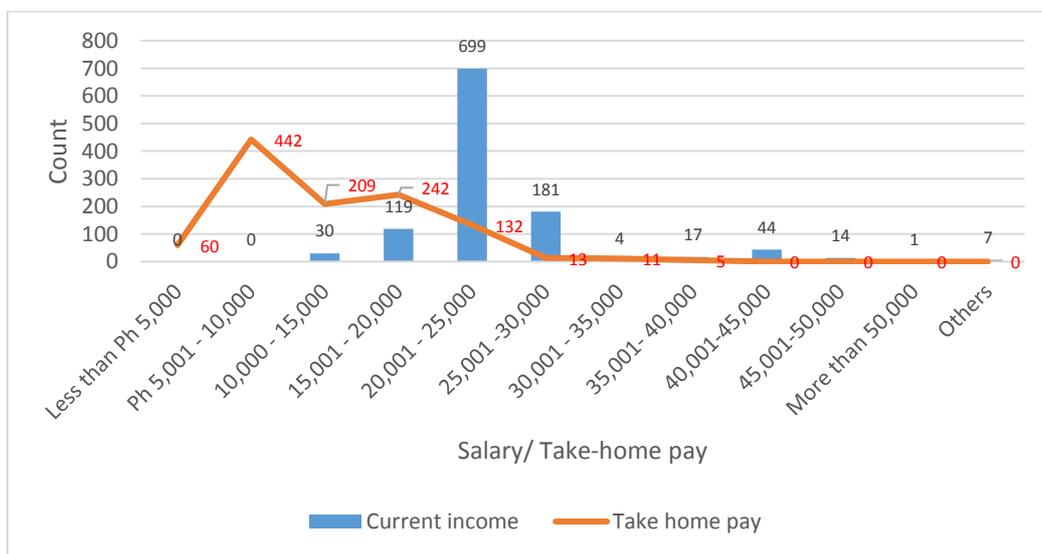


FIGURE 35. TEACHERS' CURRENT INCOME (N= 1,114) VIZ. TEACHERS' TAKE-HOME PAY (N=1,116)

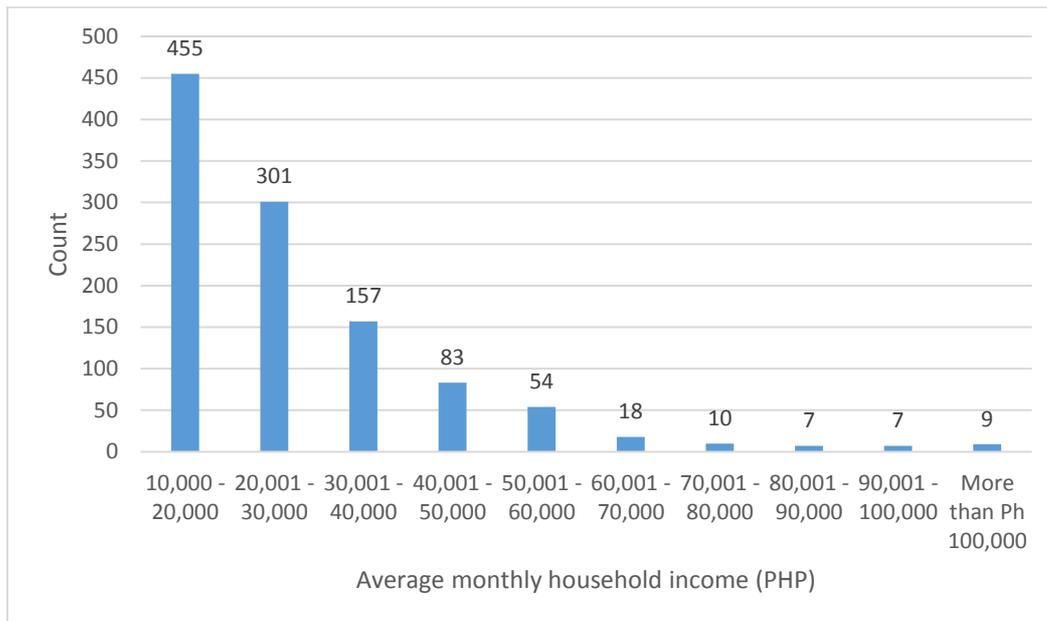


FIGURE 36. TEACHERS' AVERAGE MONTHLY HOUSEHOLD INCOME (N= 1,101)

6.2. Teachers' usual expenses

When asked to rank their usual expenses in a month, teachers identified food, basic household utilities such as electricity and water, and mandatory deductions such as Philhealth, PAGIBIG, and GSIS as among their usual expense items (See Figure 37). When the data were further analyzed to see which items were usually ranked by teachers among their top three expenses, teachers consistently included food (92%), basic household utilities (71%), and mandatory deductions (55%) as among their top three expense items. Also among the teachers' top-ranked expenses were loan repayment (41%), expenses related to children's tuition and other needs (31%), and transportation expenses (24%).

Interestingly, an important item that did not seem to be in teachers' monthly expense priorities pertained to medical/health-related expenses. Only 12% of teachers ranked such within their top three expense priorities. The same percentage of teachers (12%) ranked savings within their top three monthly expenses.

While the survey was unable to determine the exact amounts that teachers allocated for the identified expense items, data on the teachers' top expenses could provide insights into how teachers prioritize spending. For instance, survey data seem to show that teachers still prioritize spending for subsistence items. Among teachers' expense items, those that ranked among the lowest in terms of spending prioritization were those concerning leisure, rest, and recreation; mobile phone related expenses; and internet, cable, and related subscriptions.

Survey results related to teachers’ perceptions about salary sufficiency vis-à-vis their expenses remain consistent with data from the interviews. Indeed, teachers across different demographics, regardless of whether they are in rural or urban areas, whether they are married or single, and whether they are from public or private schools, have talked about how they had to consciously budget the salaries that they receive.

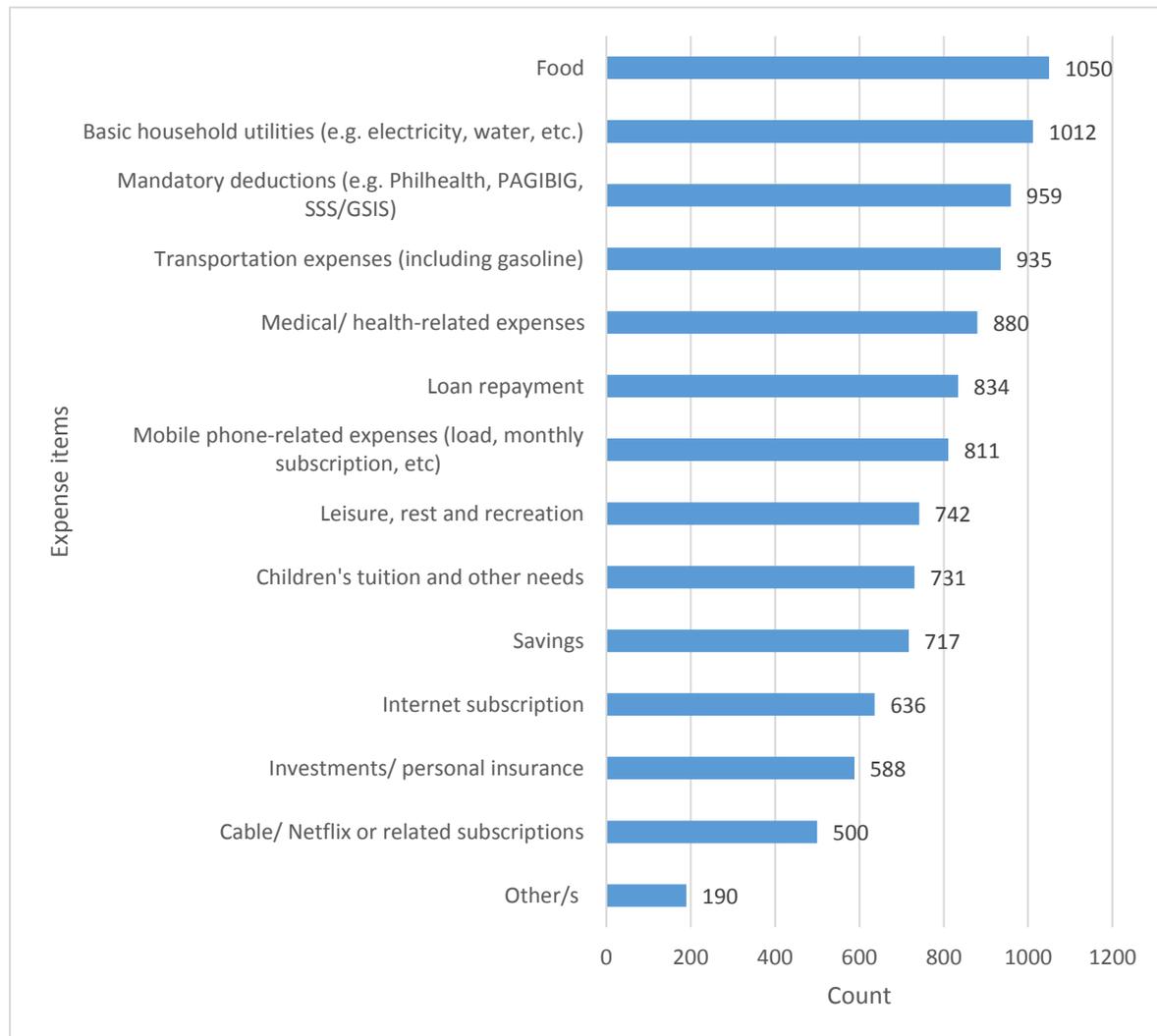


FIGURE 37. TEACHERS’ USUAL MONTHLY EXPENSES (MULTIPLE RESPONSES ALLOWED)

Take the cases for instance of two female and unmarried teachers who were in their early 30s. One was teaching in a public elementary school, the other in a private high school, both in urban NCR locations. During the time that the interviews were conducted in 2018, both teachers lived with their birth families, and for the most part, were responsible solely for themselves.

The public school teacher was not obliged to contribute to household expenses such as rent, utilities, or groceries. Her father was still their family's breadwinner, and did not expect her to contribute to household expenses. As a Teacher III, she was receiving a salary of around PhP 26,000 in 2018, and a net pay of around PhP 23,000 after deductions. She was very conscious about where her money went, and shared that since 2016, she had been regularly monitoring her expenses. She had monthly allocations for investments (20%), savings (15%), and for a personal travel fund (10%).

Meanwhile, her regular expenses included her phone subscription, a few personal toiletries, and personal meals in school. She would also sometimes use a portion of her salary for buying small items for class projects, and for minor household expenses. Her biggest monthly expenses would go to transportation, specifically gasoline and expenses related to the upkeep and maintenance of her car. Especially when gas prices spiked, she would spend between PhP 5,000 to PhP 6,000 monthly for transportation expenses, even if her commute was usually just her daily 10-kilometer route from her residence to her school, and personal engagements that were also related to her education advocacy. There were unforeseen instances when she would have to shell out more, such as when her car would break down or need extra repairs.

The private school teacher meanwhile had only been with her current employer for a few months, after her tenure with another private school for over a decade. She had taken a pay cut when she decided to transfer schools, and had a net income of around PhP 22,000, after mandatory deductions at the time of the interview in 2018. Like her counterpart from the public school, she was still living with her parents, and did not have to worry about paying rent.

However, since her parents' source of income was a small retail business that was not always profitable, she and her brother shared in some of the household expenses. Her father had also suffered a stroke earlier in the year, so their income from the business had become more sporadic. Household financial responsibilities were shared among family members. She was responsible for paying for groceries, while her brother, who was earning more, was assigned to take care of household utilities and for the maintenance medicine her father had to take after his stroke. Her mother took care of expenses for her own maintenance medication, with income derived from their retail business.

With about a quarter of her net pay going to household expenses, the remainder of her salary would then be split for savings, and for her personal expenses such as transportation and food. In terms of savings, before being assigned household responsibilities, she could save up to 70% of her salary every month. She is now able to set aside only around 40% of her salary for savings.

Both teachers rely solely on their salaries for their income, are debt-free, and concur that for the time being while they are single and still living with their birth families, their salaries are sufficient. However, they both felt that their current salaries would not be sufficient if they were already raising their own families. It is likewise worth noting that all single teachers who were interviewed were aware of the importance of allocating a portion of their income for savings. Even those who were only beginning to teach earmarked a small portion (e.g. at least PhP 500) for savings regularly.

Looking at salary sufficiency data from teachers belonging to other demographics, the narratives would vary. Fourteen out of eighteen (78%) of the teachers interviewed had children of their own. Among these, nine were sole income earners. Three of the sole income earners reported having supplemental income coming from small businesses such as managing a neighborhood billiards business, and seasonal income from fishing and farming. Further, four of the five who were from dual-income households had supplemental businesses to support their family. These supplemental income sources will be discussed in a subsequent section of this report.

As data from the interviews showed, since most of these teachers manage their own households, compared with their non-married counterparts, expense prioritization is markedly different. For instance, they have to allocate resources for expenses related to mortgage, construction, and home repairs. Having children also meant spending more for food, supplies, tuition, and other expenses related to child-rearing. For most of the teachers in rural areas, however, their school-age children were usually enrolled in public schools, thus requiring minimal funding. It is when they decide to send their children to private schools that they need to shell out more funds.

Moreover, consistent with data from the survey, teachers likewise spend for medical emergencies, not only for themselves but also for their children, their parents, or both. One such example is the case of the ALS mobile teacher from Eastern Visayas. While his family's usual expenses covered food, education-related expenses, household bills, and savings funds for his children, he also had to spend for emergency medical expenses such as when one of his three children, who had a heart condition, was repeatedly hospitalized. During such medical emergencies, he was obliged to take out a loan.

This is further illustrated by the narrative of a public school teacher in the BARMM. A solo parent, she still receives some financial support from the father of her child. However, as one of only two children, she was also responsible for taking care of her mother. She recalled having recently taken out a loan from a public school teachers' association, to help defray costs related to field activities for her Masteral thesis. However, she to use the loan money to pay for her mother's emergency hospitalization expenses instead.

Borrowing from Dorothy Miller's concept of a "sandwich generation," or a generation of adult children between 45 to 65 years old who take care for their own children and their ageing parents, there is a demographic of teachers who are likewise in what we could refer to as being "sandwiched" between their responsibilities toward their parents and their own children (Miller, 1981). While teachers' ages do not necessarily fall within Miller's original classification, the concept rings true when it comes to assuming responsibilities toward parents and children, as illustrated in the case above.

Moreover, the narratives would again vary when it came to where the teachers were located. While there seems to be a general perception that teachers in the rural areas who have likewise benefited from standardized salary increases have it relatively easier in terms of finances, data from the interviews show that it was usually teachers holding higher teaching positions who seemed to be more comfortable with the salaries that they were getting.

For one of the informants, a Teacher III who is the primary income earner among a family of five in a rural and coastal community in MIMAROPA, balancing expenses remains a challenge. A take-home pay of PhP 21,000 can only sufficiently cover expenses for food, utilities, and expenses of infant and school-age children. Her financial conditions were markedly different from her co-teachers who were holding at least Master Teacher I positions, and who had other income sources.

For teachers working in hard-to-reach and conflict areas, salary insufficiency is even more pronounced. The ALS mobile teacher and public school teachers from BARMM, for instance, all felt that the income that they got from teaching was insufficient, especially in instances when unexpected financial shocks came.

The ALS mobile teacher, based in a coastal community in Eastern Visayas, shared that without other income sources such as his wife's salary and income from renting out property—their old house that they renovated after *Yolanda*—it was a challenge for him to support his family's needs. One reason for the perceived income insufficiency is the nature and geographic scope of his responsibilities as a mobile teacher.

On top of his salary, he receives a special hardship allowance equivalent to 20% of his annual salary. However, in order to reach the five barangays he is assigned to, he has to rent a motorized *banca* on a *pakyawan* basis for PhP 300 per rental. Thus, he would spend around PhP 6,000 every month on motorized boat fees alone. He feels that the special hardship allowance amounting to PhP 3,200 per month is not enough, considering the high costs of his transportation. He would have out-of-pocket costs of around PhP 3,000 per month just so he could perform his duties as a mobile teacher.

The three public school teachers from BARMM were all consistent in saying that the income that they received from teaching was not enough to sustain their needs. Since all three teachers had children, expenses revolved around the needs of the family. One of the teachers had six children, four of them of school age, and while public school education was free, other expenses such as allowances for the children’s food and other school needs added up. Even the fourth teacher— who was teaching in a private school, was still single and did not have children to raise—was only earning enough for his daily needs.

With teachers throughout all geographic areas confirming that they found their salaries insufficient, the research likewise tried to determine how they coped with perceived insufficiencies. Having combined income sources with their spouses, as well as other income sources such as through entrepreneurial endeavors, were the usual ways of ensuring that the teachers could get by. Taking out loans was also mentioned as a means of making ends meet. These will be discussed in the succeeding sections.

6.3. Making ends meet: Teachers with an entrepreneurial mindset

Survey findings showed that more than eight out of every ten (83%) of teachers derived their income purely from their salaries as teachers. As illustrated in Figure 38, there was, however, a proportion that also had other income sources.

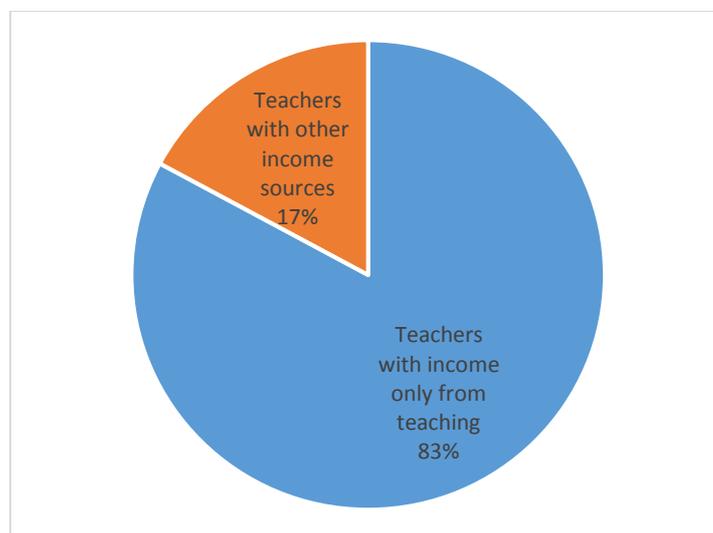


FIGURE 38. DISTRIBUTION OF TEACHERS BY INCOME SOURCE (N=1,121)

Among teachers engaged in different types of entrepreneurial activities, there were those who were involved in selling different products or services face-to-face (41) or online (28). There were likewise quite a number who were involved in farming or fishing-related activities (33). Other teachers meanwhile continued to take on outside-class teaching engagements such as online teaching, private tutoring, or taking on part-time teaching assignments (25) (See Figure 39).

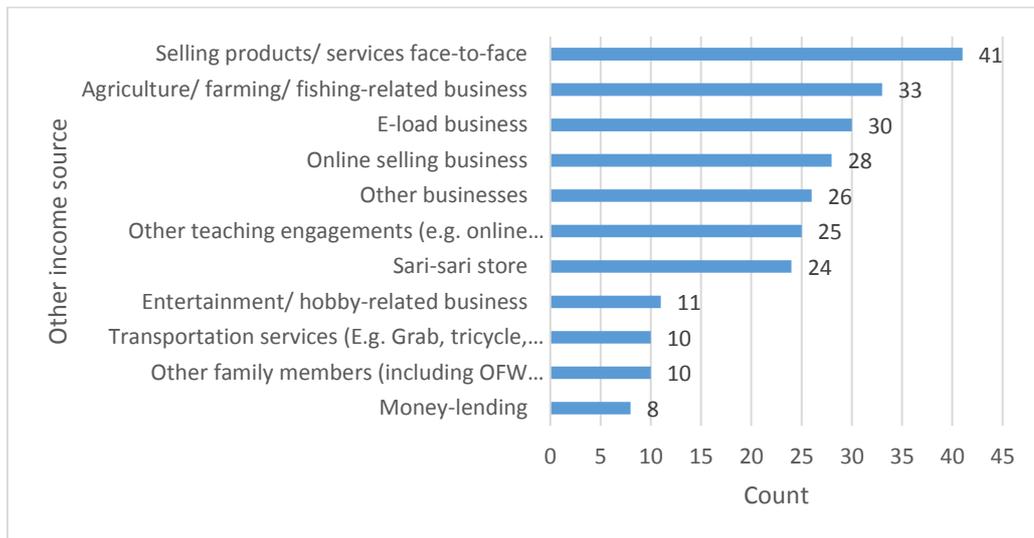


FIGURE 39. TEACHERS' OTHER EMPLOYMENT/ INCOME-GENERATING ENGAGEMENTS (N=246, MULTIPLE RESPONSES ALLOWED)

Looking at how teachers responded in terms of school location, it seems that a few more teachers in rural areas had other income sources, compared with their counterparts from urban areas (See Figure 40).

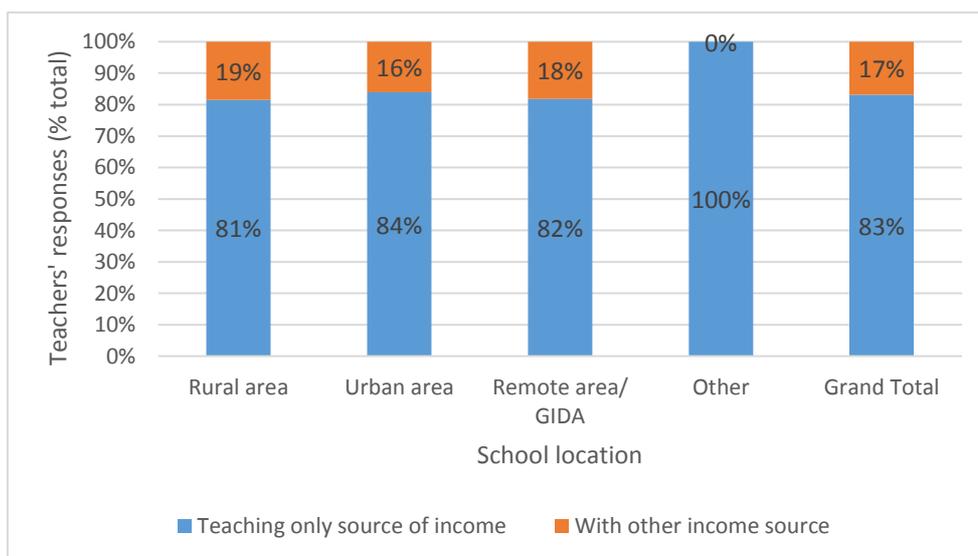


FIGURE 40. DISTRIBUTION OF TEACHERS BY INCOME SOURCE VIZ. SCHOOL LOCATION (N=1,109)

Teachers who are married likewise tend to have other income sources compared with their counterparts who were single. While there were relatively few teachers who were separated, were widowed/widowers, or who were solo parents (others), among these teachers there were greater proportions of those who had other income sources compared with teachers who were single. This could suggest that those who had their own families had more financial obligations, and thus needed to supplement their compensation income with other sources (See Figure 41).

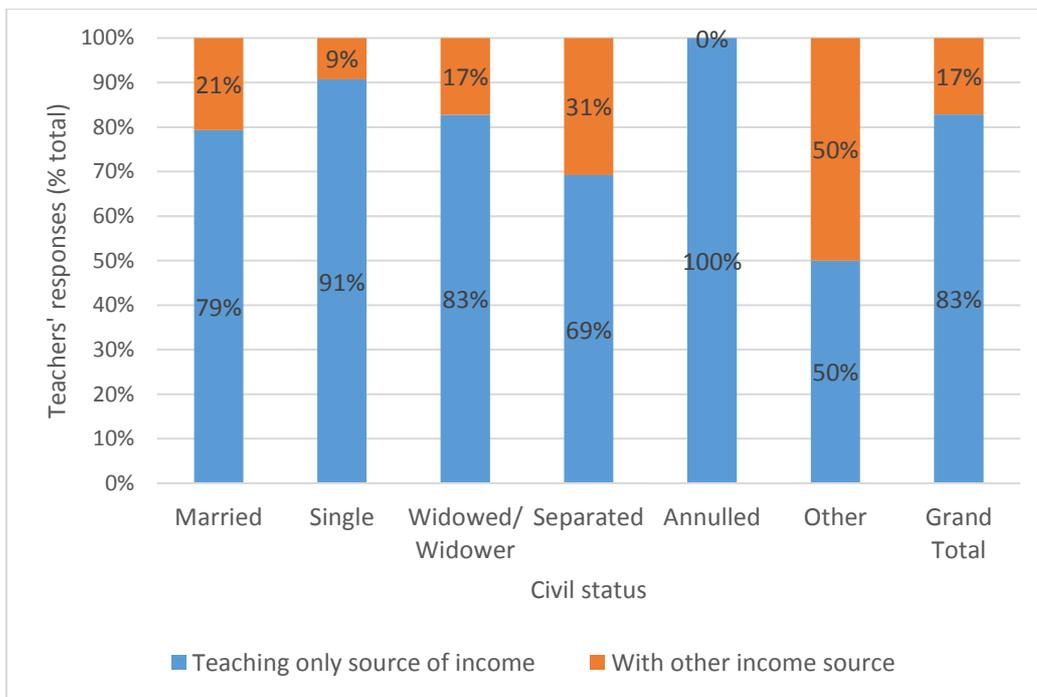


FIGURE 41. DISTRIBUTION OF TEACHERS BY INCOME SOURCE VIZ. CIVIL STATUS (N=1,116)

Interestingly, departing from the findings from the survey, among the interview informants, more teachers (11 of the 18 interviewed, or 61%) had other sources of income, compared with those who reported only teaching as their income source. Teachers throughout all the geographic areas covered in the interviews shared a range of entrepreneurial activities that they were somehow involved in.

There were several public school teachers who had occasional income from farming and fishing activities that they or their families were involved in. Since these were seasonal activities, income from these endeavors were likewise not consistent. In some instances, the income they derived from harvests was only enough to also pay for capital and labor investments they had. There was meanwhile one teacher who received monthly dues from renting out their old house, while another earned income from a general merchandise store, and a money-lending (*ATM sangla*) business she co-managed with her husband.

One particular case was that of a Teacher-in-charge assigned to a school in the BARMM. With his salary as Teacher I, he was earning only enough for his family's needs. He was very concerned with the upkeep of the school he was assigned to, and felt that the funds the school had were insufficient for it to continue to improve.

Pairing his concern for the school with a keen entrepreneurial mindset, he decided to pursue different business ventures, so that he could generate income that would eventually help sustain the operations of the school. As the teacher articulated:

Dahil sa pagiging Teacher I ko lang, nahihirapan akong ibangon ang school. Sa tingin ko talaga, kaya kinakailangan ko maghanap-buhay. Kaya nga ang una kong ginawa, nag-sideline ako kasi may mga lupa din kami. Yung lupa namin nag-compra ako ng mga baka, nag-buy and sell ako ng baka tapos yun na talaga ang nagiging concentration ko. Mabagsak din ang school kasi palaki na rin so kinakailangan ko humanap ng paraan na kung meron akong masandigan sa labas. Yun ang dahilan ngayon para hindi na ako masyado mahirapan kasi meron akong masandigan, pag may mga problema ang school pwede kong tapalan. (Isidro, 2019)

With a small start-up capital that he put up in partnership with his wife, who was also a teacher, he was able to expand into different ventures such as farming, aquaculture, cattle-raising, and retail merchandising. His entire family, including his 16-year old daughter and 11-year old son, was involved in the different entrepreneurial activities. For instance, while he was hands on with the buy and sell of cattle, he and his wife were involved in farming activities. They also had a hardware and general merchandise store, and a fishpond, which he was training his children to manage. With the income derived from other non-teaching endeavors, he was able to sustain other businesses and also help finance the maintenance of his growing school.

Meanwhile, two private school teachers also received extra income from having teaching jobs outside their regular assignments. The private school teacher-turned-administrator, who was a career-shifter, also earned income from family businesses which he had been involved in before he began teaching. Another informant, who was working in a private junior high school in Eastern Visayas, earned extra from what their school called "in-house part-time jobs". On top of his junior high school teaching load, he was also assigned to tutor elementary school students after classes. He likewise received additional pay for teaching in the senior high school program. Thus, the salary that he received purely from his primary teaching job almost doubled, with the part-time teaching opportunities that he took on.

Even despite their heavy teaching responsibilities, some teachers still take on other jobs and engage in other activities in order to supplement the income that they receive as teachers.

6.4. Making ends meet: When teachers go to “Loan-don”¹²

Teachers taking out a loan is a tale often heard, and a fact that is validated by the survey and interview results. Survey results show that around eight of every ten teachers (79%) have accessed loans or availed of money lending opportunities in the last five years. Most (69%) of those who accessed loans did so from between one to three times (See Figures 42 and 43).

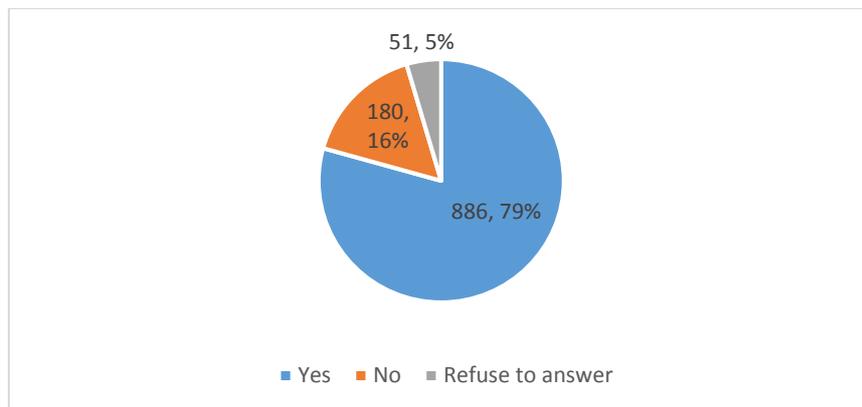


FIGURE 42. DISTRIBUTION OF TEACHERS WHO HAVE ACCESSED LOANS/AVAILED OF MONEY-LENDING OPPORTUNITIES IN THE PAST FIVE YEARS (N=1,117)

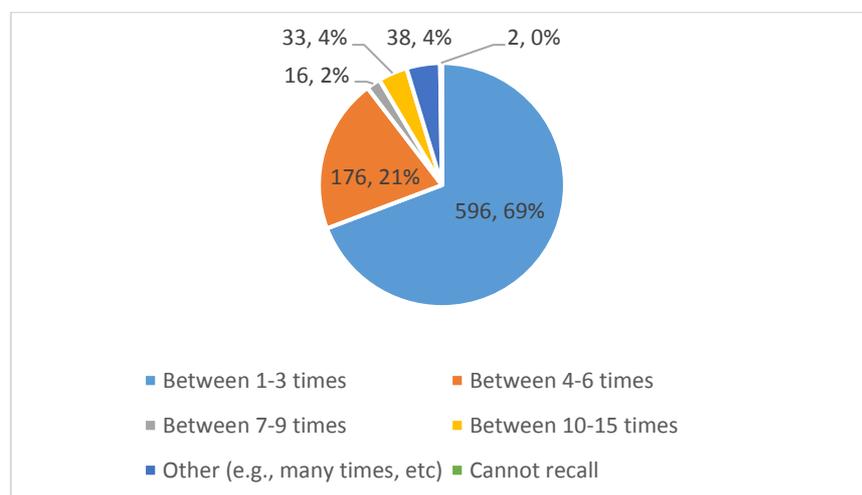


FIGURE 43. NUMBER OF TIMES TEACHERS HAVE ACCESSED LOANS/AVAILED OF MONEY-LENDING OPPORTUNITIES IN THE PAST FIVE YEARS (N=861)

¹² The term “Loan-don” (London) is a colloquialism referring to tendencies to take out multiple loans from different sources -- “loan dito, loan doón” (loan here, loan there). During the interviews, some teachers, often in jest, used the colloquialism “going to “Loan-don” (London) to refer to their loan-seeking activities.

Further, closely reflecting the demographic profile of teachers surveyed, 69% of teachers who have accessed loans are married; 83% are female; and 62% are from urban areas. Looking at the distribution of teachers who have accessed loans in the past five years by civil status, teachers who are single reported the lowest incidence (65%) of accessing loans. Moreover, a greater percentage of teachers with children (87%) accessed loans, compared to 65% of those with no children. Again, these may be because of the costs of maintaining households and families, including daily living expenses, education-related and medical expenses (See Figures 44 and 45).

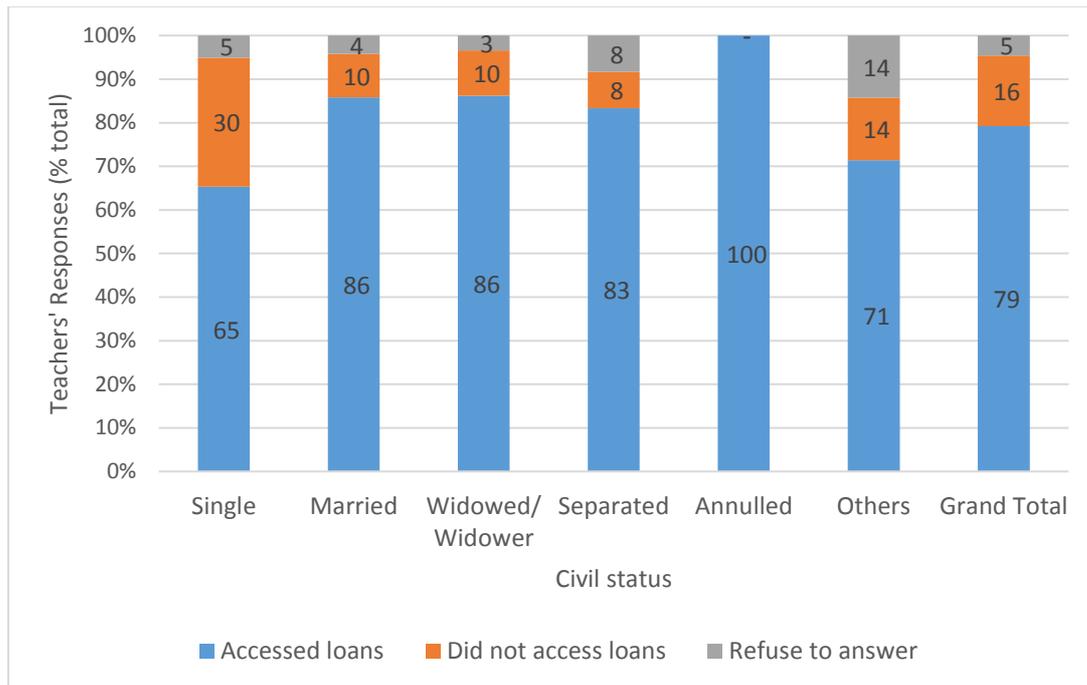


FIGURE 44. DISTRIBUTION OF TEACHERS WHO HAVE ACCESSED LOANS IN THE PAST FIVE YEARS VIZ. CIVIL STATUS (N=1,112; VALUES REFLECTED IN PERCENTAGES)

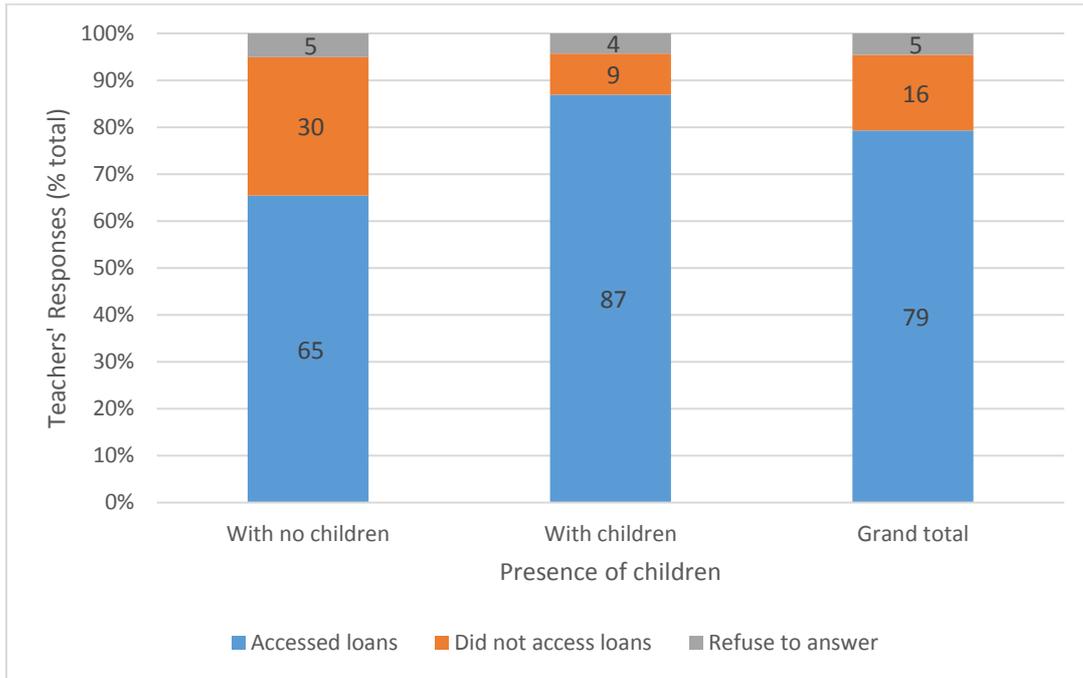


FIGURE 45. DISTRIBUTION OF TEACHERS WHO HAVE ACCESSED LOANS IN THE PAST FIVE YEARS VIZ. PRESENCE OF CHILDREN (N=1,115; VALUES REFLECTED IN PERCENTAGES)

Moreover, as illustrated in Figure 46, it is worth noting that regardless of their teaching positions, teachers have accessed loans in the last five years. Those holding Teacher I positions reported the lowest percentages of access to loans.

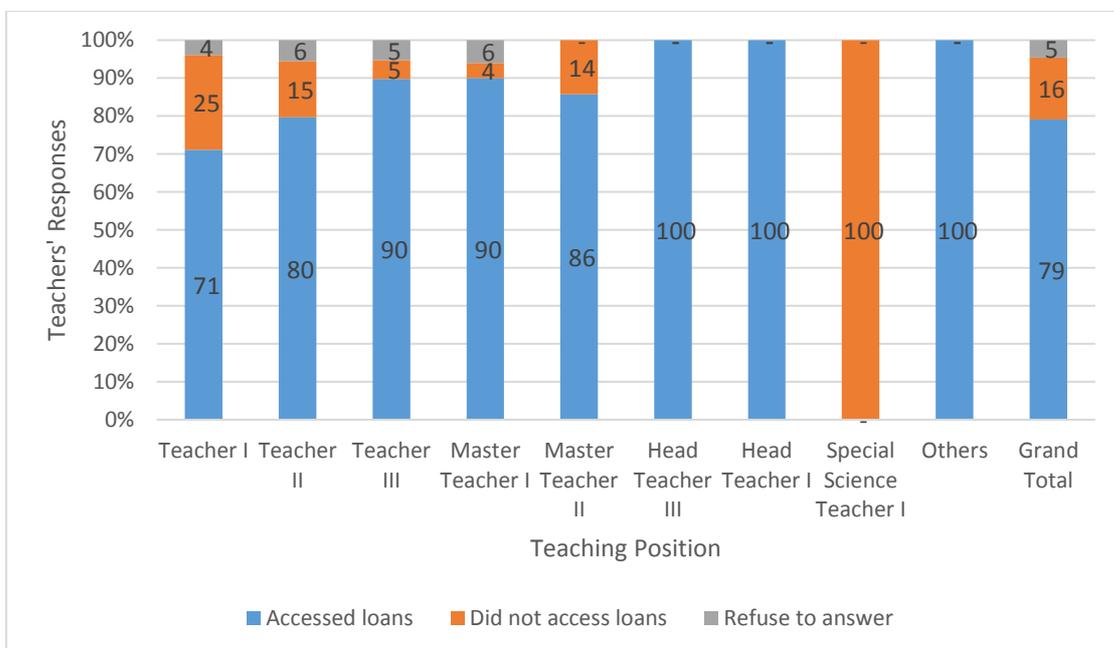


FIGURE 46. DISTRIBUTION OF TEACHERS WHO HAVE ACCESSED LOANS IN THE PAST FIVE YEARS VIZ. TEACHING POSITION (N=1,078; VALUES REFLECTED IN PERCENTAGES)

Meanwhile, looking at responses by school location, there are slightly more teachers (82%) from rural areas compared with their counterparts in urban areas (78%) who have accessed loans in the past five years (See Figure 47).

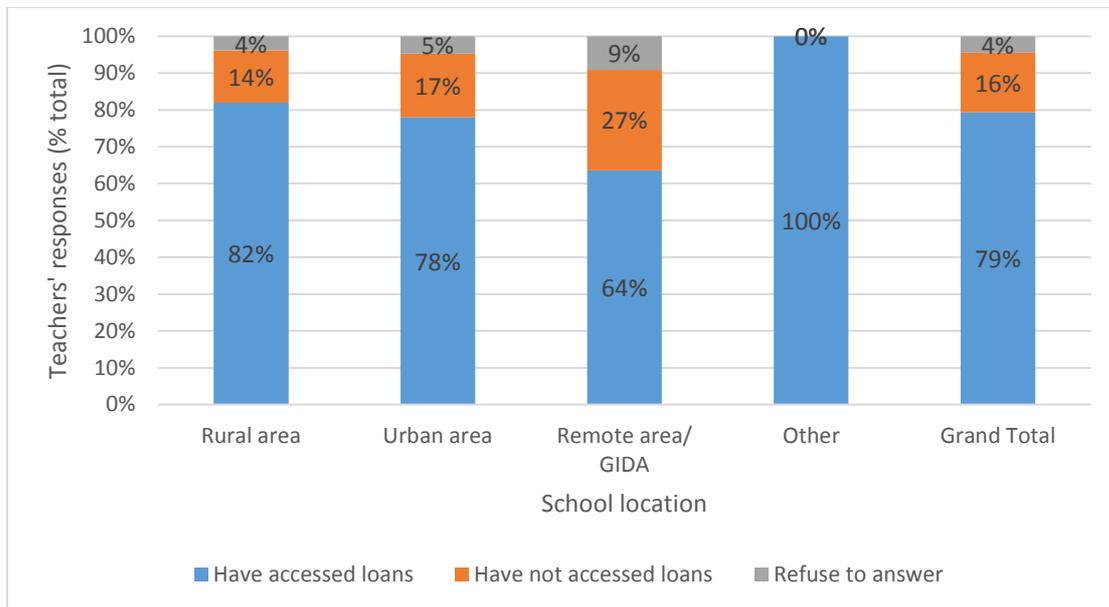


FIGURE 47. DISTRIBUTION OF TEACHERS WHO HAVE ACCESSED LOANS IN THE PAST FIVE YEARS VIZ. SCHOOL LOCATION (N=1,106; VALUES REFLECTED IN PERCENTAGES)

Meanwhile, looking at the distribution of teachers by take home pay (Figure 48), as expected, those with lower take-home pay tended to access loans more. It is also worth noting that the proportion of those who accessed loans among teachers who earned between PHP 25,000 and PHP 30,000 was quite high (92%), considering the relatively higher take home pay. While data from the surveys could not fully explain this, nuances such as these could be surfaced from the data from the interviews.

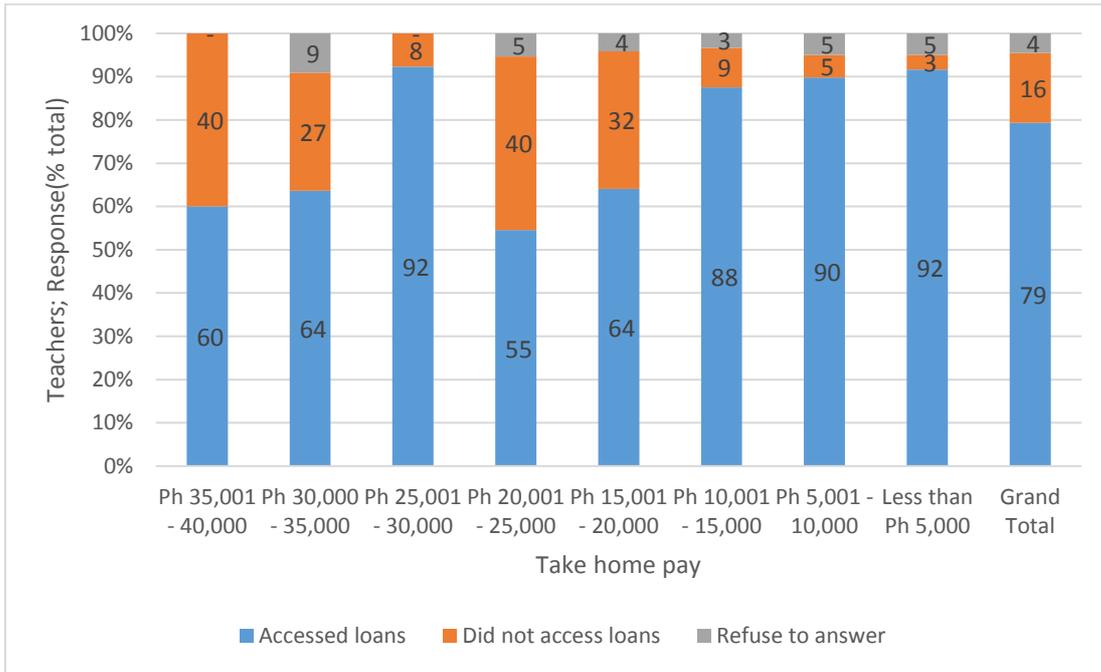


FIGURE 48. DISTRIBUTION OF TEACHERS WHO HAVE ACCESSED LOANS IN THE PAST FIVE YEARS VIZ. TAKE-HOME PAY (N=1,113; VALUES REFLECTED IN PERCENTAGES)

When probed for reasons why they took out loans, more than half of the 886 teachers who did so reported that their reasons were to pay for educational expenses (475 or 54%), and to supplement household/everyday expenses (408 or 46%). Paying for medical expenses, housing/mortgage requirements, and paying for a computer/laptop likewise figured among the top five reasons teachers took out loans (See Figure 49).

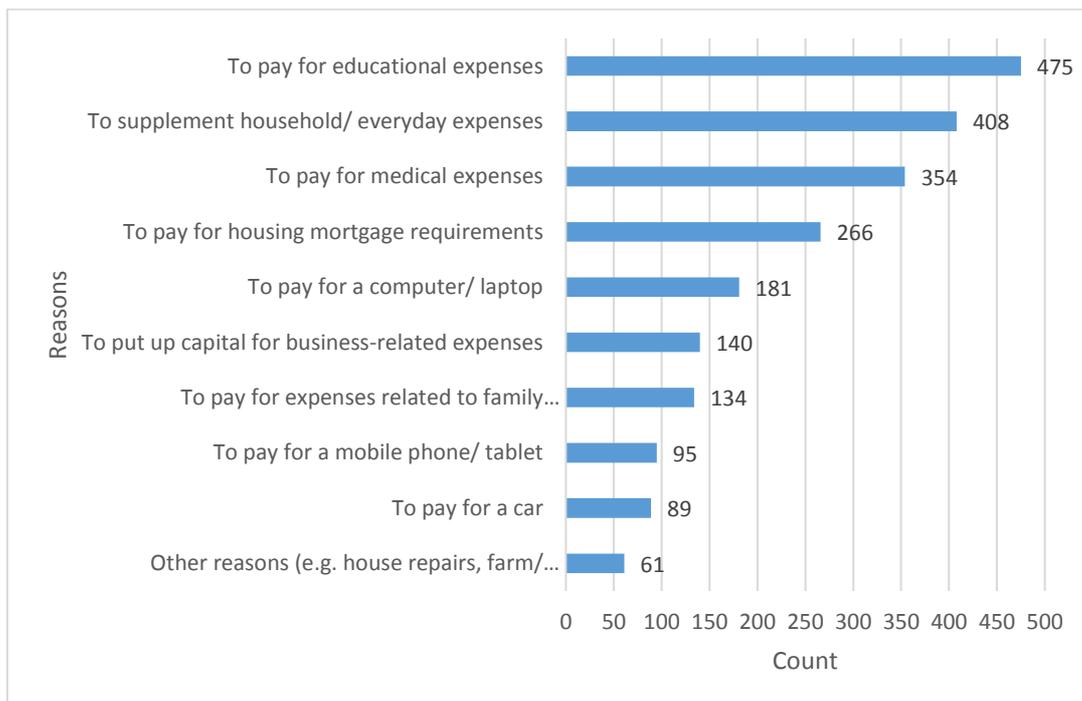


FIGURE 49. TEACHERS' REASONS FOR ACCESSING LOANS (N=2,203; MULTIPLE REASONS ALLOWED)

Further, based on survey results, teachers who accessed loans usually did so through different loan channels. Combined, a total of 803 teachers took out loans from non-bank government institutions such as the Government Service Insurance System (GSIS), PAG-IBIG, and SSS. Most teachers (611) usually accessed loans through GSIS, the government’s insurance arm. While teachers in government service could not access loans from the Social Security System (SSS), the few teachers who said that they took out loans from SSS had perhaps taken these when they were still in the private sector, or are helping pay for loans taken out by other family members. Teachers likewise listed banks as among their usual loan channels. Also worth noting are non-regulated loan channels that teachers access, such as *ATM sangla*, personal loans from contacts, and “5-6” lending (See Figure 50).

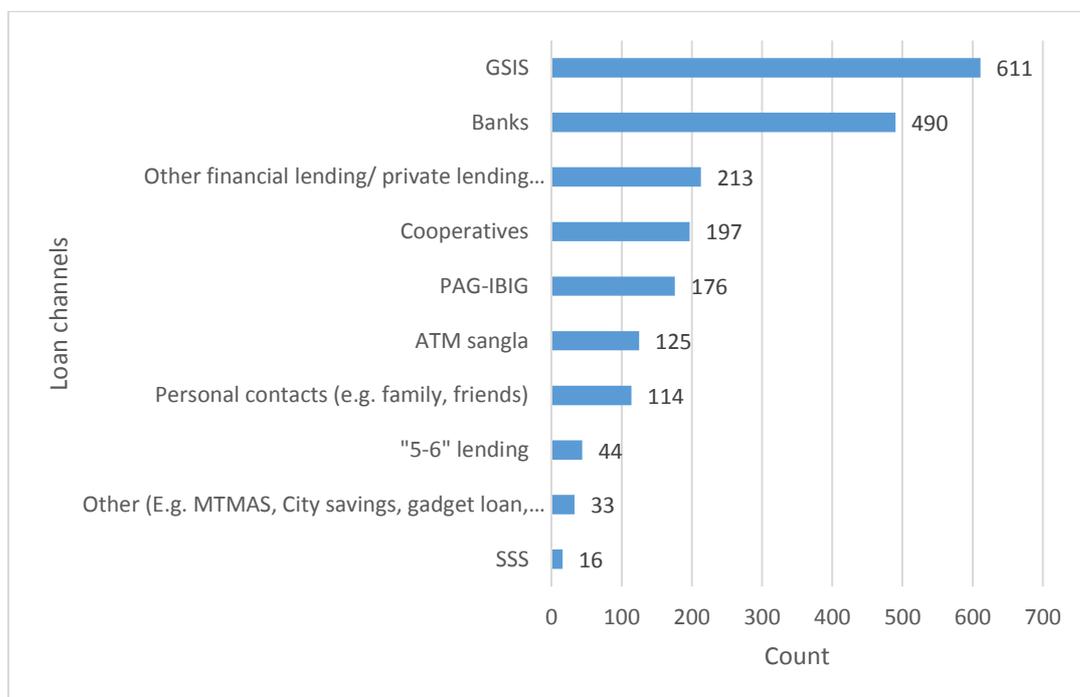


FIGURE 50. LOAN CHANNELS ACCESSED BY TEACHERS (N=2,019; MULTIPLE REASONS ALLOWED)

Looking at the results of the interviews, 11 (61%) of 18 interview informants had outstanding loans. With each of the teachers coming from different contexts and backgrounds, understandably, each also had different reasons for taking out loans. For instance, among the four private school teachers, only one had taken out a loan. He was likewise the only one among the informants who were single that had accessed a loan. As a self-supporting student through most of his life, he was accustomed to relying only on himself for any expenses. Thus, he had to access credit in order to finance his review for the Licensure Examination for Teachers (LET).

Consistent with findings of the survey, most of the informants took out loans to supplement everyday living expenses, including educational expenses not only of their children but also for themselves. Teachers likewise took out housing loans, either for building their own houses or for home repairs. Since loans for such purposes usually have longer repayment terms, for some informants, accessing loans and continuous loan repayment seemed to be the norm.

As mentioned throughout earlier sections of the report, the teacher-informants also availed of loans during medical emergencies, as well as during disaster or crisis situations. One of the informants recalled having to use up a loan originally intended for her graduate thesis for medical emergencies involving her mother. Another took advantage of loans made available for survivors of *Typhoon Haiyan*, and used the money for rebuilding his house, as well as for his son's medical emergencies.

Results of both the survey and interviews were consistent in showing that while teachers optimized formal, government-regulated loan facilities such as GSIS, PAG-IBIG, and SSS, they likewise accessed other micro-lending channels such as teachers' and other cooperatives, personal networks, and even *sari-sari* stores.

One of the credit avenues frequently-mentioned by teachers is the Manila Teachers Mutual Aid System (MTMAS). Popular even outside NCR, MTMAS is a teachers' cooperative that provides member teachers the opportunity to save, through monthly contributions, and to access loans with different repayment options. As one of the teachers shared:

May savings din po pala kami doon (MTMAS). Actually, yun pala yung mga savings namin na siyempre hindi ko na kino-consider kasi pag inisip kong savings, dapat sarili ko, 'di ba? Pero kami po doon, bago ka maging member, kailangan may monthly kang savings, may monthly kang ganun... Automatic na po nila akong kinakaltas... PhP 450 po... Parang savings mo yata yun, monthly yun. Ever since na member ka, may sine-save ka naman. Pero at the same time, pwede ka rin doon mag-loan. Yun nga lang ang lalaki din ng mga tubo, yung interes. Pero sa akin nga bilang teacher, thankful kami kasi may ganun. Pano kung wala? Hindi ako makakapag-aral, kung kani-kanino akong tao mangungutang pang Caesarian ko, pang ano ko sa mga anak ko. Kasi magkano lang ba sweldo ko, 'di ba? Tapos ang taas ngayon ng bilingin, yung travel ko ngayon... (Santos, 2018)

Another informal loan venue which seemed to be popular among teachers throughout different geographic locations was the *ATM sangla*. As explained by one of the informants, who herself was involved in money-lending through the said mechanism, teachers who wanted to avail of loans

would surrender their automated teller machine (ATM) cards to her as collateral. The teachers would then “loan” from their own ATM, which she and her husband would be keeping until such time that they could pay off their loans. In her case, the interest rate was 5% per month, a rate which she said was lower than other loan venues, which sometimes reached up to 10%. Until the teachers were able to pay off their debts, she kept their ATM cards until the next pay period, automatically withheld interest, and only gave them their “*sukli*,” or what was left after interest deductions.

Siyempre Ma’am pag umutang sila ng PhP 30,000 tapos ang porsyento nun is 5% per month, tapos kukuha lang sila ng sukli nila. Halimbawa yung sahod nila is PhP 5,000, kukunin mo lang yung 5% mo doon. Ako kukuha ng 5% (PhP 1,500). Yung sobra sa PhP 5,000 (PhP 3,500), ibibigay sa kanila. (Lastimosa, 2019)

Their *ATM sangla* business started in 2015, and at the time of the interview in mid-2019, she had around 30 ATM cards with her. She also claimed that they only lent to trusted teachers, since there were those who would give up their ATM cards as collateral, and then eventually report these loaned ATMs as missing. From the interest earned from teachers’ loans through the *ATM sangla* mechanism, she and her husband would earn an extra income of around PhP 40,000 every month. Teachers would be able to retrieve their ATM cards once they were able to repay the loan, which could take from between six months to one year.

Wrapping up the discussion on teachers’ income information, both the survey results and in-depth interviews consistently support perceptions of the inadequacy of teachers’ salaries, relative to their financial needs, the impact of the work that they perform, and vis-à-vis counterparts in the public sector such as security (military and police) personnel. Further, even while some teachers from the private sector are encouraged to apply for more stable, better-paying opportunities in the public sector, they recognize that there are tradeoffs in terms of more rigorous schedules and heavier workloads for public school teachers. Initiatives focused not only on increasing teachers’ pay but on balancing teachers’ workloads through the creation of non-teaching support personnel, for instance, could be welcome developments in this regard.

Throughout the discussion of the results of the survey and interviews pertaining to demographic profiles, it is evident that teachers came from different backgrounds and different contexts. It is thus important to keep these differences in mind when discussing the results of the next section, which focuses more on teachers’ motivations for joining, remaining, and possibly leaving the teaching profession.

B. Exploring teachers' whys: Understanding teachers' motivations for joining, staying, and possibly leaving the teaching profession

In attempting to understand teachers' motivations, it is helpful to review some relevant definitions of motivation. One of the most simplistic definitions of motivation is that it is "*the driving force behind human action*" (Schunk et al., 2008, p. 4). Foundational theories on human behavior conclude that actions individuals take are influenced by various factors which may come from either one's own decision-making, influences from the environment and social contexts, and the response or absence of incentives (Pintrich, Schunk, & Meece, 2008; Woolfolk, 2007).

Particularly relevant to this project is how Sinclair aptly captures teacher motivation as "*what attracts individuals to teaching, how long they will remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession*" (Sinclair, 2008).

Some studies, meanwhile, paint a multidimensional picture of teacher motivation, covering not only the choice to teach and the decision to stay, but also the decline or absence of motivation, or demotivation. For instance, Dörnyei and Ushioda (2011) identified four components of motivation, including "*prominent intrinsic motivation, closely-related to inherent interest in teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and demotivating factors emanating from negative influences.*" (Dörnyei & Ushioda, 2011) Their definition of motivation differs from the rest, as it also takes into account factors that contribute to demotivation among teachers— something that this research has also explored.

Focusing on factors that affect motivation, this research borrows Woolfolk's simplistic definitions, describing motivations as either emanating from the self or *intrinsic*, or influenced by external factors, or *extrinsic* (Woolfolk, 2007). These core concepts of extrinsic and intrinsic motivation, and factors related to demotivation, became very evident as the research results emerged.

This section of the discussion will thus be guided by the teacher motivation framework that was surfaced from the results of the study. Initially, the responses generated from the interviews with teachers were analyzed and categorized into what were deemed as intrinsic and extrinsic factors related to teachers' motivation. Responses related to reasons that may lead to teachers' future decisions to leave teaching were likewise analyzed, and form part of the teacher motivation framework.

These factors identified in the framework, along with insights from the literature review on teacher motivation, were validated through the online survey that teachers throughout the country responded to. While some of the underlying concepts from the literature on motivation and demotivation remain, the factors that affect teachers' decisions to join teaching, remain as teachers, and to potentially leave their jobs as teachers in the Philippines are distinct and emerged from the findings of this current study on teacher motivation. Figure 51 illustrates the teacher motivation framework and the factors affecting teachers' motivation to join, remain, and leave the teaching profession. The items in the motivation scales included in the survey instrument relate to each of these factors.

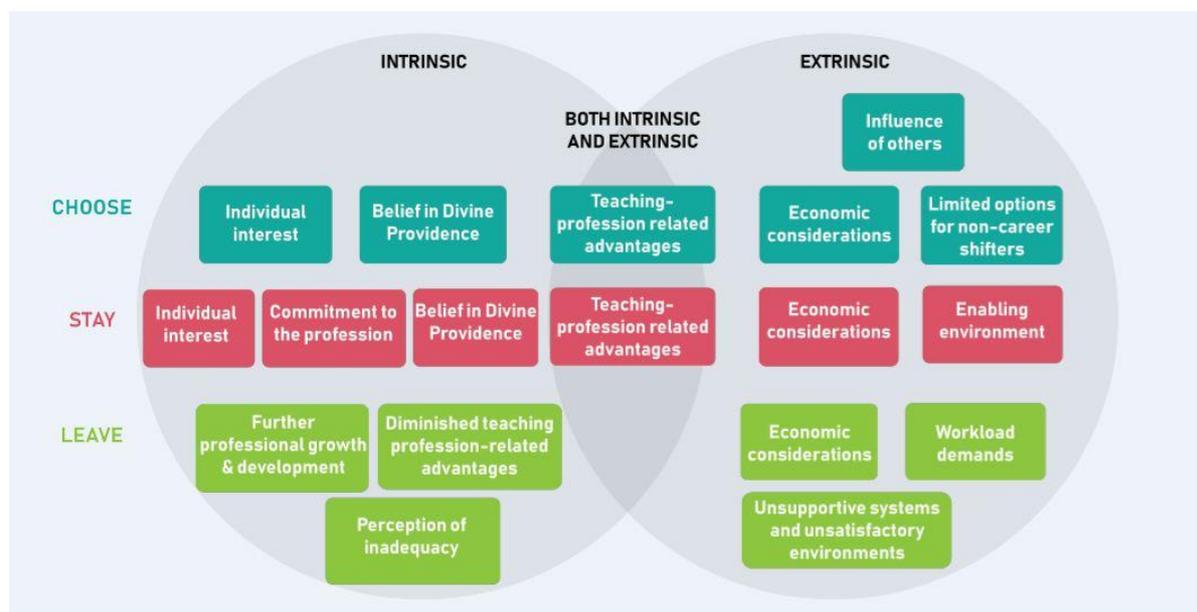


FIGURE 51. FRAMEWORK FOR UNDERSTANDING TEACHERS' MOTIVATION IN THE PHILIPPINES

Factors for choosing teaching

The research provided different reasons for choosing teaching, and categorized these broader themes into *extrinsic* and *intrinsic* drivers of motivation. Simplistically, and following Woolfolk's definitions, extrinsic drivers are influenced by external factors, while intrinsic drivers are those that emanate from the self (Woolfolk, 2007).

Among the extrinsic drivers for choosing to teach are *economic considerations*, *the influence of others*, and *limited options*. In the context of those who originally chose Education as a course, *limited options* referred to course/degree program options, or information on the options available for them. Intrinsic drivers for choosing a career in teaching include reasons that are related to teachers' *individual interests*, as well as their *belief in Divine Providence*.

While the themes are quite broad, each of the identified themes has different aspects, and should be understood within specific contexts. For instance, in deciding to choose Education as a course, there are a variety of aspects that fall under the broad theme *economic considerations*. These could be related to considerations that are more short-term, such as the *lower cost of Education-related degrees*, or long-term, such as those related to future employment and income prospects. These long-term factors include *comparatively higher salaries compared with other professions, a constant demand for teachers, readily available employment opportunities, employability beyond the teaching profession, prospects for gaining teaching experience for overseas employment, and security of tenure*.

The *influence of others* is another extrinsic driver for choosing teaching. In this context, “others” can refer to different people, such as parents or other family members, friends, or teachers who inspired them to take up Education. Another theme relates to *limited options*. In the context of those who originally chose Education, this includes limited information and guidance on possible course options prior to college, as well as, in some cases, the limited courses that are available in the areas where they stay.

A final theme when it comes to *extrinsic motivations* for deciding to take up Education relates to *teaching profession-related benefits*. These refer to specific perks that are popularly associated with the teaching profession. For instance, since teachers follow school calendars where there could be specific schedules allocated for school vacations, one of the perks that they could have are long vacations. As the survey results revealed, there were quite a number of teachers who agreed that this was a factor for them to decide to become teachers.

There are likewise what could be categorized as *teaching profession-related advantages*, which could either be extrinsic or intrinsic drivers of motivation. As intrinsic drivers of motivation, these include intrinsic rewards that teachers derive from aspects such as the *high status accorded to teachers; passion for teaching as a profession; teachers’ love for children, the sense of service to others, and the sense that teachers could contribute to society*.

Different aspects related to *individual interests* likewise form part of intrinsic motivations for deciding to teach. These include becoming teachers as part of *childhood ambitions/interests and the awareness of their own teaching potential*. As seen during the interviews, early exposure to and interest in teaching could figure in future decisions to join the teaching profession. There are those who aspire to be teachers, even in their childhood, and even incorporate teacher-play in childhood games. Awareness of their skills and strengths are also factors that influence teachers’ decisions to join the teaching force.

Finally, *belief systems* were also popular reasons for teachers to choose a path in teaching. Specifically, *belief in "Divine Providence,"* or God's will or plan, was mentioned several times during the interviews and was strongly validated during the survey. It should be noted that this is perhaps one factor that is distinct from other research around teachers' motivation.

Factors for staying in teaching

When it came to motivations for staying in the teaching profession, except for a few additions, the general themes that were identified earlier remain. What vary are the aspects that fall under each theme. For instance, extrinsic drivers again include *economic considerations*, and *teaching profession-related advantages*. A new addition relates to factors concerning an *enabling environment* that encourages teachers to remain in teaching.

Economic considerations cover a wide range of factors, such as *limited employment options*, *career progression that could lead to higher salaries*, *salary sufficiency*, *teaching as income source*, *financial obligations*, *teaching as a paid obligation*, and *the proximity of schools*. Most of the factors around this theme relate to the importance of teaching commitments as a primary source of income and to meet financial obligations. The proximity of schools is likewise categorized as an *economic consideration*, since having workplaces nearer teachers' homes means, among others, spending less money and resources for travel. Extrinsic *teaching profession-related advantages*, such as schedules that allow for other priorities, could also influence teachers' decisions to remain in teaching.

Having an *enabling environment* provides a strong impetus for teachers to remain in the teaching profession. An *enabling environment* encompasses different facets, such as one that provides opportunities for *professional growth*; one where there are *supportive colleagues*, *supervisors*, and *school administrators*; and one where *the general school environment is likeable*.

There were likewise aspects of having an *enabling environment* that crossed over as *teaching profession-related benefits intrinsic to teachers*. For instance, *enabling environments* could also mean that teachers are given ample opportunities to express themselves (*self-expression*), and also to improve themselves (*self-improvement*). These could likewise be *intrinsic teaching profession-related benefits*; having venues for self-expression and self-improvement could also provide teachers with personal satisfaction, thus encouraging them to stay.

Moreover, according to literature, students likewise form part of the *enabling environment* that teachers have, and could be strong reasons for making teachers stay. Similarly, the inspiration that they derive from these students and the service that they provide to the students could be part of *intrinsic teaching profession-related benefits*.

Further on, among *intrinsic drivers* that make teachers stay in the profession, aside from *teaching profession-related benefits*, factors such as *individual interest* and *commitment to the teaching profession* are likewise prominent. In addition to the *teaching profession-related benefits* mentioned above, other such benefits include teachers' *contribution to society*, *job satisfaction*, *passion*, *personal fulfillment*, *a sense of enjoyment in being with students*, *the status associated with the profession*, and *non-monetary rewards that other occupations cannot provide*. There are even teachers who derive satisfaction from the challenges that they face.

Another strong theme that emerged when it comes to teachers' reasons for staying is their *commitment to the teaching profession*. There are teachers who remain steadfast in their commitment, which manifests in various aspects such as their *concern for the community*, *concern for their learners*, and their *dedication to inspire and mentor future teachers*.

Teachers likewise stay because of *individual interests*. They see themselves as being *fit for the job*, with teaching being the best job for them, and something that they are really good at. As one teacher aptly put it, remaining in the teaching profession can be summed up by "*hilig, galing, and meaning*." If teachers like what they're doing, know what they're good at, and find meaning in their profession, then it would be easier for them to stay.

Finally, teachers' *belief systems* again figure as important in their decisions to remain in teaching. Primarily, this refers to their belief in *Divine Providence*, or what teachers see as God's will that they remain in teaching. This was made evident during the interviews, and again strongly validated during the survey.

Factors for leaving teaching

Teachers may join the teaching force, decide to shift to the profession, and choose to remain committed to teaching throughout the rest of their professional lives. However, teachers may also decide to leave teaching—whether this be leaving their current schools, leaving the country for teaching jobs abroad, or leaving the teaching profession altogether. Survey results showed that nearly four out of every ten teachers (38%) have thought about leaving the teaching profession.

While this number does not reflect the majority of teachers, it would still be worthwhile to investigate why there are teachers who would consider leaving teaching. Again, there are multiple reasons for leaving, as there are reasons for joining and staying in the profession.

As summarized by Kim, these could be what other researchers (e.g., Kupers, 2001) have defined as *demotives*, which decrease tendencies for action—in this case, deciding to stay in the teaching profession (Kim D. , 2013) Other researchers have likewise defined *demotivation* as "*a condition of*

damaged or destroyed motivation” (e.g., Grusbic and Goic, 2003), or as an *“absence of motivation, vigor, or commitment”* (e.g., Kiziltepe, 2008) (Kim D. , 2013).

At the time the research was conducted, the research subjects were all teachers. The questions that were asked hypothetically aimed to gauge the conditions that would make the teachers leave the profession. As seen in this research, there are both *extrinsic and intrinsic demotivators*, or reasons that teachers may have for deciding to consider abandoning the teaching profession. Among the *extrinsic demotivators* that teachers identified are *economic considerations, an unsupportive environment, and workload demands*.

As *demotivators, economic considerations* mostly relate to *financial insufficiency*. Throughout both the interviews and the survey, teachers have been consistent in saying that their salaries are not enough, especially when they also have to support their family’s needs. There were likewise those who have considered looking for jobs abroad, since such jobs are known to pay more than what they receive as teachers here in the Philippines.

Unsupportive systems and unsatisfactory environments likewise contribute to teachers’ demotivation. These include factors such as *insufficient opportunities for professional growth, including promotion. Conflicts with co-teachers or supervisors, as well as perceived lack of support from supervisors or administrators* could likewise contribute to teachers’ future decisions to leave the profession. Factors such as *insufficient classroom resources and congested classrooms* likewise add to teachers’ reasons for leaving teaching. For some, *dissatisfaction with the broader educational system* could likewise be triggers for deciding to eventually stop teaching. Another important consideration relates to *difficulties in accessing the workplace*. As evident from the teachers’ demographic profiles, most teachers live near their homes; thus it could be that if they are faced with realities of being assigned to job postings that are far from home, this could be reason for them to consider leaving the teaching profession.

The *workload demands* that a career in teaching requires can also be a reason for teachers to leave. In both the interviews and the survey, teachers expressed concerns about heavy administrative requirements and paperwork that leave them tired and burnt out, responsibilities that they feel are beyond classroom instruction, and the perceived imbalance between their workload and the compensation that they receive.

In terms of *intrinsic drivers*, there were three main themes that emerged. One relates to the desire to further *professional growth and development*. These could reflect in desires to pursue changes in work environments, the pursuit of possible teaching opportunities elsewhere, and more

drastically, changes in career goals and professional choices. While there are a number of teachers who can imagine themselves retiring as teachers, there are also those who feel that they could find more fulfilment in other professions. Thus, leaving teaching is something that they would consider if they were given opportunities to pursue other professions.

Related to this is how teachers can also be demotivated when they start to feel *dissatisfaction and loss of meaning in their work as teachers*. Teachers could likewise think about leaving when *dealing with students*—who should be the center of their profession—becomes difficult for them. In instances like these, what used to be *teaching profession-related advantages* that held intrinsic values for teachers are diminished, and make teachers consider leaving the profession. There are likewise instances when teachers could feel inadequate in terms of skills and capacities to perform their teaching functions, thus leading to feelings of demotivation and possible future decisions to abandon the teaching profession.

With these different themes and facets of teachers' motivations and demotivations in mind, the succeeding sections would then discuss in detail research results pertaining to teachers' motivations to join, stay on, and possibly leave the teaching profession.

1. Motivations for choosing teaching

Teachers reported different motivations for joining the teaching profession. As discussed in earlier sections of this report, survey results showed that not everyone originally intended to become teachers. Nearly one fourth of the survey respondents, for instance, did not originally choose Education as their first course choice (24%), and had other jobs prior to teaching (23%).

1.1. Teachers' motivations for choosing Education

To determine motivations of those who originally chose Education as their course, survey respondents were asked to answer a 24-item scale developed from existing literature, as well as from responses that were generated during the interviews. Respondents were asked to signify their agreement or disagreement with statements that captured possible reasons for choosing Education as a course. Each item corresponds to factors pertaining to motivation, as summarized in Figure 51. For each of the statements, responses that signified agreement (strongly agree and agree) were combined; the same was done for responses that signified disagreement (strongly disagree and disagree). Table 4 shows each of the statements and the corresponding factors, organized according to the items that most respondents expressed agreement with. The full survey is attached as Annex D.

As shown in Table 4, the top ten statements (*in boldface*) that most of the respondents expressed agreement with were a mix of *intrinsic and extrinsic drivers*. These include *intrinsic benefits associated with teaching, individual interests, belief in Divine Providence, the influence of others, and economic considerations*. For instance, 96% of entrants to the profession took up Education because of perceived intrinsic rewards associated with teaching such as the opportunity to serve others, and the perceived importance of teachers in society. Also rating high among teachers' decisions to take up Education were reasons related to teachers' individual interest. Again, 96% of teachers knew that they could eventually be good teachers, while 91% agreed that they enjoyed role-playing as teachers even in childhood.

Also worth noting is how *belief systems*—specifically, belief in *Divine Providence* (92%) and inspiration from good teachers (91%)—influenced the teachers' decisions to take up Education. Parental influence or advice, however, did not seem to figure as popularly in the teachers' decisions to teach. Only around 66% concurred that they took up Education because of the advice of parents or family members; likewise only 22% agreed that they took up education because their parents were also teachers. These findings are somehow consistent with the demographic profile showing a 50-50 split on whether or not the survey respondents had other teachers in the family. Also among the most popular factors were economic considerations, such as the employability of Education graduates in teaching and other professional fields (90%), and the knowledge that there will always be jobs for teachers (89%). While there were some respondents (41%) who agreed that they decided to become teachers because teachers' salaries are higher than those of other professions, this reason does not seem to be among the top reasons for deciding to become teachers.

TABLE 4. MOTIVATIONS FOR JOINING TEACHING FOR TEACHERS WHO ORIGINALLY CHOSE EDUCATION AS THEIR COURSE (N VARIES PER STATEMENT)

Item	Statement	Factor	Percentage of respondents who strongly agreed or agreed with statement
6	I took up education because teaching provides an opportunity to serve others.	Teaching profession-related benefit (intrinsic)	96
16	I decided to become a teacher because I think teachers play very important roles in society.	Teaching profession-related benefit (intrinsic)	96
17	I decided to become a teacher because I know that I can be good at teaching.	Individual interest	96
23	I decided to become a teacher because it is God's plan for me to become one.	Belief in Divine Providence	92
1	As a child, I enjoyed acting as "teacher" during child's play.	Individual interest	91
15	I decided to teach because I really like children.	Teaching profession-related benefit (intrinsic)	91
14	Having good teachers inspired me to become a teacher.	Influence of others	91
9	I took up education because education graduates could be employed in teaching and other professional fields.	Economic consideration	90
4	I took up education because I know that there will always be jobs for teachers.	Economic consideration	89
18	I decided to become a teacher because teaching is really my passion.	Teaching profession-related benefit (intrinsic)	88
24	I decided to become a teacher because of the security of tenure available for teachers with permanent positions.	Economic consideration	87
21	I decided to take up teaching because in our community, teachers are highly-respected.	Teaching profession-related benefit (intrinsic)	85
2	I had wanted to become a teacher even as a child.	Individual interest	82
3	I took up Education because it was the most affordable course.	Economic consideration	81
8	I took up Education because of the advice of my parents or family members.	Influence of others	66
22	I decided to become a teacher only because there was an opportunity offered to me to become one.	Economic consideration	52
5	I took up Education because there were no other options available for me.	Limited options	47
13	I decided to take up Education because with a teaching background, I know that I can eventually pursue teaching jobs abroad.	Economic consideration	47
20	I decided to become a teacher because teachers enjoy long vacation leaves.	Teaching profession-related benefit (extrinsic)	42
19	I decided to become a teacher because teachers' salaries are higher than salaries of other professions.	Economic consideration	41
7	I took up Education because it was the only available course in my province/ area.	Limited options	29
10	I took up Education because my friends also took up education.	Influence of others	26
11	I took up Education because I did not know what other course to take.	Limited options	24
12	I took up Education because my parents were also teachers.	Influence of others	22

Figure 52 further illustrates the teachers' motivations for deciding to join the teaching profession. Those in shades of orange represent intrinsic drivers, while those in shades of blue and green represent extrinsic drivers. Looking at the responses by color, it is easier to see that indeed, the top reasons for deciding to teach are intrinsic drivers.

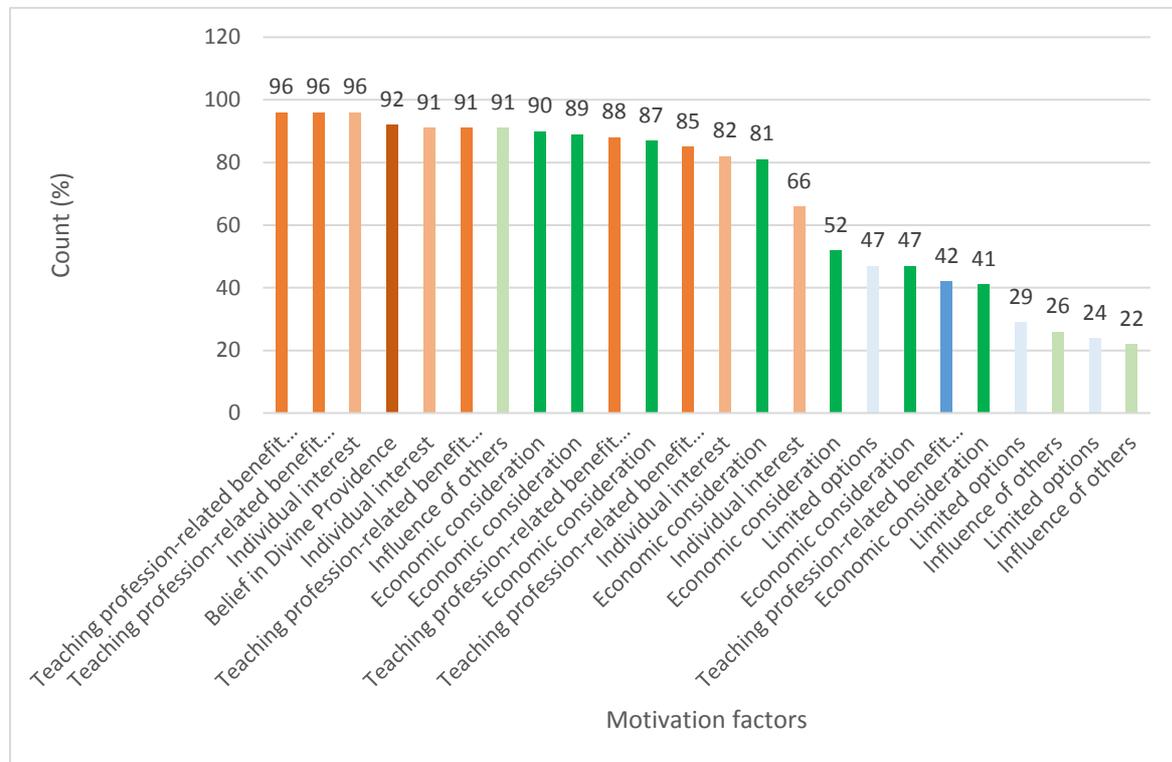


FIGURE 52. MOTIVATIONS FOR JOINING THE TEACHING PROFESSION (N VARIES PER ITEM)

Teaching profession-related intrinsic benefits

A more in-depth breakdown of the responses could provide more insight to motivations for becoming teachers. Take for instance the breakdown of responses to the statement, *“I took up Education because teaching provides an opportunity to serve others.”* Among almost all (96%) teachers who took up Education as their chosen course, there seemed to be only slight differences in the proportions of responses when it came to the respondents’ sex, teaching position, and location. While there were only a few respondents from remote areas, it is worth noting that all six teachers from remote areas decided to teach because of the opportunity to serve others. Further, there were significantly more teachers who expressed strong agreement that they decided to teach because of this opportunity to serve others.

These findings could suggest that this particular teacher-related benefit of being able to contribute to society remains a strong motivation for those who want to join the teaching profession (See Figures 53-55).

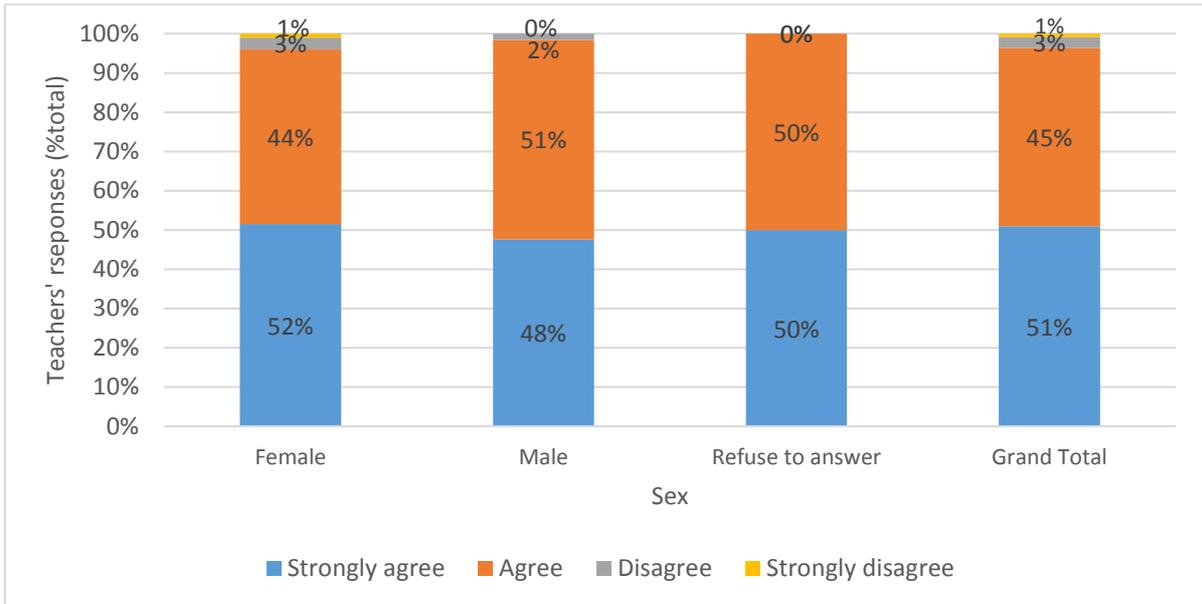


FIGURE 53. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE TEACHING PROVIDES AN OPPORTUNITY TO SERVE OTHERS" VIZ. SEX (N=805; VALUES FOR RESPONDENTS ROUNDED OFF TO ZERO STILL INCLUDED)

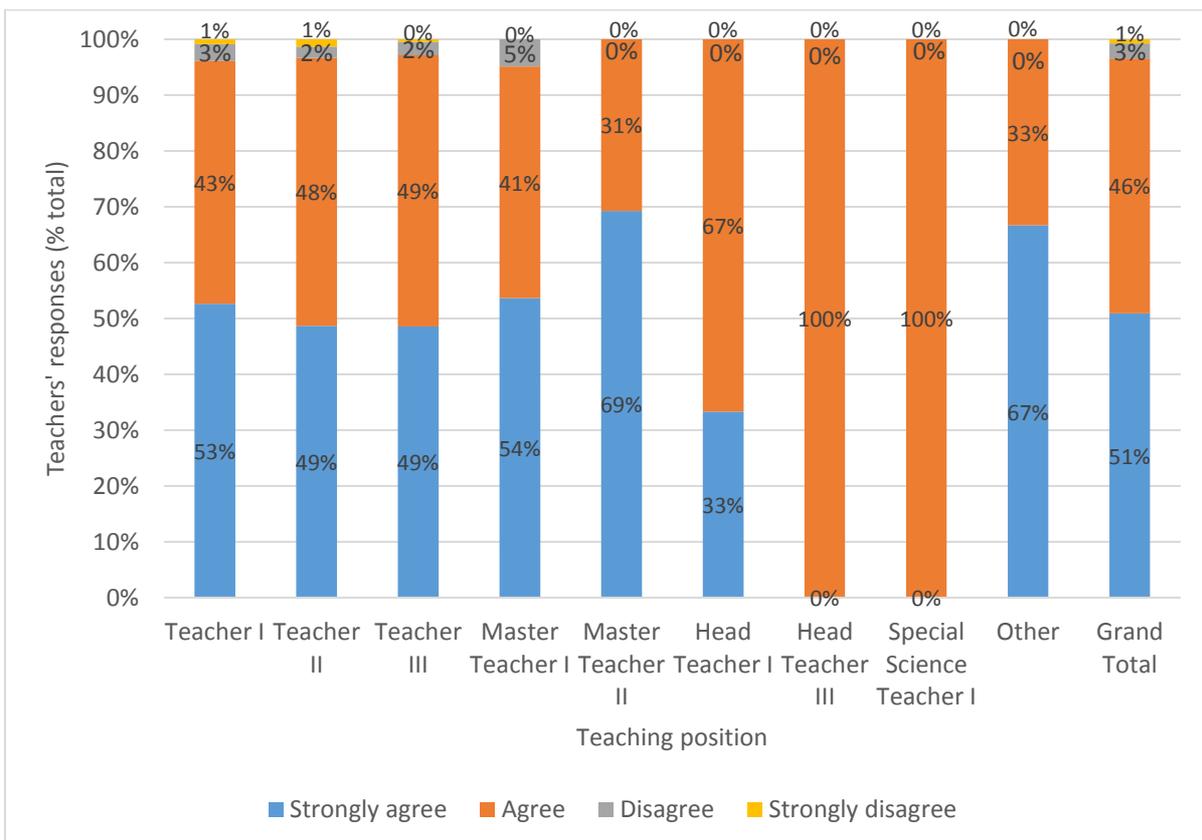


FIGURE 54. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE TEACHING PROVIDES AN OPPORTUNITY TO SERVE OTHERS" VIZ. TEACHING POSITION (N=784; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

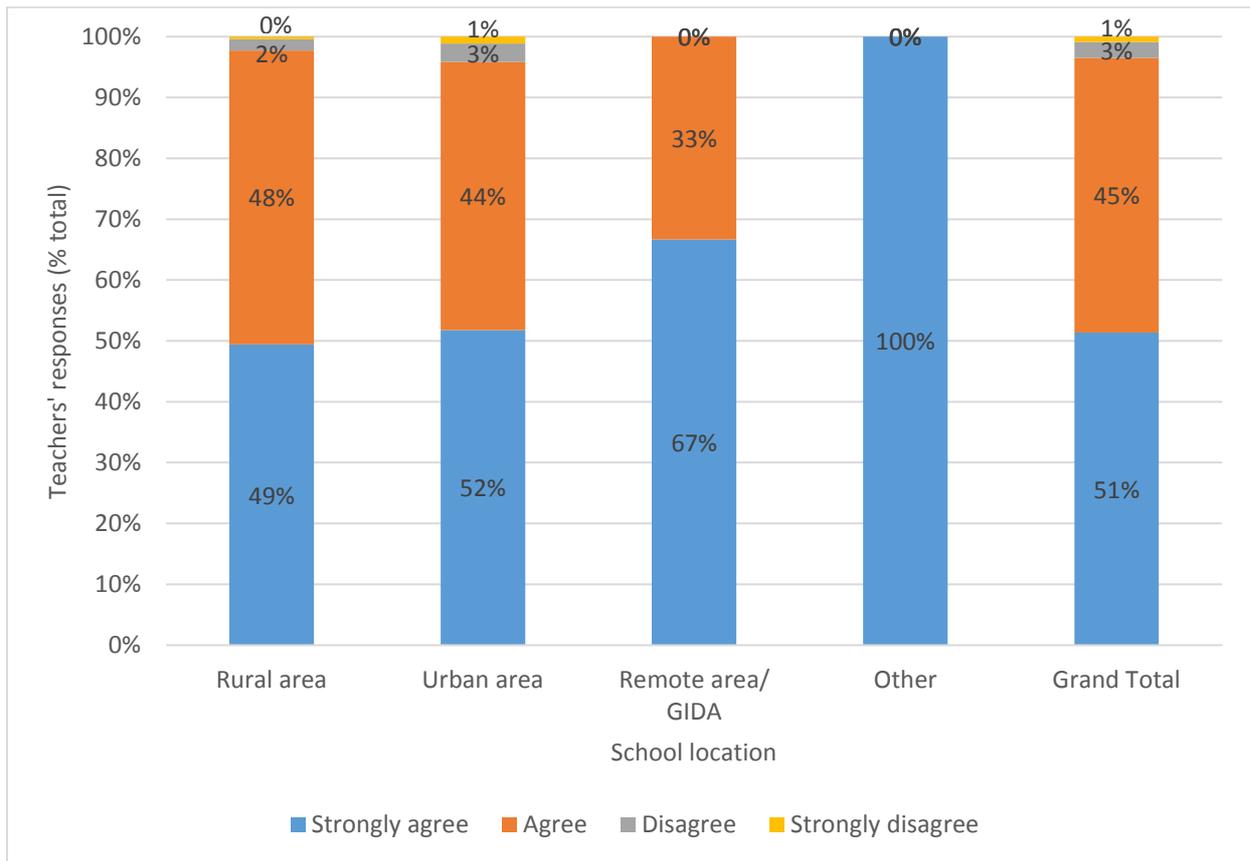


FIGURE 55. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE TEACHING PROVIDES AN OPPORTUNITY TO SERVE OTHERS, VIZ. SCHOOL LOCATION (N=802; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Another motivation for joining the profession that is worth highlighting is the teachers' *love for children*. Categorized as an *intrinsic teaching profession-related advantage*, around nine out of every ten teachers (91%) agreed with the statement, "I decided to teach because I really like children." Looking at the breakdown of responses by sex, it is worth noting that in terms of proportions, more females (91%) than males (88%) generally agreed that they decided to teach because they really like children (See Figure 56).

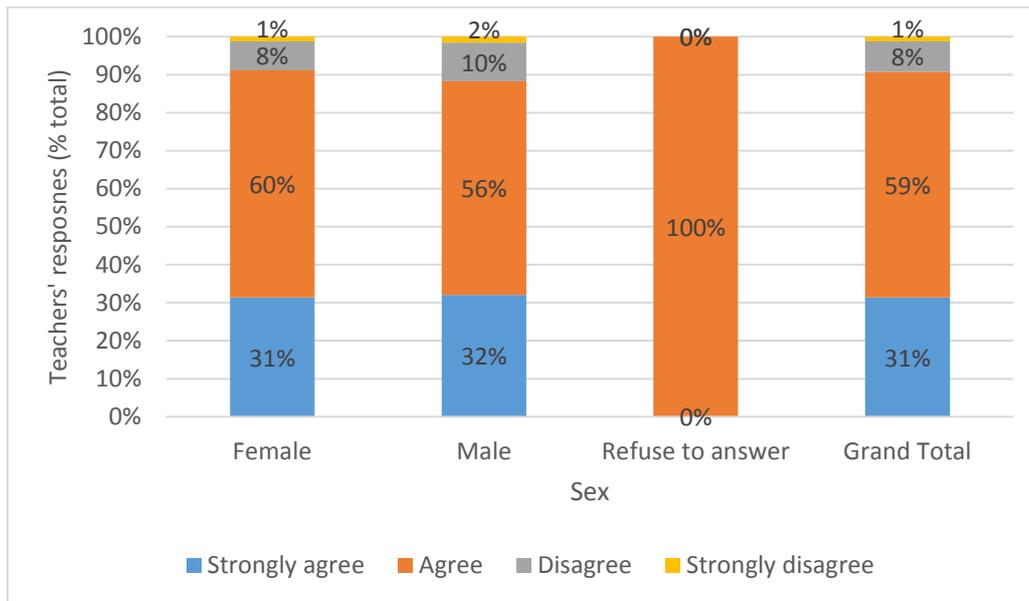


FIGURE 56. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO TEACH BECAUSE I REALLY LIKE CHILDREN" VIZ. SEX (N=799; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Economic considerations

Economic considerations have likewise been listed as among the motivations teachers have for deciding to join the profession. One of the usual perceptions that the public has is that teachers choose Education because it is an affordable course option, compared with other courses. While this *economic consideration* did not figure among the top reasons that respondents gave for becoming teachers, there were still around eight of ten teachers (81%) who agreed that this was among their reasons for taking up Education. Again, looking at the breakdown of responses according to sex, location, and teaching position, there did not seem to be much difference in the proportions of teachers' responses (See Figures 57-59).

In terms of the respondents' sex, there was a slightly higher proportion of females who generally agreed with the statement. However, comparing responses between females and males, males tended to express stronger convictions that they took up education because it was the most affordable course.

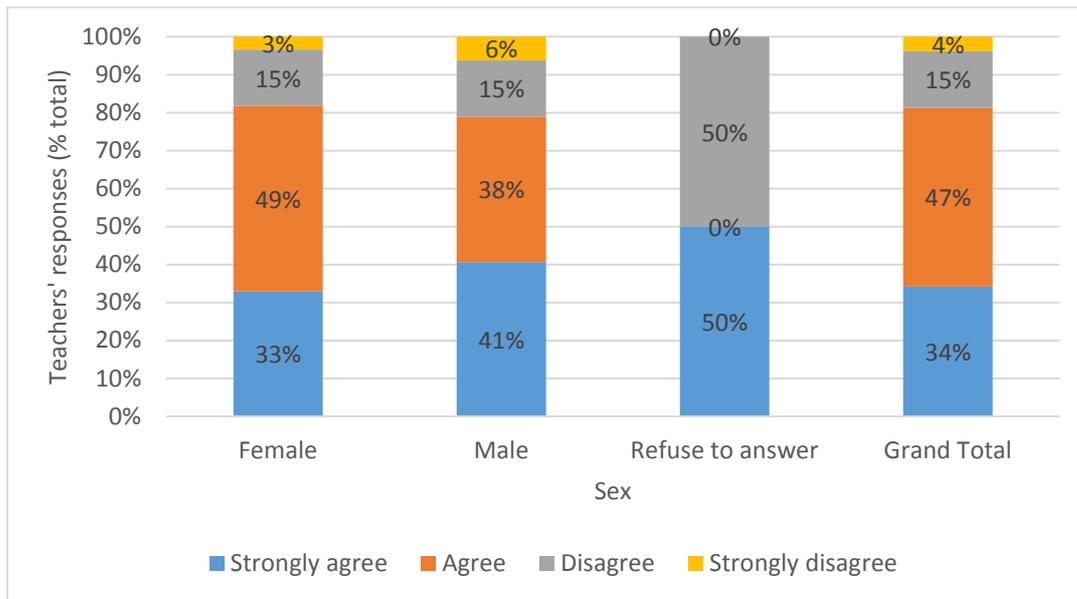


FIGURE 57. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE IT WAS THE MOST AFFORDABLE COURSE" VIZ. SEX (N=805)

Meanwhile in terms of location, while there were only a few teachers from remote areas who responded to the survey, they were unanimous in claiming that they joined the teaching profession because of the affordability of the course. There was also a greater proportion of teachers from rural areas who agreed that this was a reason for deciding to teach, compared with their counterparts from urban areas.

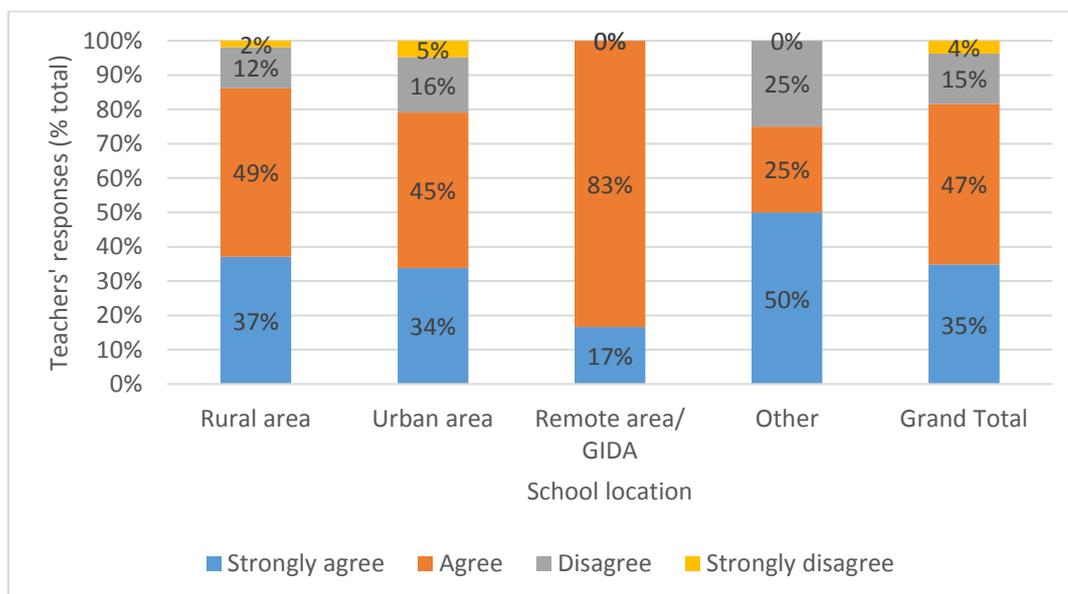


FIGURE 58. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE IT WAS THE MOST AFFORDABLE COURSE" VIZ. SCHOOL LOCATION (N=803; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Likewise in terms of teaching position, consistently around eight out of ten teachers who were handling entry-level and Master Teacher posts came to join the profession due to its affordability.

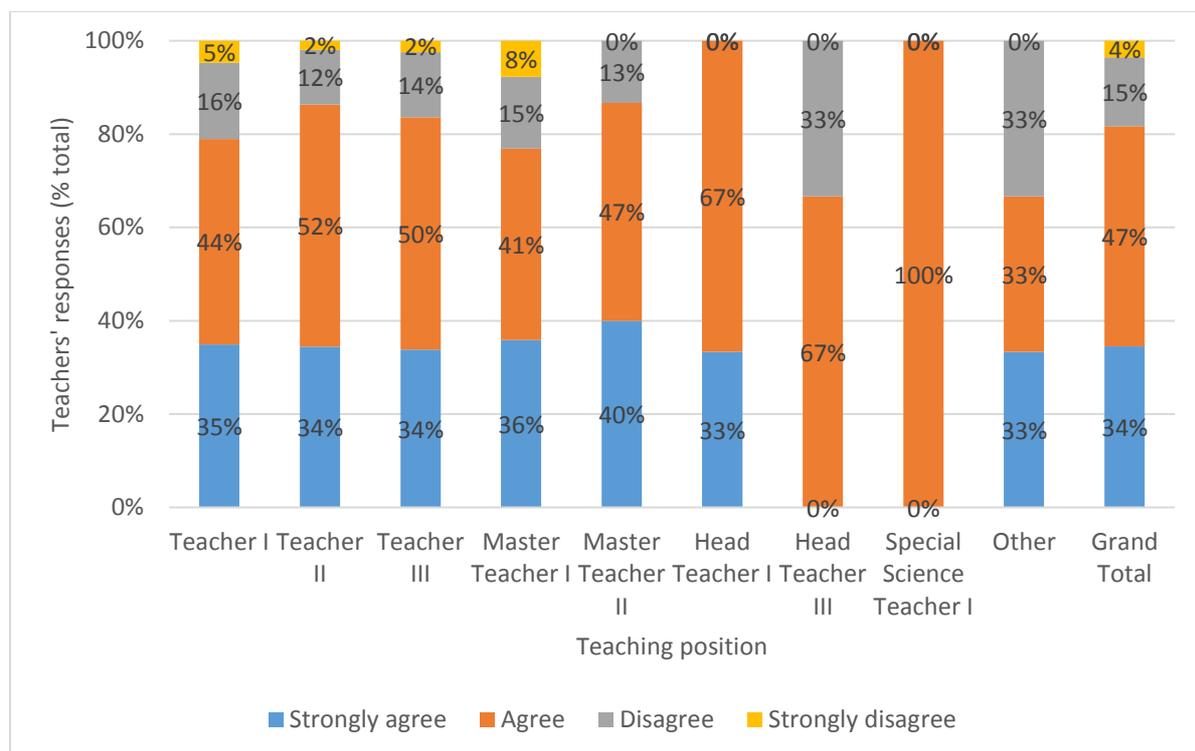


FIGURE 59. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE IT WAS THE MOST AFFORDABLE COURSE" VIZ. TEACHING POSITION (N=786; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Education is a widely-popular course offering, and according to the Commission on Higher Education (CHED), from School Year 2010-2011 to 2018-2019, Education and Teacher Training courses have consistently enjoyed popularity, second only to Business Education and Related courses (Commission on Higher Education, 2019). Related to this, and as seen during the interviews with teachers, another seemingly popular reason for taking up Education as a course is the availability of course offerings related to education, even in remote areas. Looking at the survey responses, nearly half of the respondents (47%) agreed that they took up Education because there were no other course options available, around one-third (29%) claimed that they took up Education because it was the only available course in their geographic area, while around one fourth (24%) agreed that they took up education because they did not know what other course to take.

Further, looking at the distribution of responses in each of the three statements related to choosing Education due to *limited career options*, as compared with their counterparts from rural areas, consistently more teachers from urban areas tended to disagree that they chose Education because of *limited career options*.

Looking at the statement “I took up Education because there were no other options available for me,” it can be seen that a greater proportion of teachers from urban areas (55%) compared with those from rural areas (48%) disagreed that they decided to teach because of a lack of options for them. Among the few respondents from remote areas, only one third (33%) disagreed with the said statement (Figure 60).

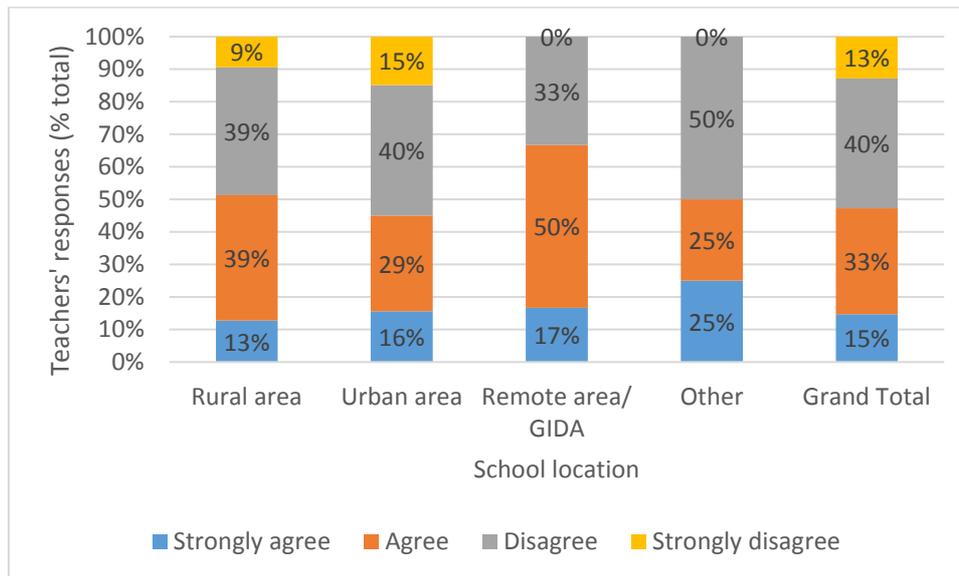


FIGURE 60. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I TOOK UP EDUCATION BECAUSE THERE WERE NO OTHER OPTIONS AVAILABLE FOR ME” VIZ. SCHOOL LOCATION (N=803; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Also worth noting is that one out of every four teachers in both rural and urban areas joined the teaching force because of the lack of information or guidance on what courses they could take. The proportion is even higher among those from remote areas, with one out of every three teachers agreeing that they joined the teaching force because of the lack of information or guidance on what courses they could take (Figure 61).

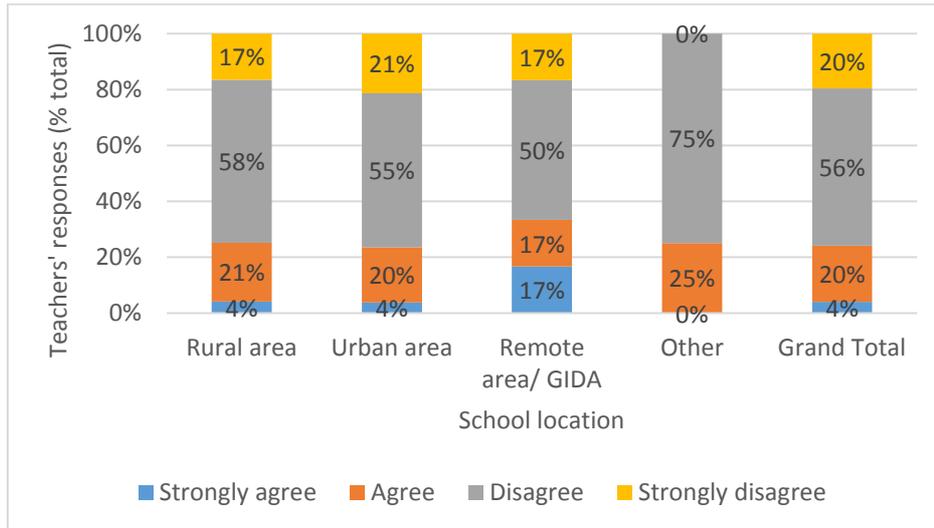


FIGURE 61. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE I DID NOT KNOW WHAT COURSE TO TAKE" VIZ. SCHOOL LOCATION (N=798)

Likewise, three out of ten teachers in urban and rural areas joined the profession because it was the only available course in their areas, while slightly more (34%) from remote areas signified that this was a reason why they decided to teach (Figure 62).

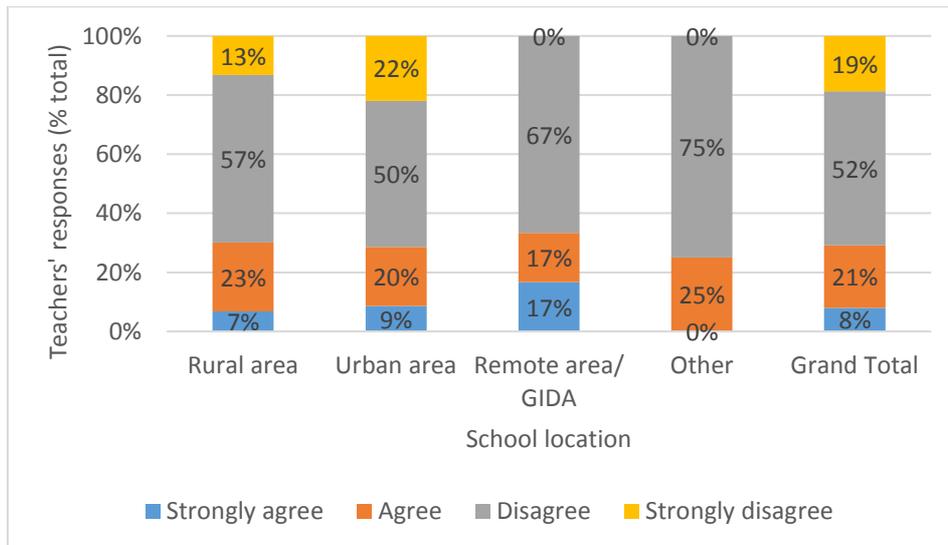


FIGURE 62. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I TOOK UP EDUCATION BECAUSE IT WAS THE ONLY AVAILABLE COURSE IN MY AREA/PROVINCE" VIZ. SCHOOL LOCATION (N=801; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Insights from the interviews: Teachers' reasons for choosing Education

Indeed, these data from the survey, when taken together with the interviews, provide a better picture of what motivates teachers to join the teaching profession. Looking at the rich data from the interviews, teachers who took up Education as their original course expressed different reasons for choosing such. Individual interest was a narrative that was often cited during the interviews. There were teachers who, early on, integrated teaching as part of their childhood play and activities. Some played “teacher-teacher” with siblings and friends, while there were also those who were assigned “little teacher” roles in the classroom. Recalling her childhood days in school, Ms. Lastimosa, one of the multi-grade teachers in the Eastern Visayas region, shared how as one of the “fast learners” identified by her elementary school teacher, she was designated as a little teacher in the classroom. As she candidly shared:

May mga “little teachers” kasi kami noon... Ikaw halimbawa Ma’am, mabilis ka bumasa tapos i-aassign ka ng guro mo. “O, ikaw ang magturo sa kanya ha bumasa, pinaka-little teacher ka na. Matuturuan mo siya magbasa para matuto, alam naman kasi ng guro mo sino yung mga fast learner, mga nasa average, sino yung mga slow. So yung ginagawa ng guro namin kung sino ang fast learner siya ang magiging little teacher so parang enjoy ka, parang proud ka na ginawa ka na little teacher. ‘Di ba? So nagiging motivation ko rin yun na ay ang ganda pala na maging isang guro kahit bata pa yung tinuturuan mo, ginawa ka ng little teacher ng guro mo.

... Tapos meron kaming hinahawakan na mga estudyante, yan hawak mo si ano, pag nagwa-warning kailangan, pag ang nag-bell ring kailangan nandito na kayo, tinuturuan niyo na silang magbasa tapos aanuhan kami ng guro, sa anong petsa pababasahin, kung sinong mauna sa kanila magbasa tapos may reward. Kung sinong tinuruan mo papaanuhin tatlo sila, contest tapos kung sino mauna syempre ikaw nagtuturo ka sa bata na yun tapos siya nauna, proud kang ikaw yung little teacher ng bata na yun. (Lastimosa, 2019)

Seeing how she was able to help her classmates, this early experience made her realize how it felt good to be a teacher, especially when she saw how her “students” would succeed.

Opo Ma’am, kaklaseng mga slow learner sila. Parang doon pa lang nafi-feel mo na ay maganda pala maging isang guro lalo na pag nangunguna yung tinuruan mong magbasa. Yan ang ginagawa sa amin ng guro namin noon tapos yung mga table of multiplication kung sinong mauna. Tapos pag ikaw ang nauna bibigyan ka ng guro mo ng mga... tapos ikaw magtuturo ka sa kanya ng table of multiplication tapos kailangan

iko-contest niyo rin. Pupunta na sa blackboard, mag-aano kayo ng isa. Bawat tinuruan mo mag-aano na si Sir doon ng mga exercises, kung sinong mauna tapos tama yung ginawa niya, may premyo kayo sa kanya. Para enjoy. (Lastimosa, 2019)

This narrative not only shows how even in their childhood, interests in teaching are piqued, and might eventually lead to future decisions to pursue teaching. It also demonstrates how the influence of others—in this case, a teacher who early on inspired and showed confidence in his students—play a part in decisions to consider teaching.

Still on the *influence of others*, another reason for deciding to teach is the influence of friends. While the survey results revealed that only a little over a fourth of teachers (26%) took up Education because their friends also took up Education, data from the interviews presented interesting stories about how teachers ended up taking up Education.

In some instances, this was interestingly closely linked with not having clear guidance on what career options were available for them, and what courses would help them achieve these career plans. Another similar case was that of a private high school teacher in Mindanao. In high school, he was undecided about what course to take, but was encouraged to take college entrance exams because of the prospect of receiving a scholarship if he was among the top passers. As he vividly recalled, he asked a classmate for advice while filling out forms during the examination.

... Habang nag-eexam kami, nagfi-fill up kami ng mga forms, sabi ko, ano ba yung course ko? Tapos tinanong ko yung classmate ko din, sabi ko, “Ano yung course ko, kasi undecided talaga ako?” Sabi niya, “Mag-Education ka na lang.” Tapos sabi ko, “Mag-Education? Ayaw ko mag-teacher”. Tapos sabi niya, “Ikaw anong course mo?” “Sige Education na lang”, sabi ko. Nilagay ko na, ano ba dito ang ilagay? Bachelor in Secondary Education, nilagay ko talaga yun, tapos meron pa dun second choice, ang inilagay ko dun is Agriculture, Agribusiness yung nilagay ko dun. Pagdating ng result sabi ng ano, hinatid sa aming school during flag ceremony, inannounce na nakapasa daw ako tapos kung ano daw ang inilagay na first choice doon, yun daw yung susundin mo na course. Sabi ko, mag-Education talaga ako. Sabi ko, para talaga ako sa Education. (Castro, 2019)

Almost similarly, another teacher from Northern Luzon shared how she decided to shift to Education after originally studying to become an accountant. She recalled how she came across a childhood friend during enrolment for college. Her friend was one year her senior, and suggested that she also take up Bachelor of Elementary Education (BEED). She had other friends suggesting that she take up a degree in Secondary Education, but her decision was firmed up when her childhood friend suggested that she take the same course. For someone who wanted to just pick a new course, during that time, advice from friends was helpful.

1.2. Teachers' motivations for shifting careers

As evident from some of the above-mentioned stories, not everyone originally planned, nor wanted, to become teachers. Among the interview informants, there were those who had different career ambitions growing up. Some had shifted courses, mid-way deciding to change tracks for different reasons. There were likewise those who were non-Education majors, but decided to shift careers.

In order to better understand motivations of those who shifted careers, survey respondents who claimed that teaching was not their first job were asked to answer a 20-item scale (Table 5). Similar to the instructions for the earlier scale, respondents were asked to signify their agreement or disagreement with statements that captured possible reasons for shifting to the teaching profession. Again, all items correspond to factors pertaining to motivation, as summarized in Figure 51.

Looking at teachers' **top reasons** for shifting to teaching, similar to motivations of those who chose Education as their original courses of choice, these are a combination of *intrinsic* and *extrinsic drivers*. Among the top reasons were *intrinsic drivers* such as *teaching profession-related advantages* including the *opportunity to contribute to society and to serve others*; and *individual interests, specifically, an awareness of their teaching potential*. Teachers' *belief in Divine Providence* likewise figured among career-shifters' top reasons for joining the profession.

The *influence of others* and *economic considerations* are among *extrinsic drivers* teachers have for shifting to the profession. Nearly nine out of every ten career-shifters took up teaching because of the *influence of others*, specifically the *influence of inspiring teachers* (89%). However, while these were strongly expressed during the interviews, the *influence of family members* (58%) and *friends* (28%) did not figure as much when it came to the survey. *Economic considerations*, particularly those related to *security of tenure* (87%) and *demand for teachers* (84%), were likewise among the most popular reasons for teachers to shift careers. Around half of the teachers agreed that they shifted careers because of *employment opportunities* (56%), including *possible teaching jobs abroad* (50%). Meanwhile, four out of ten agreed that they decided to teach because of perceived *higher salaries*

(42%) and because they had *no other choice* (41%). Table 4 lists each of the statements and the corresponding factors, organized according to the statements that most respondents agreed with. Figure 63 illustrates career-shifters' motivations for deciding to join the teaching profession.

TABLE 5. CAREER-SHIFTERS' MOTIVATIONS FOR JOINING THE TEACHING PROFESSION (N VARIES PER ITEM)

Item	Statement	Factor	Percentage of respondents who strongly agreed or agreed with statement
8	I decided to become a teacher because I think teachers play very important roles in society.	Teaching profession-related advantages (intrinsic)	97
9	I decided to become a teacher because I know that I can be good at teaching.	Individual interest	96
7	I took up teaching because teaching provides an opportunity to serve others.	Teaching profession-related advantages (intrinsic)	94
19	I decided to become a teacher because it is God's plan for me to become one.	Belief in Divine Providence	91
3	Having good teachers inspired me to become a teacher.	Influence of others	89
20	I decided to become a teacher because of the security of tenure available for teachers with permanent positions.	Economic considerations	87
5	I took up teaching because I know that there will always be jobs for teachers.	Economic considerations	84
4	I decided to teach because I really like children.	Teaching profession-related advantages (intrinsic)	81
1	As a child, I enjoyed acting as "teacher" during child's play.	Individual interest	79
16	I decided to take up teaching because in our community, teachers are highly-respected.	Teaching profession-related advantages (intrinsic)	74
12	I decided to shift to a teaching career because teaching is really my passion.	Teaching profession-related advantages (intrinsic)	71
2	I had wanted to become a teacher even as a child.	Individual interest	65
10	I shifted to a teaching career because of the advice of my parents or family members.	Influence of others	58
18	I decided to become a teacher only because there was an opportunity offered to me to become one.	Economic considerations	56
17	I decided to teach because with a teaching background, I know that I can eventually pursue teaching jobs abroad.	Economic considerations	50
13	I decided to take up teaching because teachers' salaries are higher than salaries of other professions.	Economic considerations	42
6	I took up teaching because I had no other choice.	Economic considerations	41
14	I decided to become a teacher because teachers enjoy long vacation leaves.	Teaching profession-related advantages (extrinsic)	36
11	I shifted to a teaching career because of my friends' advice.	Influence of others	28

As shown in Figure 63, those who shifted to teaching careers had different reasons for deciding to become teachers. The four most popular reasons for deciding to teach were *intrinsic drivers* (reds and oranges), while more *extrinsic drivers* (blues and greens) seemed to be concentrated toward the end. This could signify that more teachers decide to shift because of *intrinsic* motivations.

The succeeding sections would discuss results pertaining to some of these *intrinsic drivers*, and explore if there are differences in teachers’ responses, in terms of selected demographic variables. *Extrinsic drivers* which figured popularly among teachers’ decisions to shift careers will also be discussed in this section.

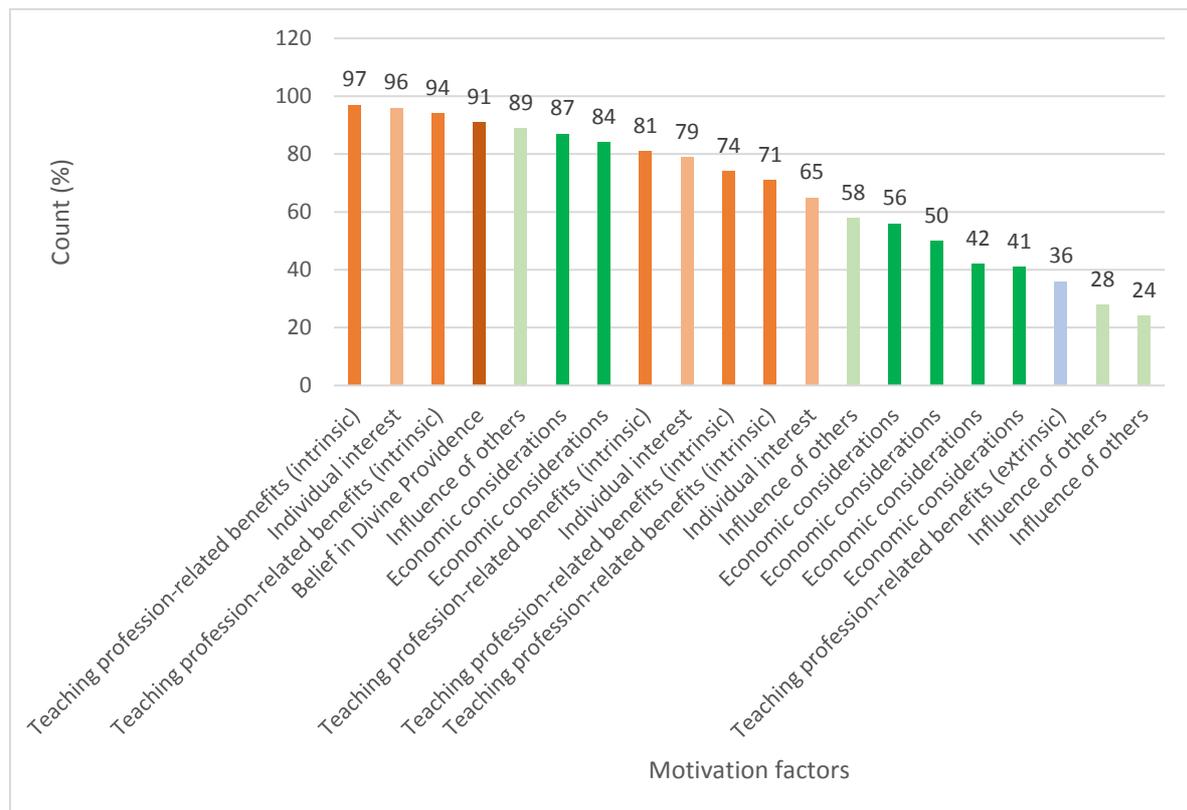


FIGURE 63. CAREER-SHIFTERS’ MOTIVATIONS FOR JOINING THE TEACHING PROFESSION
(N VARIES PER ITEM)

Teaching profession-related intrinsic benefits

A closer look into the detailed results of the survey and the interviews could provide more insight in terms of career-shifters’ decisions to join the teaching profession. For instance, looking at the breakdown of responses to the statement that gathered the highest percentage of agreement, “*I decided to become a teacher because teachers play very important roles in society,*” there were only slight differences in responses when it came to respondents’ sex.

In terms of location, while the proportion of responses of teachers from urban and rural areas did not seem to vary much, it should be noted that among the few teacher-respondents from remote areas, around two thirds (67%) agreed that they decided to teach because teachers play very important roles in society.

Moreover, for both demographic variables, there are consistently greater proportions of teachers who expressed that they strongly agreed compared with those who simply agreed with the said statement. Further, a slightly greater proportion of female teachers, compared to their male counterparts, expressed stronger agreement that they joined teaching because of the perceived important roles teachers play. These are just some findings that illustrate that regardless of their background, there are those who decide to shift to the profession because of a strong conviction about the *teaching profession-related intrinsic benefits* that they get when they know that they can *contribute to society* (See Figures 64-65).

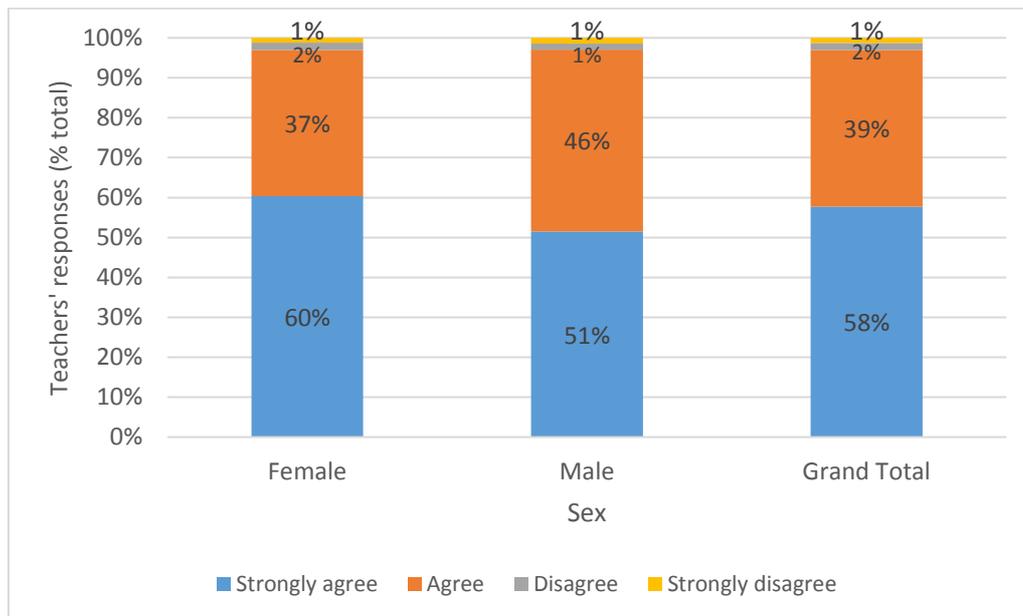


FIGURE 64. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I DECIDED TO BECOME A TEACHER BECAUSE TEACHERS PLAY VERY IMPORTANT ROLES IN SOCIETY” VIZ. SEX (N=232)

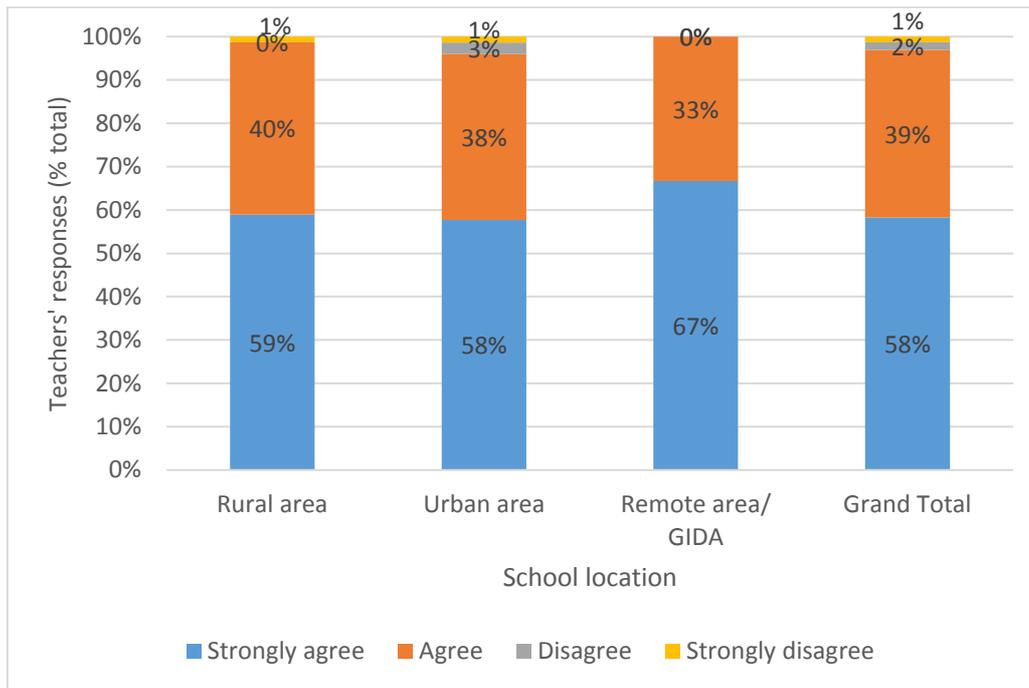


FIGURE 65. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE TEACHERS PLAY VERY IMPORTANT ROLES IN SOCIETY" VIZ. SCHOOL LOCATION (N=230; VALUES FOR RESPONDENTS WHO REFUSED TO ANSWER ROUNDED OFF TO ZERO INCLUDED)

Still on *teaching profession-related intrinsic benefits*, looking at the breakdown of responses to the statement "*I decided to become a teacher because I really like children,*" interestingly, results show that a greater proportion of females (85%) agree with the said statement compared to their male (73%) counterparts (See Figure 66). These findings differ from the responses of non-career shifters, where males and females differed by only three percentage points. When it came to career-shifters, survey results show that a significantly greater proportion of females than males decided to shift careers because of their love for children.

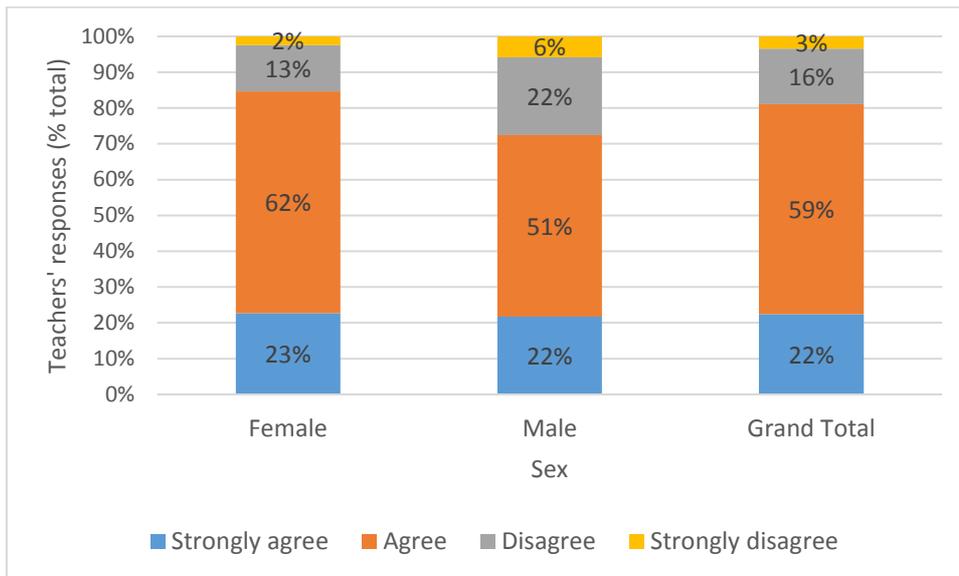


FIGURE 66. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO TEACH BECAUSE I REALLY LIKE CHILDREN" VIZ. SEX (N=232)

Another statement pertaining to *intrinsic teaching profession-related advantages* relates to the *high status of teachers*. Survey results show that there is a slightly higher proportion of teachers from the urban area (75%) who agree that they decided to teach because of the high respect accorded to teachers in their community, compared to their counterparts in rural areas (70%). Moreover, while only three teachers from geographically-isolated and disadvantaged areas (GIDA) weighed in on the statement, it is worth noting that all three teachers agreed that they decided to teach because of the high respect teachers received in their community (See Figure 67).

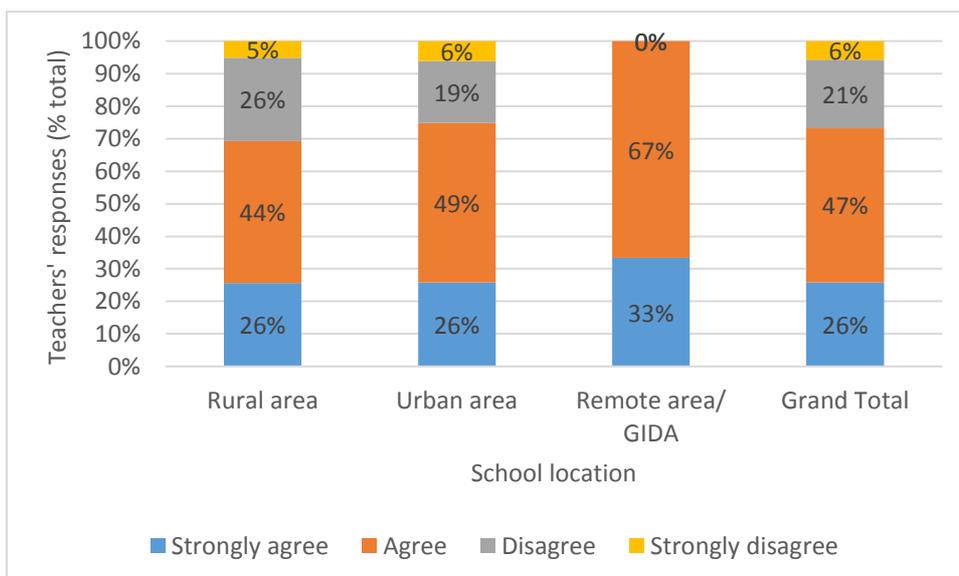


FIGURE 67. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO TAKE UP TEACHING BECAUSE IN OUR COMMUNITY, TEACHERS ARE HIGHLY-RESPECTED" VIZ. SCHOOL LOCATION (N=228; VALUES FOR RESPONDENTS WHO REFUSED TO ANSWER ROUNDED OFF TO ZERO INCLUDED)

Individual interests

Yet another top-ranked motivation for shifting careers relates to teachers' *individual interests*, particularly an *awareness of their teaching potential*. Ninety-six percent of teachers agreed with the statement, "I decided to become a teacher because I know that I can be good at teaching." This was true across the demographics sex and location, with survey data showing high proportions of agreement with the said statement. Interestingly, there was a slightly higher proportion of males who expressed strong agreement, compared to female teachers. There was likewise a slightly greater proportion of teachers in urban areas who expressed stronger conviction about shifting to teaching because they could see their potential as teachers (See Figures 68-69).

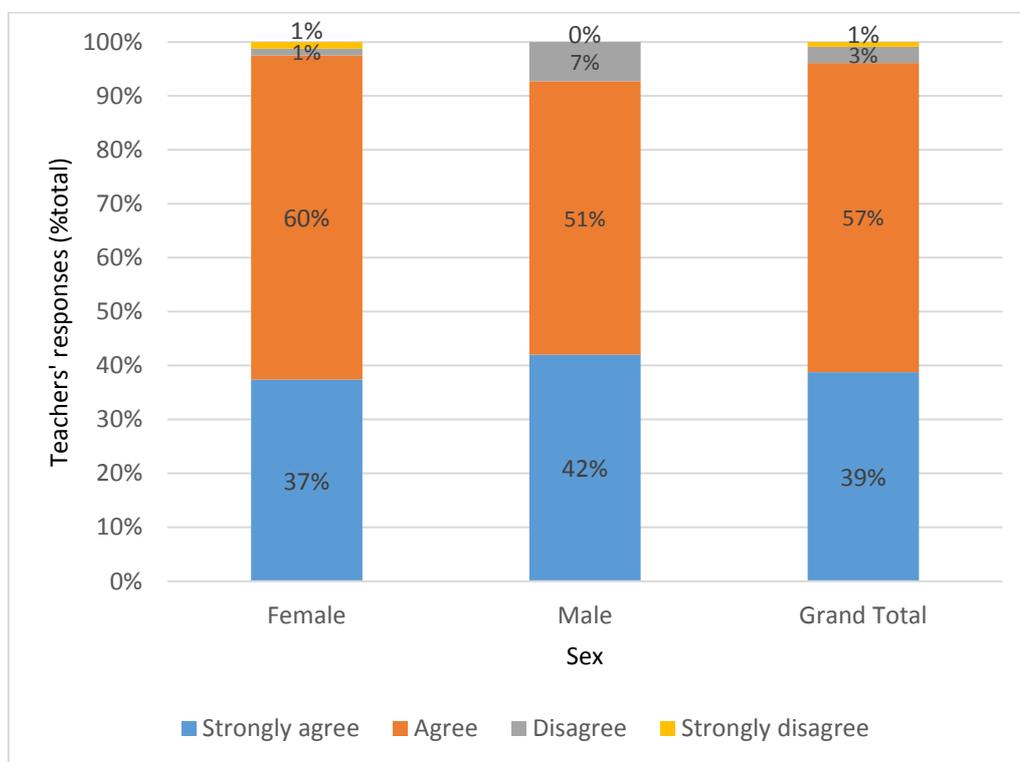


FIGURE 68. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE I KNOW THAT I CAN BE GOOD AT TEACHING" VIZ. SEX (N=232; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

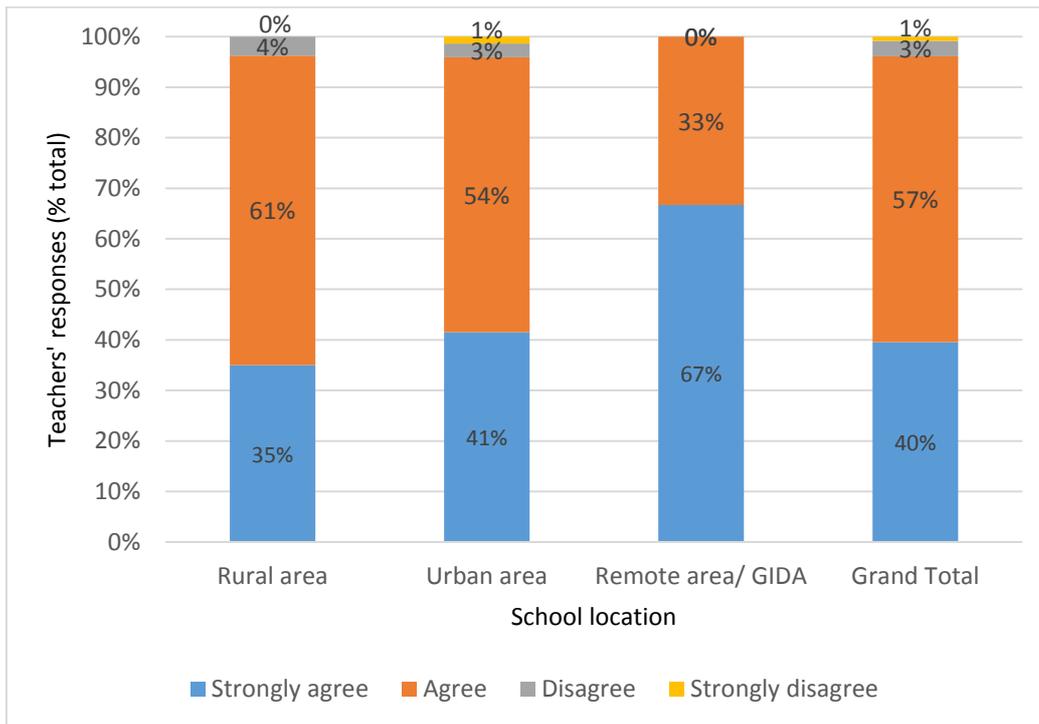


FIGURE 69. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I DECIDED TO BECOME A TEACHER BECAUSE I KNOW THAT I CAN BE GOOD AT TEACHING” VIZ. SCHOOL LOCATION (N=230; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Belief in Divine Providence

*Belief in Divine Providence, or in God’s plan/God’s will, likewise figured prominently in teachers’ decisions to shift careers, with 91% agreeing that this was a reason for them to shift to the profession. Looking at the breakdown of responses, there seemed to be slightly more females than males who agreed that they decided to join the teaching profession because it was “God’s plan” for them to become teachers. Conviction seemed stronger among females, with a greater proportion of females than males expressing strong agreement with the said statement. In terms of location, notably, there seemed to be a greater proportion of teachers from the rural areas who either strongly agreed or agreed that *Divine Providence*, or belief that it was God’s plan, made them decide to pursue teaching careers, even more so for teachers in remote areas (See Figures 70-71).*

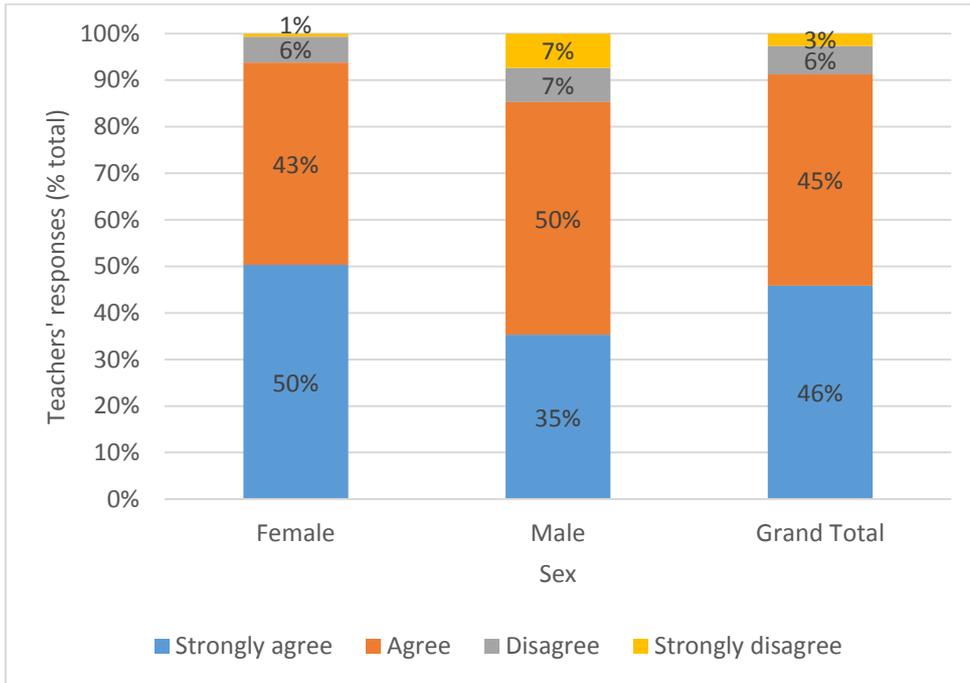


FIGURE 70. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE IT IS GOD'S PLAN FOR ME TO BECOME ONE" VIZ. SEX (N=229)

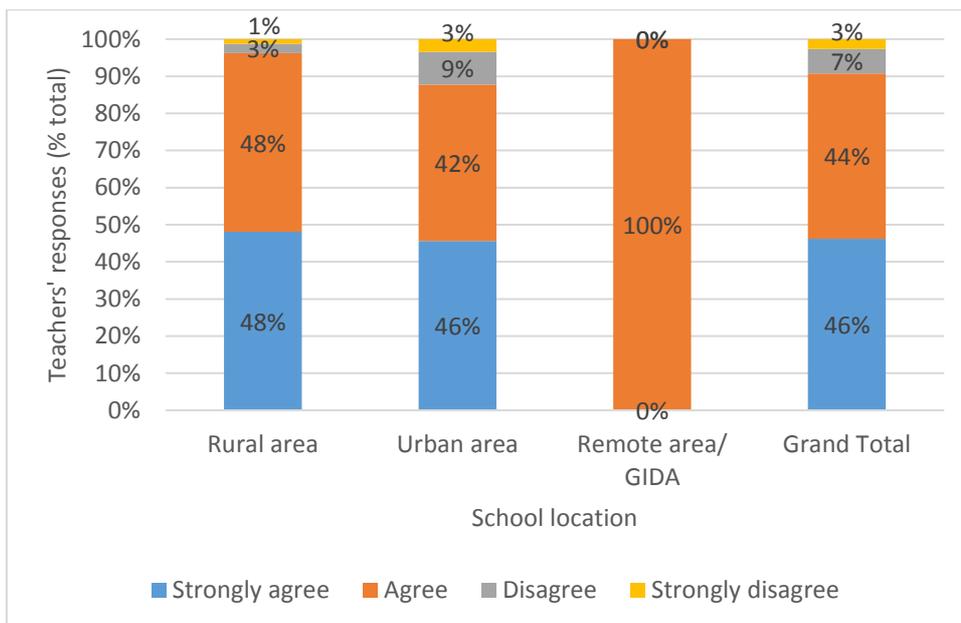


FIGURE 71. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE IT IS GOD'S PLAN FOR ME TO BECOME ONE" VIZ. SCHOOL LOCATION (N=227; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Influence of others

In terms of *extrinsic drivers or influences*, there were likewise a great number of respondents who agreed that the *influence of others*, particularly of *inspiring teachers* (89%), was a factor that helped them decide to shift to a teaching career. While there seemed to be only slight differences in terms of the breakdown of responses according to sex, there seemed to be a slightly more teachers in urban areas who agreed that *having good teachers inspired them to become teachers*. There was also a markedly greater proportion of teachers from urban areas who strongly agreed with the said statement, as compared to their counterparts from rural areas. For the three respondents from remote areas, all of them (100%) agreed that having good teachers inspired them to also become teachers (See Figures 72-73).

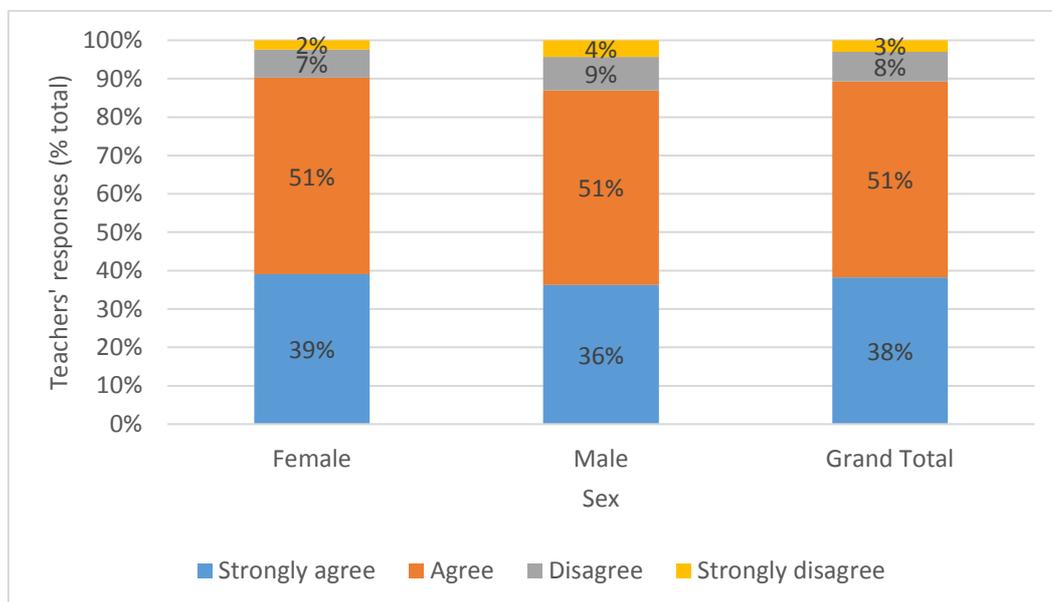


FIGURE 72. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "HAVING GOOD TEACHERS INSPIRED ME TO BECOME A TEACHER" VIZ. SEX (N=233)

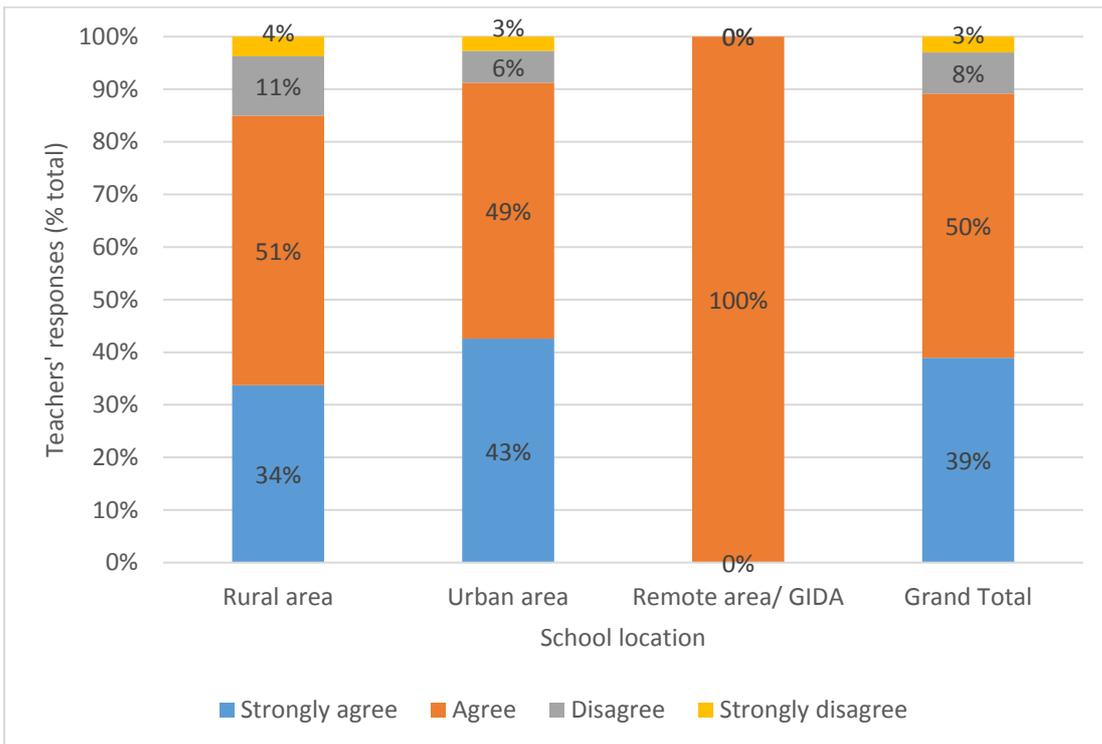


FIGURE 73. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “HAVING GOOD TEACHERS INSPIRED ME TO BECOME A TEACHER” VIZ. SCHOOL LOCATION (N=231; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Economic considerations

Still in terms of *extrinsic drivers*, the *security of tenure* (87%) offered by the teaching profession and the *constant demand for teachers* (84%) were the top *economic considerations* teachers had for deciding to shift to the teaching profession.

Looking at the distribution of responses to the statement, “*I decided to become a teacher because of the security of tenure available for teachers with permanent positions,*” a greater proportion of females, compared with males, agreed that *security of tenure* was a reason for deciding to shift careers. There was however, a slightly greater proportion of males who expressed strong agreement with the statement, as compared to females (See Figure 74).

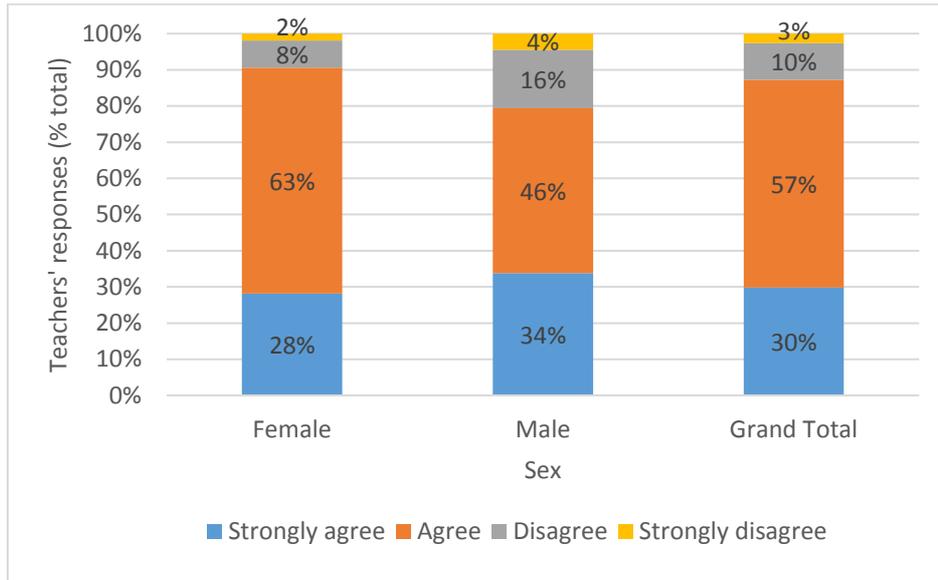


FIGURE 74. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE OF THE SECURITY OF TENURE AVAILABLE FOR TEACHERS WITH PERMANENT POSITIONS" VIZ. SEX (N=228)

When it came to location, a slightly greater proportion of teachers from urban settings agreed that they decided to become teachers because of *security of tenure*. Teachers in remote areas were likewise unanimous in saying that they decided to become teachers because of the *security of tenure*. Finally, looking at the distribution of responses vis-à-vis current teaching positions, consistently more teachers agreed that *security of tenure* was a motivation for them to shift to the teaching profession. It should be noted, however, that while those handling higher teaching positions were unanimous in saying that they decided to join the profession because of security of tenure, more than 10% of those holding Teacher I to Teacher III positions disagreed that tenure was a reason for them to shift to teaching (See Figures 75-76).

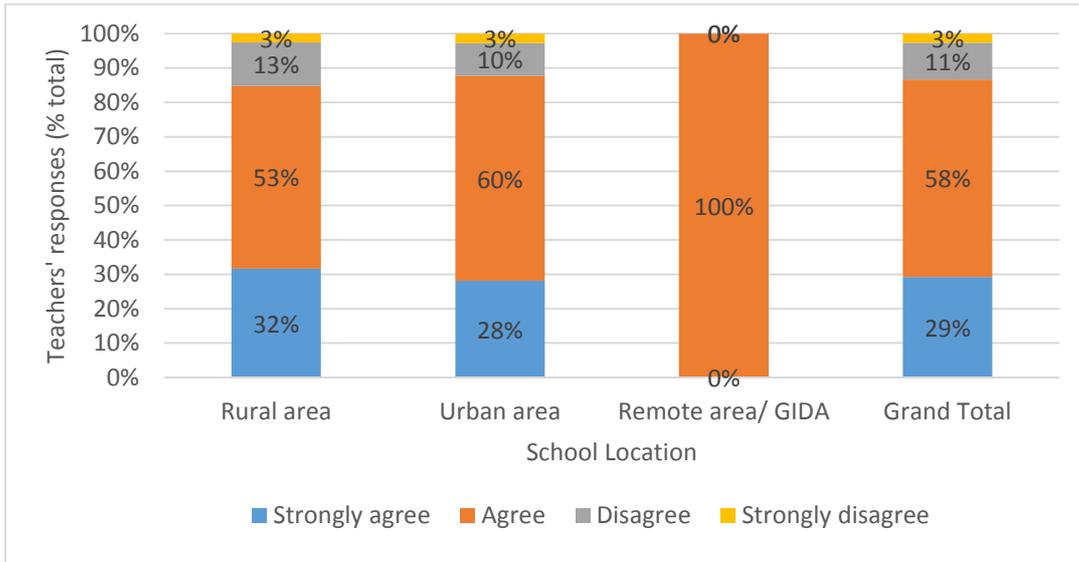


FIGURE 75. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE OF THE SECURITY OF TENURE AVAILABLE FOR TEACHERS WITH PERMANENT POSITIONS" VIZ. SCHOOL LOCATION (N=226; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

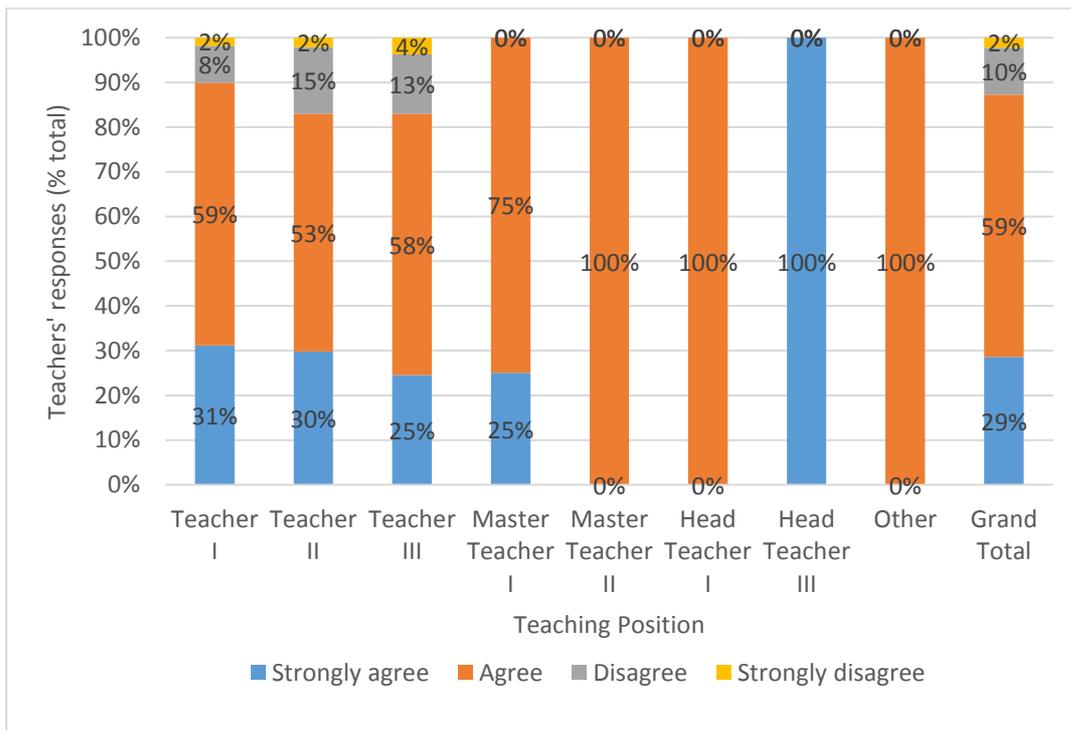


FIGURE 76. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I DECIDED TO BECOME A TEACHER BECAUSE OF THE SECURITY OF TENURE AVAILABLE FOR TEACHERS WITH PERMANENT POSITIONS" VIZ. TEACHING POSITION (N=220; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Exploring forks in the road: Narratives of career shifters

Although there were only five of eighteen (28%) teacher-informants who were career-shifters, or those who did not originally train to become teachers, data from the interviews further substantiate and provide deeper context to the survey results. Teachers may have extrinsic or intrinsic motivations for shifting careers, but in more cases than one, they decide to teach because of an interplay of both extrinsic and intrinsic drivers.

For instance, Mr. Dave Torres, a private school teacher-turned administrator, only joined the education sector when he was nearly in his 50s. Prior to becoming a teacher, he had already had decades of experience first in the US, then in the Philippines. As a college dropout in the US, he was able to get odd jobs, until he landed an opportunity to work in a major airline for more than 20 years. From being assigned clerical work, he was eventually tasked to handle more technical assignments, and was then promoted to performing managerial responsibilities.

In the aftermath of the September 11, 2001 attacks, he got laid off, and had to find other jobs until he finally decided to repatriate with his family. Back in the Philippines, and in his 40s, he decided to earn a college degree, and ended up with a degree in Anthropology. He held several jobs before being offered an opportunity to teach when personal contacts from a private school invited him to teach in the newly-opened Senior High School program. As he candidly shared, he did not actively plan to become a teacher, and afterwards, a school administrator. Instead, opportunities just came along his way:

... Nagsimula yung kwentuhan natin na wala naman talaga akong hinahanap e. Maswerte ako na biglang dumadating e. So, hindi ako naghanap na magturo, dumating yung magturo. Hindi ako naghahanap na maging administrator, naging administrator ako. So, hindi ko alam talaga kasi hindi ako naghahanap. Hindi naman sa sinasabi ko na napakawerte ko na hindi ko kailangan maghanap, but I am not particularly looking for anything. So, the opportunity presented itself.
(Torres, 2018)

He began as a part-time Senior High School teacher, balancing his days with a teaching job in the morning, and his project engagements in the afternoon. Thus, when the opportunity to teach first presented itself, he was currently employed, but on a project basis. While weighing in on whether he would accept a more permanent offer to teach, he had different considerations such as the more permanent nature of employment offered by a teaching job, the school's proximity to his home, and what he thought would be the instant gratification that he would get from being with students,

from knowing that he would be able to help students. His family was likewise instrumental in firming up his decision to let go of his other engagement and take on a full-time teaching job. He shared how he would regularly share stories about both his teaching and project-based engagement, and how his family noticed that he was more enthusiastic when he was talking about his students.

As he vividly recalled:

It was an everyday conversation, so, every dinner parang naging scoring. "Uy, lamang ang (school) ngayon. Uy lamang ang (project) ngayon." Depend kung anong nangyayari 'di ba? And then, certain days you would think lamang ang (project), and then on certain days mag-iiba na ko. And there was one time, I sat down with my kids, with my wife, and it was funny. Sabi ng mga anak ko, "I don't understand why you're making it difficult. You clearly enjoy teaching. So, why don't you just take teaching?" (Torres, 2018)

He eventually resigned from his project-based engagement and took on a more permanent position with the private school. Like the opportunities he had while he was working in the US, a teaching career that began with a part-time engagement blossomed. He was given the chance to head the Senior High School Program, and eventually, lead the entire High School Program of the school.

Another interesting case was that of Ms. Sheena Umali, a female public school teacher who was originally preparing for a career in the medical profession. She had wanted to become a doctor as a child, but also recalled engaging in play which mirrored teaching. Pretending to be a teacher, she would prepare activities for her playmates, and even brought a class record where she would list scores of her "students" when she gave them "quizzes". Through a student organization she was affiliated with during her college days, she was also given opportunities to teach in summer enrichment programs for high school students.

After graduating from a science-related course, she participated in volunteer programs which involved working with youth organizations, and took on different jobs, including formation work with students in a private university. At first, she was still keen on pursuing a medical career, even if her mentor had told her that she saw that she had a potential to become a good teacher.

However, she missed the chance to enter medical school, for reasons which she eventually attributed to "grace". While working as a student formator, she recalled participating in a meeting which was attended by science experts, and which proved instrumental in her decision to become an educator. During that meeting, there was strong advocacy from one of the school administrators, who she looked up to as a mentor, for science majors to go into teaching, because of their content

knowledge and their ability to break down concepts. Her mentor talked about how the Philippines was lagging in science education, because of the lack of competent teachers who knew the content and had the skills to drill down and explain science concepts.

She realized that she was, in fact, just like that—somebody who was trained in the sciences, and somebody who took time to really understand and break down concepts. Reflecting on her decision to shift careers, she recalled:

...Kung mamimili ka na lang ng career na pwede ka maging magaling, hindi ba parang okay na rin if you can solve a problem? Parang kung may problema sa education, nakikita mo na may gap, tapos malaki sa public school, dun ka pupunta. Mas may gamit ka dun. So dun ako. Sinabi ko talaga sa mentor na nag-invite sa akin, “Ma’am, I want to teach in the public schools. Una sabi ko, okay na po, game na po ako maging maging teacher.” Nagulat siya kasi hindi niya iniisip na I changed my mind. (Umali, 2018)

Having a mentor who saw her potential long before she recognized it herself was something that also strengthened Ms. Umali’s decision to shift careers. She recalled going to her mentor and asking for guidance when she realized that she wanted to embark on a teaching career. Her mentor, who was a college professor handling an administrative position in the university, only had encouraging words for her. She took Ms. Umali under her wing as a research assistant, where she was given opportunities to learn while working closely with her. It was during her stint as a research assistant that she started earning the requisite 18 Education units, again through the support of her mentor.

However supportive her mentor was, she was not very keen about Ms. Umali’s decision to join the public education system. She was hoping that they would still be able to work together in the private university they were then both working in. Moreover, her parents likewise showed some initial resistance to her decision to abandon her childhood dream of becoming a doctor, in favor of becoming a teacher. She shared how she continuously sought guidance from God and took her admission to a scholarship in Singapore as an answered prayer, as a promise of support to her career shift decision. The scholarship came with a bond that she had to teach in a public school upon her return to the Philippines. With the scholarship as a negotiation ticket, it became easier for her to justify her shift to a career in the public education sector. Even as she was busy with studies in Singapore, along with her co-scholars, she would review for the Licensure Examination for Teachers (LET). She returned briefly to the Philippines during a break in her scholarship to take the LET, which she passed and further strengthened her credentials to shift to a career in basic education.

Ms. Umali's journey into the teaching profession demonstrated how it was a combination of *God's grace*, a *mentor* who inspired her, and the realization that she could bank on her innate interests and skills (*individual interest*) to address a gap in the education sector (*contribution to society*). Aside from the support that she received from a mentor and her belief that Divine Providence had a hand in her decision to become a teacher, her path to shifting to teaching was prodded by the knowledge of her own *hilig* (interests), *galing* (skills), and *meaning* that she felt she could derive from knowing that she could contribute to addressing a social issue.

The other career shifters likewise had a combination of reasons for deciding to shift to teaching. For Mr. Jake Perez, a public school teacher in CALABARZON, he saw teaching as "Plan B," or as a fallback career. Because his mother was a teacher, as a child he had been exposed to the realities of being a teacher. Aside from the discouragement that he got from his mother because of the relatively low salary that teachers received then, he also felt that being a teacher was not "super challenging".

From dreaming of becoming a basketball player as a child, his ambition shifted to being a lawyer. He recalled being inspired when he witnessed the impeachment proceedings leading to the eventual ouster of then Philippine President Joseph Ejercito Estrada in 2001. Then a high school student, he decided to take up Political Science as a precursor to a future law degree.

However, a series of life events—his mother's retirement, which meant that he had to support his own studies; establishing his own family, which meant prioritizing resources for his family's needs; opportunities relating to family business; and a realization that he might not like the lifestyle and paperwork that a legal career promised—pushed his dream of becoming a lawyer to the sidelines.

Recalling the path that led him to teaching:

Nag-decide lang ako isang araw kasi I don't think makakapagtuloy ako ng law ko. Nag-asawa muna kasi ako, tapos mukhang feeling ko rin na hindi na ako mae-employ, magiging employed doon sa course na kinuha ko. So nag-decide ako, sabi ko kailangan ko magkaroon ng profession, sabi ko magti-teacher ako. So either mag-Masters ako or kumuha ako ng teaching units. So the easiest route is, kumuha ng teaching units. So, yun ang pinaka-doable during that time. Nagwo-work na ako tapos nag-aaral every Saturday. Madali lang, hindi siya sobrang hirap na pag-aralan. Ano pa ba? Pagkuha ko ng board exams ano e, I didn't expect na pumasa ako kasi sa mga groups ko lang ginawa. Tinignan ko lang bago mag-exam alam ko na yung lalabas, alam ko na yung mangyayari, kaya fortunately nakapasa naman, so hindi ko na kinailangan umulit. Then, after kong makapasa, I tried right away

dito sa General Mariano Alvarez (GMA), dito nagwo-work Misis ko and may bahay dito so dito na kami. Ayun, awa ng Diyos, mabilisan yun eh, 2013. Mabilis sila nun, mabilis sila nag-hire kasi for K to 12 eh, so hindi masyadong mahigpit. Well exciting siya pero hindi masyadong mahirap... (Perez, 2018)

With his strong content knowledge in Political Science as an undergraduate, he felt that he was adequately prepared to become a teacher. The pedagogical part was something that he learned quickly about, as part of his preparation for the licensure examinations. The myriad of factors leading to Mr. Perez's decision to shift careers was mostly related to *extrinsic drivers*, notably *economic considerations*.

There were likewise references to other extrinsic influences, such as being in a family of teachers, which eventually led him to choose the path to teaching. Observing how he quickly adjusted and enjoyed teaching, he felt confident with his decision to shift careers. While not immediate reasons for him to shift to a teaching career, intrinsic factors such as a recognition of his skills and interests, the fulfillment that teaching provided, and "*awa ng Diyos*" or *Divine Providence*, further justified his decision to become a teacher.

Ms. Andrea Casis, a public school teacher in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), shared yet another interesting narrative for shifting to the teaching profession. As a "*bakwit*"—an evacuee fleeing armed conflict in the 1970s—she lived with her family in a house near Notre Dame in Polomolok, South Cotabato. One of her earliest influences was a nun who took time to teach her and take care of her. Because of this early exposure to the nun, who was both compassionate and a patient teacher to her, she wanted to become a nun. This ambition was thwarted when she realized that she could not join a convent because she "began having crushes" on boys while in High School. She likewise cited the influence of teachers who served as good role models, as well as being in a family of teachers, as among the reasons why she eventually decided on teaching as a career path. Moreover, she saw how teachers were highly-respected in her town.

She spent her first four years in college studying Engineering, and being actively involved in student organizations. Eventually, she stopped schooling, served as a journalist, and became involved in international solidarity work as a volunteer. After her volunteer assignments, she also experienced working for a private insurance firm, a local government office, and a law firm.

While she continued to boost her experiences, she realized the importance of earning a degree. Thus, she decided to enroll in an Education-related course. At that time, she was already in her 20s.

While she wanted to take up a course related to Psychology, she felt that at her age, teaching seemed to be the most practical course to take. As she recalled:

Bumalik ako, that was 1994, 20-plus (years old) na. Sobra kasi 1966 ako. Nag-graduate ako ng 1999, dun ko na-ano na kailangan may formal schooling kasi nakita ko rin dyan although malapit ako doon sa pinaka boss, kung wala kang credential na ipapakita, hanggang doon ka na lang sa mga, hindi ka makakuha ng mataas na position. So pagbalik ko doon, nag-enroll ako ng Education, kasi ang edad ko kumbaga hindi na siya practical kasi gusto ko sana mag-BS Psychology. Pero di na siya praktikal so i-enroll sa Education. So kahit anong edad mo, at least may 15 years of service ka na. Yung sa GSIS so pag 65, minus 15, mga 40s ka na pasok ka pa rin. Dahil love ko rin ang Science, yun na... (Casis, 2019)

Aside from the practicality of taking up Education, she likewise felt that she would be able to reach out and help more children as a teacher. Again, similar to earlier cases discussed, teachers decided to change track because of both *extrinsic* and *intrinsic factors*.

The fifth and final case is that of Mr. Junior Balboa, a non-Education major who had been teaching for less than a year, at the time that the interview was conducted in 2019. A graduate of Agricultural Economics, Mr. Balboa did not originally plan to become a teacher. While his college professors recognized that he could potentially become a teacher, he took their suggestions lightly. Knowing that government employees earned relatively well, especially since the cost of living in provinces is low, he planned to enter the public sector—but as a civil servant, not as a teacher. Thus, he tried to seek jobs in different government offices upon graduation.

While waiting for job applications to materialize, he got wind of an opportunity to teach, from a private school teacher who usually partnered with his collegiate debating team. The teacher was about to give birth in a week's time, so she was looking for a substitute to take over while she was on maternity leave. Thus, he recalled how he learned of the job opportunity via Facebook on a weekend, submitted his credentials on a Monday, got interviewed and did a teaching demo, and was hired on the same day.

Even while teaching was not something that he originally planned for, it was something that he had considered, since he recognized that he liked to talk—something that he knew would come in handy as a teacher. Moreover, while in college, he recalled how one of his professors advised that while they were young, they should be exploring different opportunities. Mr. Balboa likewise shared how his professor encouraged students like them to consider a career in teaching, because there were a

lot of opportunities to contribute to the improvement of basic education. Recognizing that his foray in the teaching profession could only be transitory, he mentioned that aside from the opportunity that opened up for him, the thought of being able to contribute something substantial was what led him to consider a career in teaching:

So if we try to penetrate the teaching profession, we can give a lot of lessons, like for example federalism, or the supply and demand man lang na alam namin. We can contribute more if we go into the teaching profession and that's the thing that drives me or motivates me to help, even if only for two years in my stay in the private schools. (Balboa, 2019)

Similar to the observation shared by two other teachers, with the strong foundation they had in terms of content knowledge from their non-Education courses, Mr. Balboa was confident that he could deliver important content to his students.

Throughout the stories shared by the five career shifters, it was evident that deciding to shift to a career in teaching was influenced by both externally-driven and internally-driven factors.

1.3. Section Summary: Why do teachers decide to teach?

The preceding section established that teachers decide to join the profession due to a combination of intrinsic and extrinsic reasons. These are true both for those who decided on a career in basic education early on, and those who decided to shift careers. Across both career shifters and those who originally studied to become teachers, survey results consistently showed that the most popular, or the top three, reasons for deciding to teach were intrinsic in nature.

The popularity of intrinsic factors is backed up by data from the interviews that illustrate that perceived *teaching profession-related advantages* (e.g. *contribution to the society and service to others*), *belief in Divine Providence*, and *individual interests* (i.e. *awareness of teaching potential*) are strong motivators for teachers to decide to join the teaching profession. While intrinsic factors figured among the top reasons for deciding to teach, teachers' decisions were also influenced by *external factors* such as the *influence of others* (e.g. *inspiring teachers*) and *economic considerations* (e.g. *job availability and security of tenure*).

Also worth emphasizing is that teachers are not a homogenous group—their decisions may be influenced by certain demographic conditions and contexts. For instance, a significantly greater proportion of females (85%) than males (73%) shifted to teaching because they liked children. These could suggest that in some cases, stereotypical beliefs that women are more nurturing and fond of

children, and that teaching can be an extension of child-rearing roles, may still hold true. An interview with a male informant likewise supported perceptions that education courses were usually for women, thus influencing his course choice. When he did not make the cut for his original course choice, Engineering, he settled for an education-related course on electronics technology, one that did not have what he referred to as a “stigma” of being a course choice for women.

These findings suggest that more efforts should be made toward invalidating the stereotype that teaching is for women, in order to encourage more males to join or shift to the teaching profession. This is especially important, in light of research suggesting the importance of having male teachers so that students can have positive role models in the classroom (Brown, 2017; Martino, Mills, & Lingard, 2010)

Likewise worth noting are differences in how teachers responded to some statements, depending on whether they were in urban, rural, or remote locations. While there were only very few (less than 10) teachers from remote areas who responded to the survey, due attention should be given to their perceptions in order to have a sense of their reasons for joining the teaching profession. Doing so could provide vital inputs to attract more qualified teachers to teach, even through difficult circumstances and contexts.

For instance, it should be noted that affordability of education-related courses was cited as a reason for joining by 79% of those in urban settings, 86% of those in rural settings, and 100% of those in remote areas. Moreover, having no other options was a reason why 45% of teachers in urban, 52% of those in rural, and 67% of those in remote settings chose to take up education. Further, while one of every four teachers in urban (24%) and rural (25%) areas took up education because of the lack of information on what course to take, an even greater proportion of teachers from remote areas (34%) said that lack of information was a reason for them to take up teaching. These findings are important in illustrating how limited options and the lack of access to career information, and perhaps guidance that would enable students to decide on their career path, become even more pronounced in areas that are harder to reach.

These are somehow consistent with Howes and Goodman-Delahunty’s findings that teachers face a lack of career options—thus their decision to join the teaching profession as an alternative, rather than as a preferred career choice (Howes & Goodman-Delahunty, 2015). Current developments in the wider education system, such as free public tertiary education mandated by the Universal Access to Quality Tertiary Education Act of 2016 (Republic Act 10931), might have implications that could potentially affect the choices that young adults make as they enter college. With financial barriers reduced, students have a wider range of options to choose from when it comes to college

courses to take. Thus, with prevailing notions that teachers' salaries are lower than other professions such as medicine, engineering, and government positions in the military and police force, there is more impetus to make the teaching profession a preferred course of first choice.

Findings that one out of every four teachers are career shifters, or were not originally Education majors should likewise be taken into consideration. There are late entrants to the profession, who could be driven to eventually join the teaching force due to a host of reasons such as strong intrinsic drivers, the influence of other people, as well as the availability of opportunities to teach. These research findings provide insight that even among non-Education course takers, there should be continuing initiatives to promote teaching as a rewarding and viable career option.

The findings highlighted in this section on motivations for joining teaching suggest that while indeed, *intrinsic factors* figure prominently, motivations for deciding to become teachers are multi-dimensional. Teachers' decisions are also influenced by their perceptions of whether their career choices are practical, and could continue to provide the income and security that they would need to sustain them in the future. As the research surfaced, there is no one single reason and it is often the case that different factors are at play, and could complement each other to eventually firm up teachers' decision to join, or to shift to the profession.

These findings remain consistent with literature saying that there is often a confluence of reasons—such as teacher preparation and costs for joining the profession, teacher salaries and benefits, demographic and contextual factors, and intrinsic rewards—that influence teachers' decisions to join the teaching profession (Howes & Goodman-Delahunty, 2015; Podolsky, Kini, Bishop, & Darling-Hammond, 2016)

2. Motivations for remaining in the teaching profession

With the previous section establishing teachers' reasons for becoming teachers, this section will now attempt to find out why teachers decide to remain as teachers. Previous research done around teachers' motivations for remaining in the teaching profession has revealed different reasons for staying.

In Han and Hongbiao's work, for instance, intrinsic rewards such as intellectual stimulation, teacher autonomy, and professional growth were identified as reasons for staying on. Teachers' contexts or demography, the working environment, and professional relations were likewise among the reasons why teachers stayed (Han & Hongbiao, 2016). Meanwhile, Howes and Goodman-Delahunty identified personal fulfillment, practical considerations, professional development opportunities, and peer support as among the factors influencing teachers' decisions to stay (Howes & Goodman-

Delahunty, 2015). Podolsky and colleagues found that teachers' salaries and benefits, hiring and personnel management, induction and support for new teachers, and working conditions figured consistently among the reasons that would make teachers remain in the teaching workforce (Podolsky, Kini, Bishop, & Darling-Hammond, 2016).

Meanwhile, in an attempt to understand issues of high teacher attrition in an independent school in Korea, Lee conducted an ethnography, closely following the lives of two novice teachers for 13 months. His thorough observations and interviews with the two teachers, while not meant to generalize, unearthed valuable insights into the importance of having strong teacher induction programs, especially in the first few years of teaching. Particularly, Lee's research revealed that what he called personal (e.g. unrealistic expectations about the profession) and socio-cultural aspects (e.g. school support and systems) figured in teachers' decisions to leave (Lee, 2017). Insights into what could make teachers decide to leave, or demotivators, are likewise important to understand what could make teachers decide not to leave.

Going back to this current study, in order to determine teachers' reasons for remaining in the profession, survey respondents were asked to answer a 40-item scale, with different statements capturing possible reasons for deciding to stay as teachers. The statements, each of them expressions of different intrinsic and extrinsic motivations, were derived either from the teachers themselves, during the interviews, or from a review of existing literature around motivation, such as those mentioned in preceding sections.

Similar to the instructions for the earlier scales, respondents were asked to signify their agreement or disagreement with each of the statements. Responses of those who agreed and strongly agreed, and those who disagreed and strongly disagreed, were combined. Again, all items correspond to factors pertaining to motivation, as summarized in Figure 51. Table 6 shows each of the statements and the corresponding factors, organized according to the items that most respondents expressed agreement with. Figure 77 likewise presents a graphic representation of the teachers' motivations for deciding to remain as teachers.

As with reasons for joining the teaching profession, there are *extrinsic* and *intrinsic* factors that can explain why teachers decide to remain as such. *Extrinsic factors* include those related to *economic considerations, teaching-related benefits, and an enabling environment*. Intrinsic factors, meanwhile, include those that pertain to *individual interests, belief in Divine Providence, commitment to the profession, and again, teaching profession-related intrinsic benefits*.

It should also be mentioned that initially, there were four statements (marked in Table 6) that were identified as having both intrinsic and extrinsic components. These statements had elements of either *teaching profession-related intrinsic benefits (intrinsic driver)* or *enabling environment (intrinsic drivers)*. However, to avoid duplication of categories and for a clearer distinction between extrinsic and intrinsic factors, the context within which these were mentioned in primary data sources—the interviews—was considered. The four statements were thus categorized as *teaching profession-related intrinsic benefits*.

As shown in Table 6, teachers identified many reasons for remaining in the profession. Almost all teachers (99%) expressed agreement with five out of the 40 statements, while more than nine out of every ten teachers (between 90 and 99%) agreed with 29 of the 40 statements. Looking at the statements that almost all (99%) agreed with, these pertained to *intrinsic drivers*, such as *commitment to the teaching profession* and *teaching profession-related intrinsic rewards*. This is likewise true for the statements that 98% of teacher-respondents agreed with. It is also worth mentioning that except for one, statements that received the lowest agreement ratings (with less than 80% in agreement) mostly pertained to *extrinsic drivers*, such as *economic considerations* and *teaching profession-related extrinsic benefits*.

In the subsequent sections, some of the statements in Table 6 will be further broken down in an attempt to better understand teachers' motivations for remaining as teachers.

TABLE 6. TEACHERS' MOTIVATIONS FOR REMAINING IN THE PROFESSION (N VARIES PER ITEM)

Item	Statement (I continue to teach because...)	Factor	Percentage of respondents who strongly agreed or agreed with statement
22	I see how I can help students succeed.	Commitment to the profession	99
11	Teaching provides opportunities for me to continuously learn.	Enabling environment*	99
7	I believe that teachers have a very important role in improving the country's future.	Teaching profession-related benefits (intrinsic)	99
9	I am concerned about the future of my students.	Commitment to the profession	99
6	Teaching is how I can serve the community/society best.	Commitment to the profession	99
5	I find teaching a very meaningful profession.	Teaching profession-related benefits (intrinsic)	98
14	I really enjoy being with students.	Teaching profession-related benefits (intrinsic)	98
37	Teaching gives me a chance to inspire students to become future teachers.	Commitment to the profession	98
40	My community needs teachers like me.	Commitment to the profession	98
33	Teaching provides me with the freedom to try out new ideas and techniques.	Teaching profession-related benefits (intrinsic)*	97
30	Teaching provides me with opportunities to grow professionally.	Enabling environment	97
26	My students inspire me to become a better teacher.	Teaching profession-related benefits (intrinsic)*	97
20	It is God's will that I continue to teach.	Belief in Divine Providence	97
17	Teaching provides me with a venue to express myself.	Teaching profession-related benefits (intrinsic)*	97
4	I have to provide for my family's needs.	Economic considerations	96
36	I receive a lot of respect as a teacher.	Teaching profession-related benefits (intrinsic)	94
2	I really enjoy my job.	Teaching profession-related benefits (intrinsic)	94
3	I find fulfillment in teaching.	Teaching profession-related benefits (intrinsic)	94
27	I like the challenges that I experience as a teacher.	Teaching profession-related benefits (intrinsic)	94
12	I have colleagues who are very supportive of fellow teachers like me.	Enabling environment	94
25	Teaching is what I am really good at.	Individual interest	94
24	Teaching is what I am really passionate about.	Teaching profession-related benefits (intrinsic)	93
29	The people I know treat teaching as a high-status profession.	Teaching profession-related benefits (intrinsic)	92
32	I feel that our school administration recognizes the value of teachers like me.	Enabling environment	91
28	I like my school environment.	Enabling environment	91
21	This is the best job for me.	Individual interest	90
15	There is a chance that I will get promoted if I continue teaching.	Economic considerations	90
8	I have very supportive supervisors.	Enabling environment	90
35	Teaching provides me with non-monetary rewards that I cannot get from other occupations.	Teaching profession-related benefits (intrinsic)	88

Item	Statement (I continue to teach because...)	Factor	Percentage of respondents who strongly agreed or agreed with statement
16	This is what I am paid to do.	Economic considerations	87
1	This is my only source of income.	Economic considerations	85
23	My salary might increase if I stay as a teacher.	Economic considerations	83
19	I feel that the school administration truly supports teachers' needs.	Enabling environment	82
38	A teaching career is my stepping stone for other professional opportunities.	Enabling environment	81
31	I still need to pay off loans that I have incurred.	Economic considerations	79
34	The teaching schedule allows me to make time for other priorities in my life.	Teaching profession-related benefits (extrinsic)	72
13	The school is very near my home.	Economic considerations	67
18	I am satisfied with the income that I get from teaching.	Economic considerations	50
39	I am still training other teachers to replace me.	Commitment to the profession	44
10	There is no other available job for me.	Economic considerations	34

*Statements originally categorized as both teaching profession-related intrinsic benefits and enabling environment

Figure 77 shows that statements that received the highest agreement ratings, concentrated toward the left, are mostly those that are *intrinsic drivers* (reds and oranges). Those that are concentrated toward the right are statements that fewer respondents agreed with. It can be observed that there is a concentration of more *extrinsic drivers* (blues and greens) toward the right.

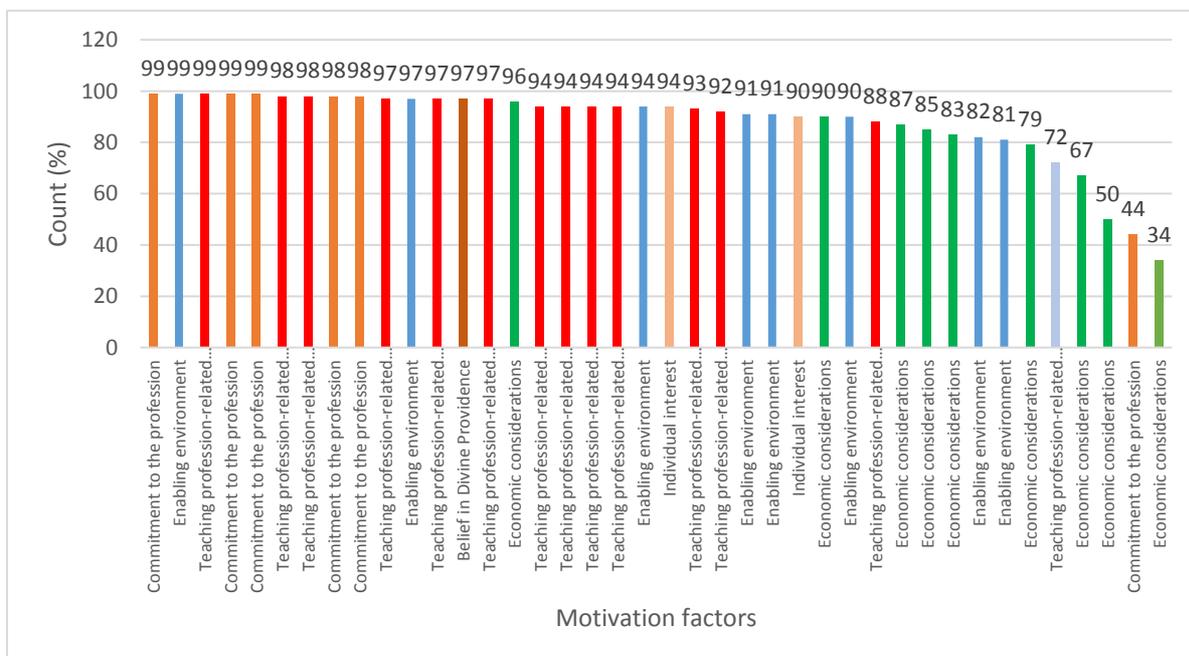


FIGURE 77. TEACHERS' MOTIVATIONS FOR REMAINING IN THE TEACHING PROFESSION (N VARIES PER ITEM)

The results of the survey, taken together with key insights from the interviews, provide more context in trying to understand why teachers, at times despite challenges, decide to remain in the teaching profession. This section will discuss the survey statements that almost all teachers agreed with, and also take a look at some of the statements that were rated as least relevant by the teacher-respondents.

As with the previous sections discussing motivations for deciding to embark on a teaching career, narratives from the interviews will attempt to delve into different contexts behind teachers' reasons for remaining.

Intrinsic drivers for staying in the teaching profession

Survey results seem to paint the picture that *intrinsic factors*, particularly *commitment to the profession* and *teaching profession-related intrinsic benefits* are strong reasons for teachers to remain as such. The succeeding sections will focus on these two factors that motivate teachers to continue their teaching sojourn.

Commitment to the teaching profession

There were six survey statements that talked about *commitment to the profession* (See Table 6.1.). The statements include elements such as a deep concern for learners (Items 9 and 22), concern for the community (Items 6 and 40), and concern for the continuity of the profession (Items 37 and 39). It should be noted that except for one (Item 39), all other statements were highly popular reasons for teachers to continue teaching.

Table 6.1. Commitment to the profession as a motivation for remaining as teachers

Item	Statement (I continue to teach because...)	Percentage of SA/ A Responses
22	I see how I can help students succeed.	99
9	I am concerned about the future of my students.	99
6	Teaching is how I can serve the community/ society best.	99
37	Teaching gives me a chance to inspire students to become future teachers.	98
40	My community needs teachers like me.	98
39	I am still training other teachers to replace me.	44

Looking at the breakdown of responses to the statements related to concern for learners (Items 9 and 22), it seems that across selected variables such as sex, school location, and teaching position, teachers expressed unanimous agreement that these were reasons why they continued to teach.

Consistent with the general consensus about *commitment to the teaching profession*, particularly related to teachers' concern for learners, males and females did not seem to show differences in how they responded to the statements "I continue to teach because I see how I can help students succeed" and "I continue to teach because I am concerned about the future of my students."

Male and female teachers seemed to equally demonstrate that they stayed because of a deep concern for their students (See Figures 78-79).

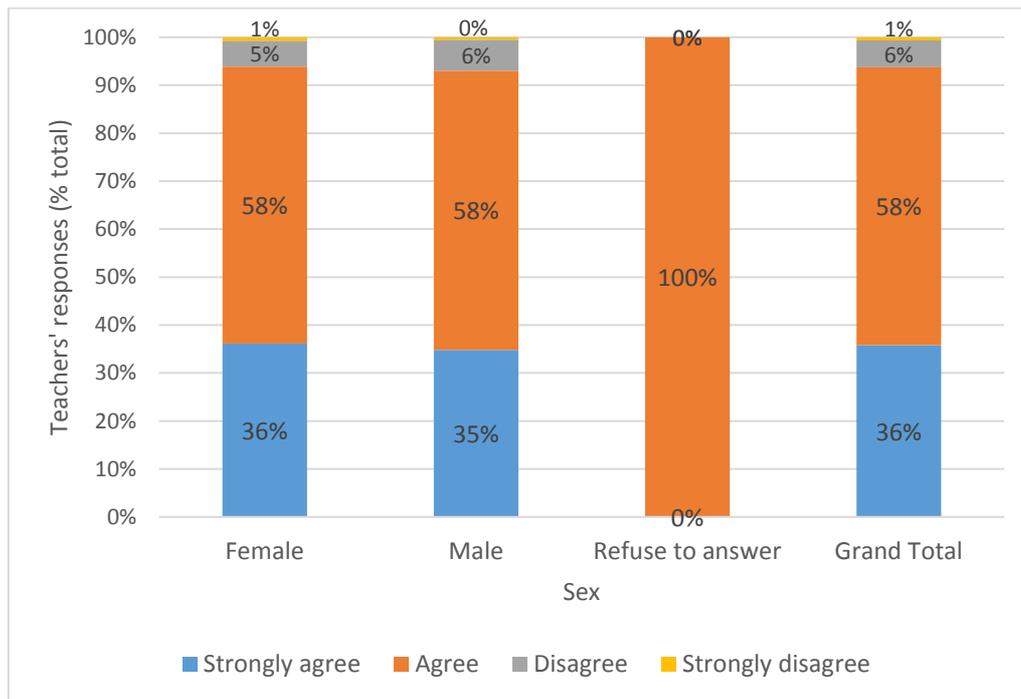


FIGURE 78. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I SEE HOW I CAN HELP STUDENTS SUCCEED" VIZ. SEX (N=1,059; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

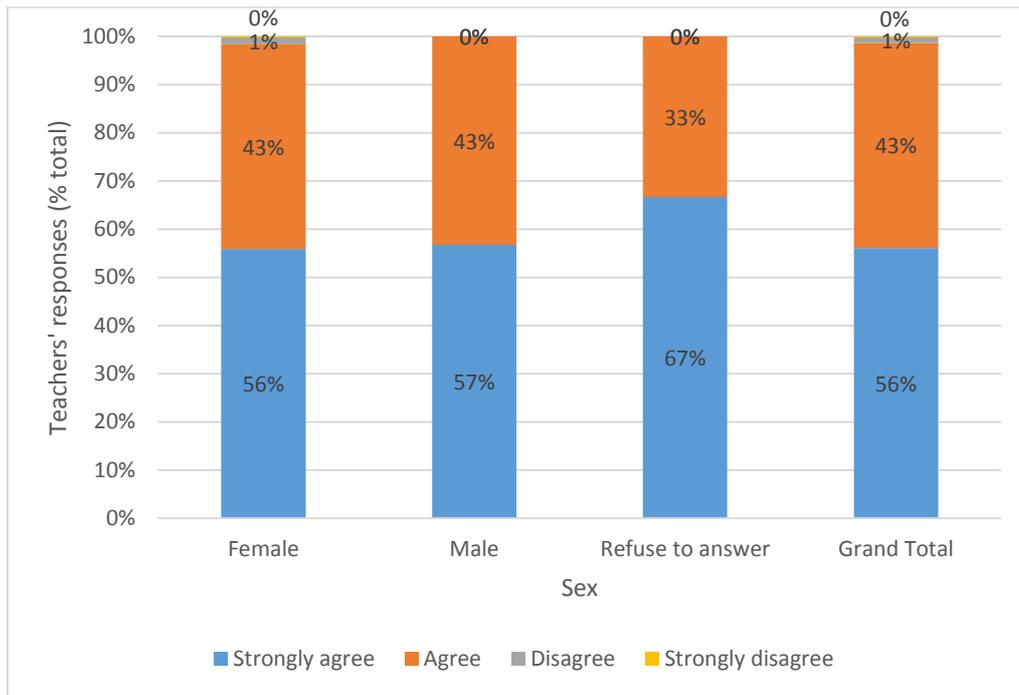


FIGURE 79. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM CONCERNED ABOUT THE FUTURE OF MY STUDENTS" VIZ. SEX (N=1,065)

Meanwhile, looking at the responses vis-à-vis school location, teachers who were from rural and urban areas generally agreed that they remained in teaching because of their *commitment to the profession*, specifically their *concern for learners*.

It should likewise be noted that while there were only a few teachers from remote areas who responded to the survey, compared with their counterparts in rural and urban areas, there were significantly higher proportions of those who expressed strong agreement that they continue to teach because they see how they can help students succeed (Figure 80), and because of their concern about the future of the students (Figure 81). Notably, all teachers from remote areas, and more than half of respondents from both rural and urban areas expressed strong agreement with the statement "*I continue to teach because I am concerned about the future of my students.*"

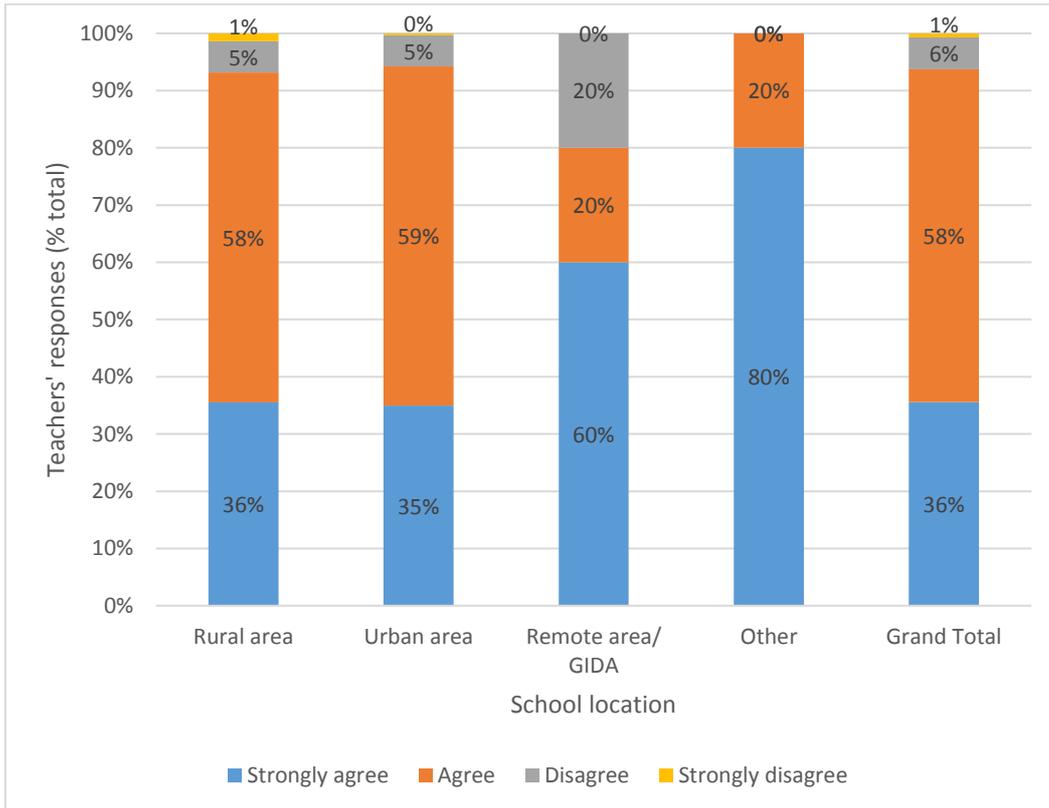


FIGURE 80. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I CAN SEE HOW I CAN HELP STUDENTS SUCCEED" VIZ. SCHOOL LOCATION (N=1,056; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

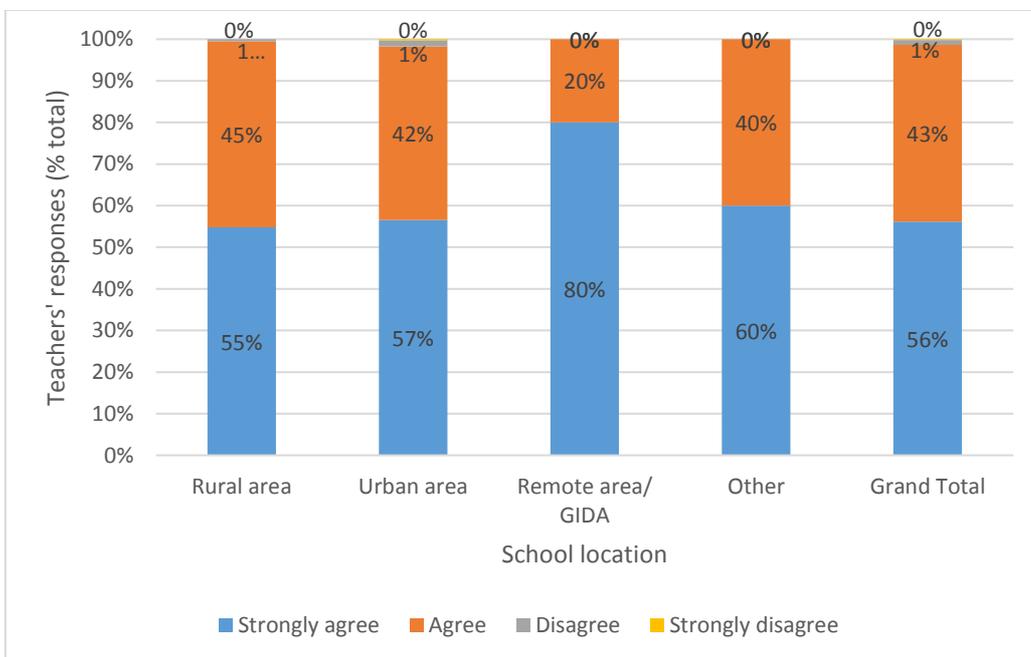


FIGURE 81. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM CONCERNED ABOUT THE FUTURE OF MY STUDENTS" VIZ. SCHOOL LOCATION (N=1,061; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Across different teaching positions, the motivation to continue teaching because of the concern for learners was likewise consistently evident. Compared to their other counterparts, respondents handling Master Teacher II positions and the few Special Science Teachers who responded to the survey tended to express stronger agreement with the statement “*I continue to teach because I can see how I can help students succeed.*” Meanwhile, more than half of teachers holding Teacher I to III and Master Teacher positions tended to express strong agreement with the statement, “*I continue to teach because I am concerned about the future of my students*” (See Figures 82-83).

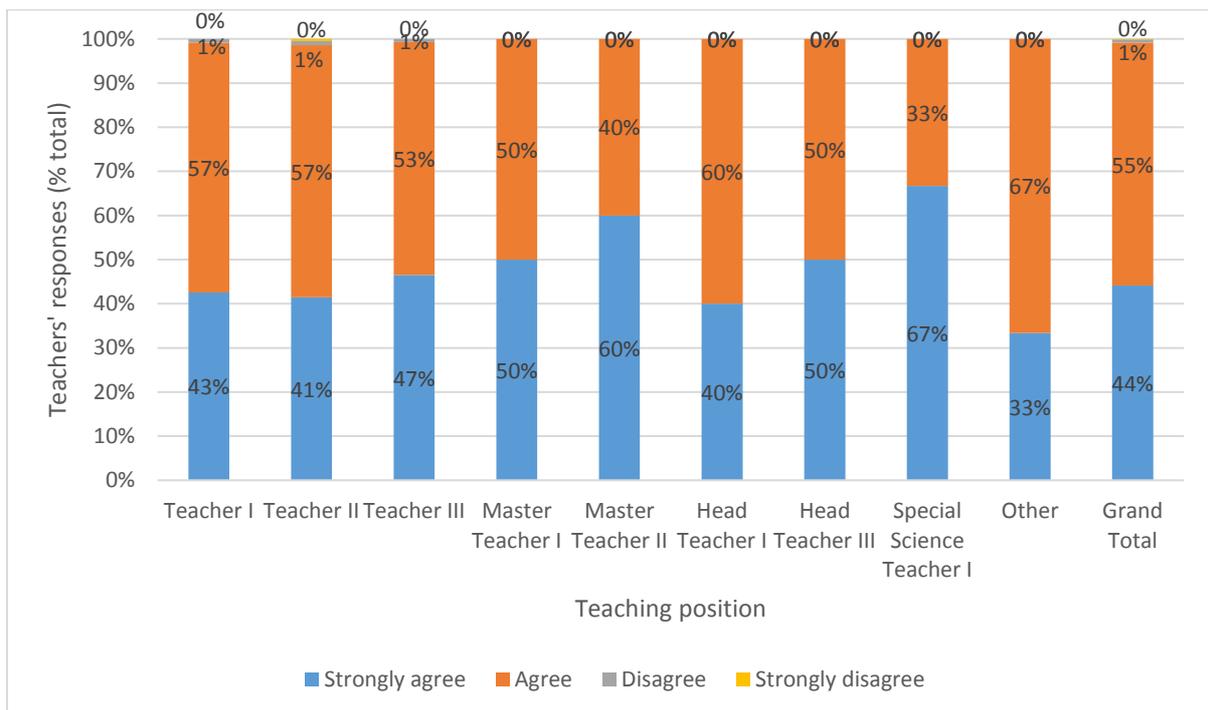


FIGURE 82. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I CAN SEE HOW I CAN HELP STUDENTS SUCCEED” VIZ. TEACHING POSITION (N=1,024; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

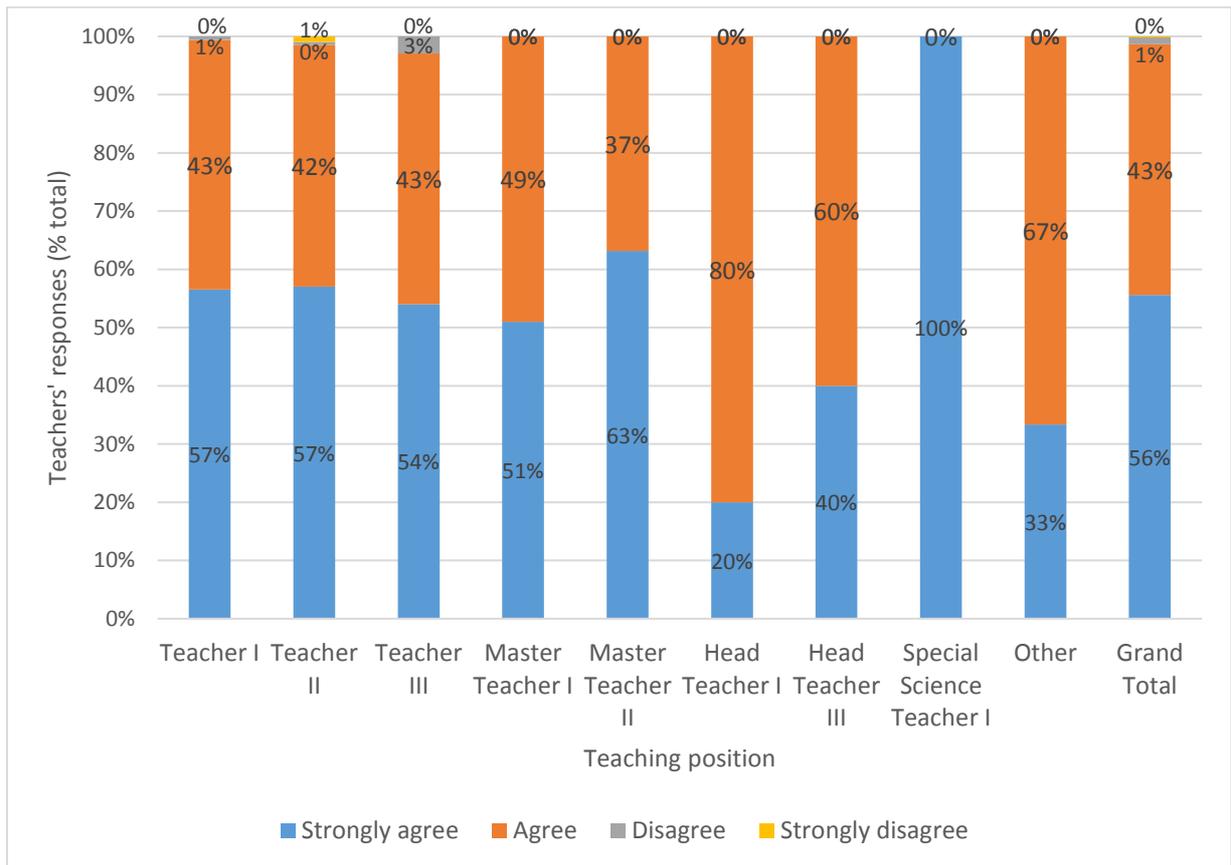


FIGURE 83. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM CONCERNED ABOUT THE FUTURE OF MY STUDENTS" VIZ. TEACHING POSITION (N=1,036; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

It is likewise worth noting that there seems to be no distinction when it comes to whether or not Education is a course of first choice, and whether or not teaching is the first job of the respondents. Throughout the said categories of teachers, survey results showed that teachers generally agreed that they continued to teach because of their *commitment to the profession*, as demonstrated by their *concern for learners*. Those who did not originally choose Education courses, however, tended to express stronger convictions that they kept on teaching because of their concern for learners (See Figures 84-87).

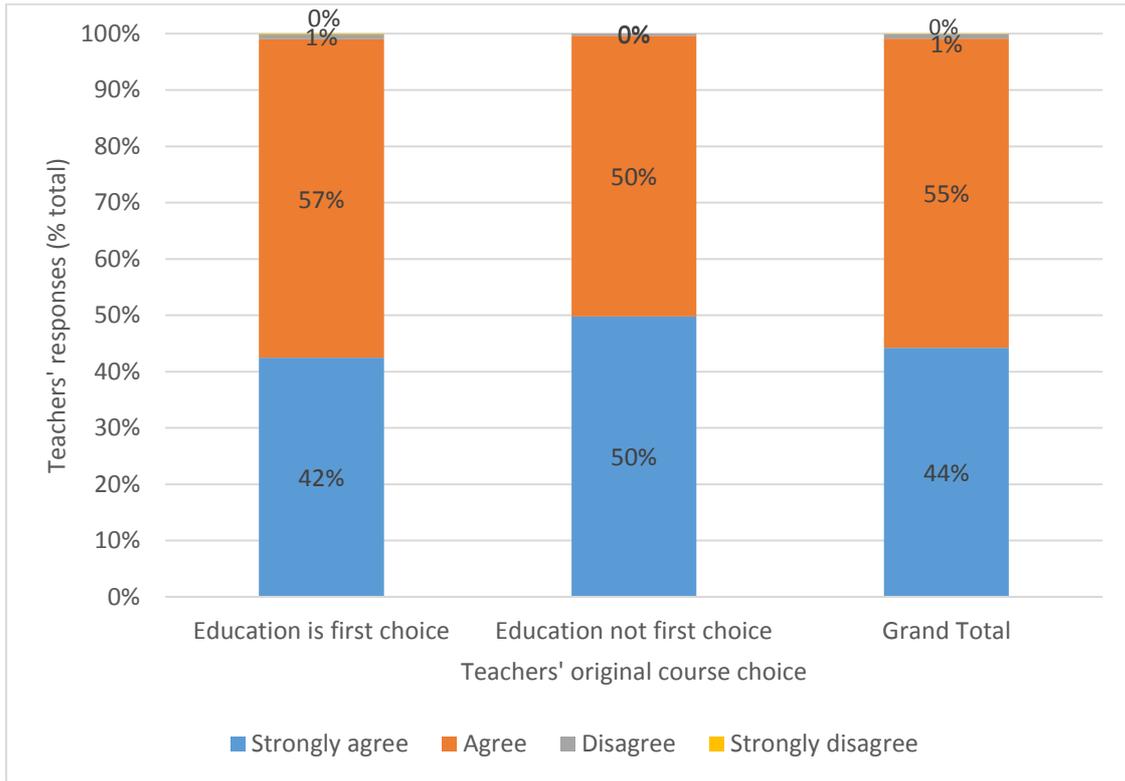


FIGURE 84. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I SEE HOW I CAN HELP STUDENTS SUCCEED" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,058; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

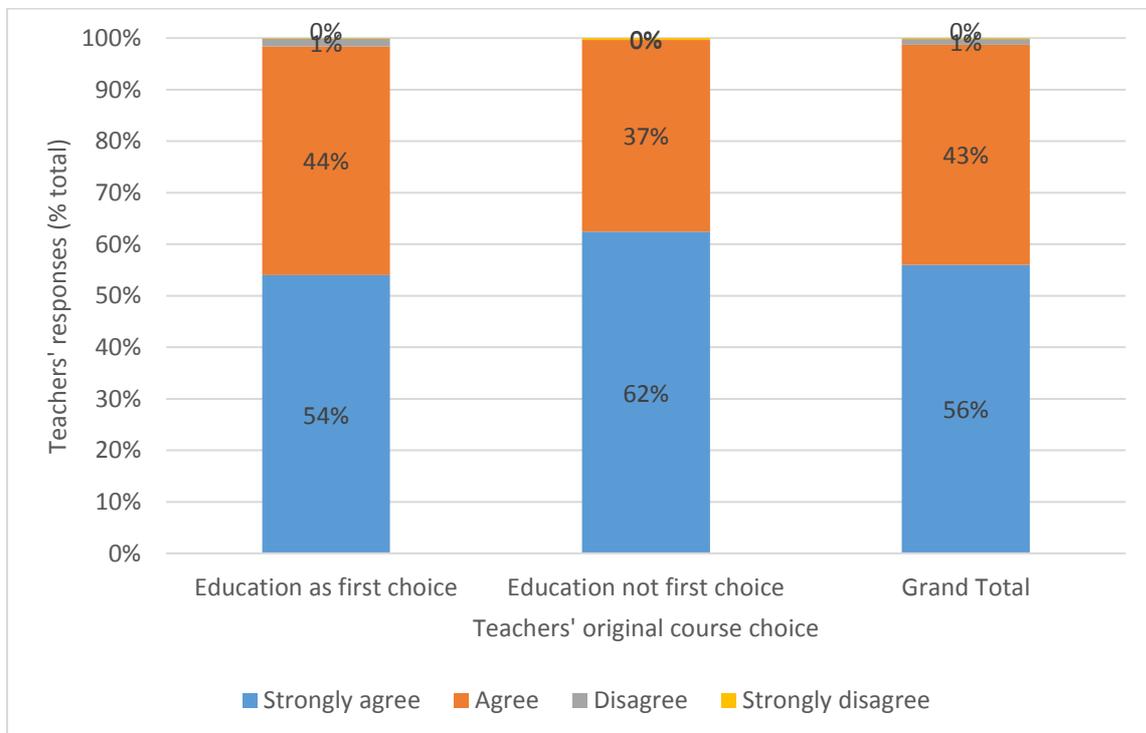


FIGURE 85. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM CONCERNED ABOUT THE FUTURE OF MY STUDENTS" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,068; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

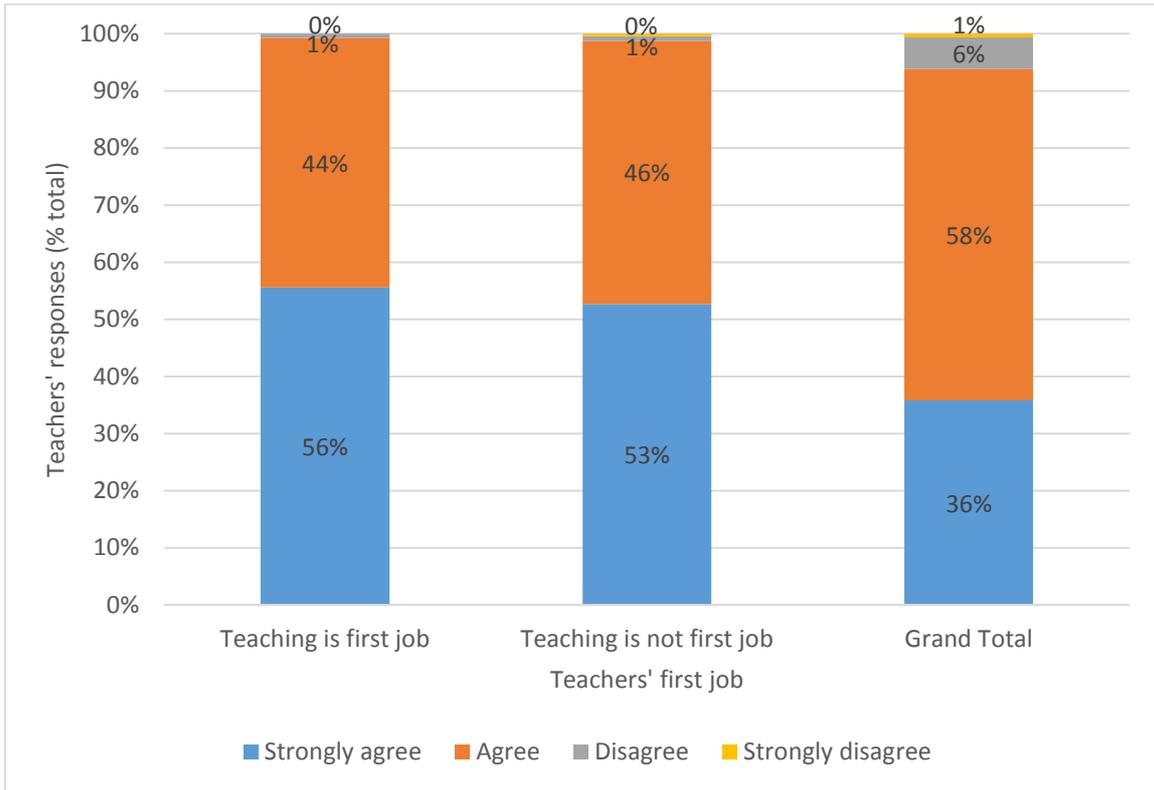


FIGURE 86. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I SEE HOW I CAN HELP STUDENTS SUCCEED" VIZ. TEACHERS' FIRST JOB (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

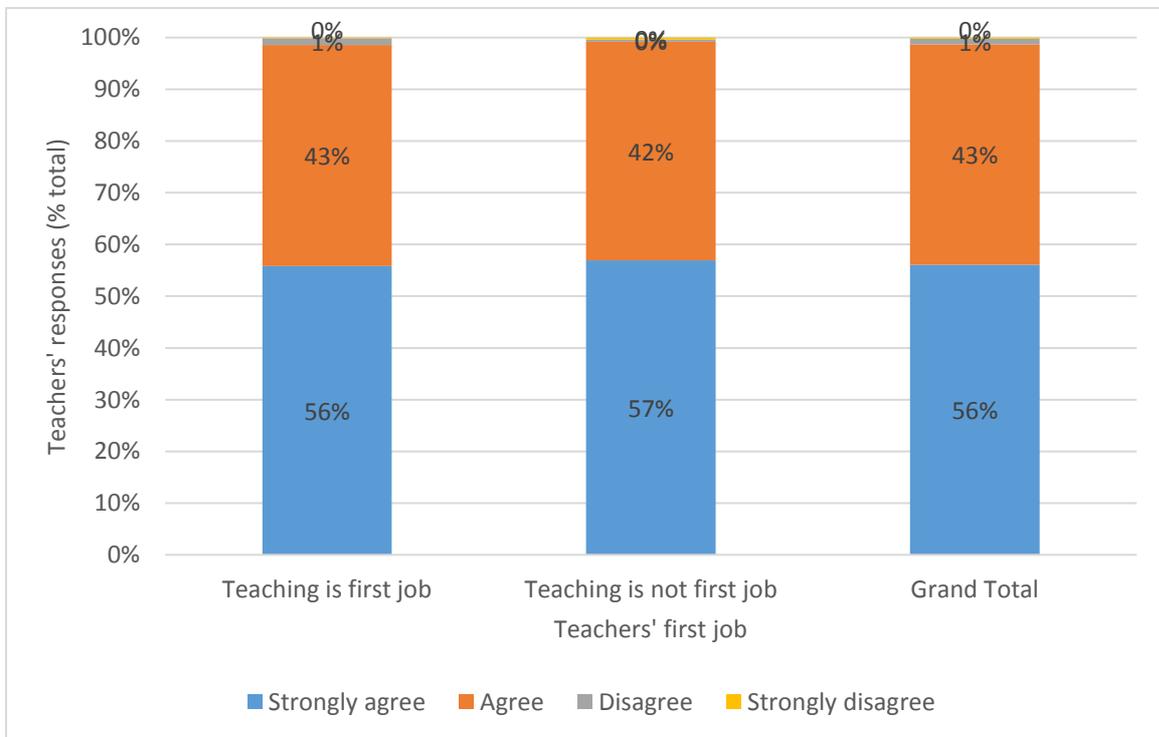


FIGURE 87. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM CONCERNED ABOUT THE FUTURE OF MY STUDENTS" VIZ. TEACHERS' FIRST JOB (N=1,070; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Another component related to *commitment to the teaching profession* relates to teachers' *concern for the community* as measured through the statements, "I continue to teach because teaching is how I can serve the community/society best" and "I continue to teach because my community needs teachers like me." As illustrated in the figures that follow, teachers across the demographics sex, location, and teaching position consistently generally agreed with these statements.

Similar to the other earlier statements, in terms of teachers' sex, while concern for the community seemed to be a strong reason for staying among both males and females, a slightly greater proportion of male teachers expressed stronger agreement that they continued to teach because of their *concern for the community* (Figures 88-89).

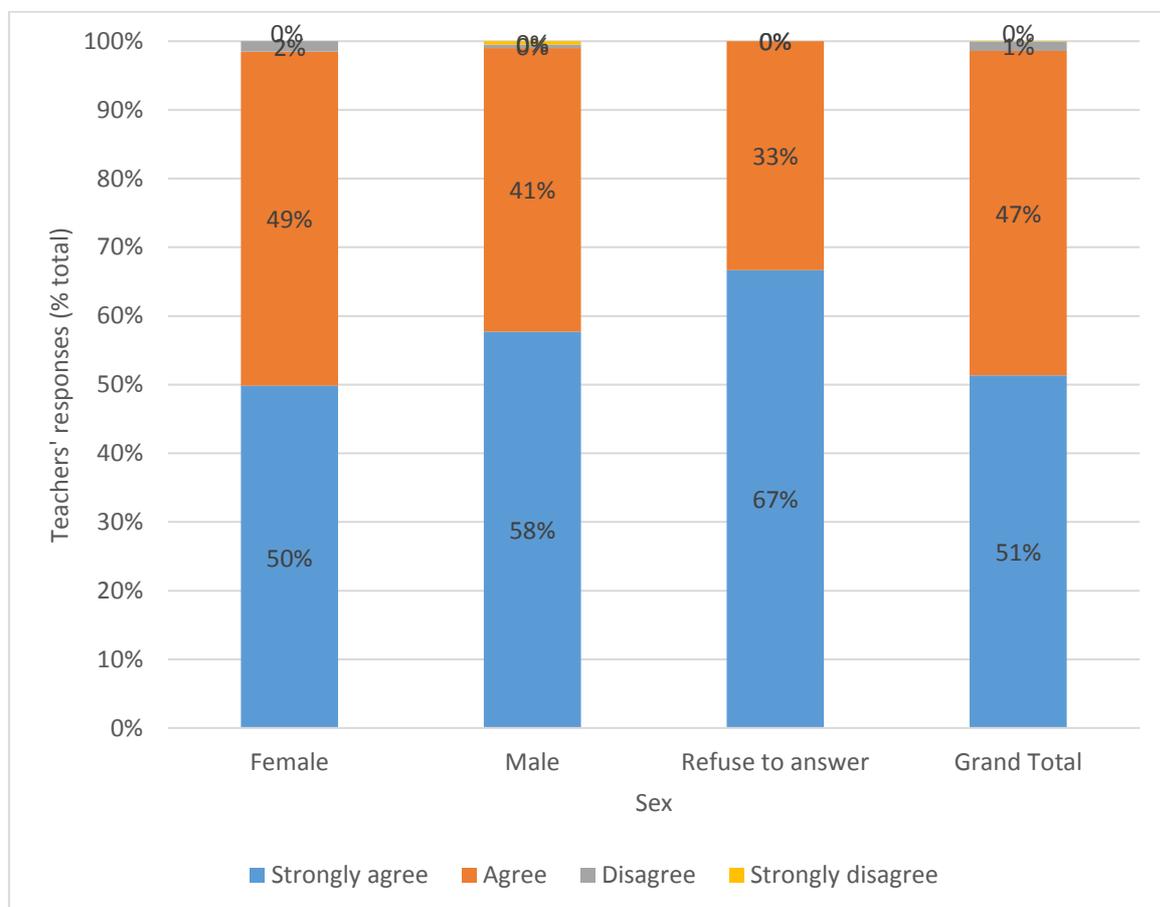


FIGURE 88. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS HOW I CAN SERVE THE COMMUNITY/SOCIETY BEST" VIZ. TEACHERS' SEX (N=1,069; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

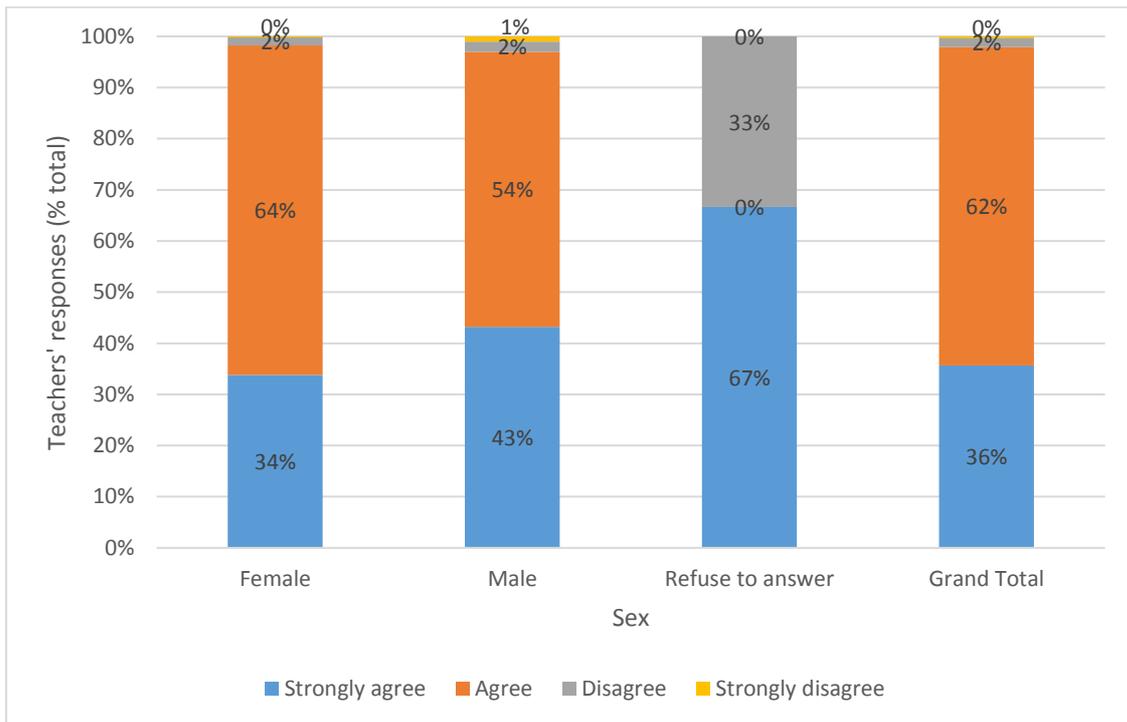


FIGURE 89. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE MY COMMUNITY NEEDS TEACHERS LIKE ME” VIZ. TEACHERS’ SEX (N=1,048; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Likewise, there did not seem to be any significant differences in responses when it came to teachers’ locations. Wherever teachers were, their *concern for the community/society* were strong reasons for them to remain as teachers. One of every two teachers in rural and urban areas continued to teach because teaching is how they can serve their communities/societies best (Figure 90), while more than three of every ten teachers remain in teaching because they feel that their communities need teachers like them (Figure 91). It should be noted as well that all respondents from remote areas agreed that they continue to teach as a means of serving the community.

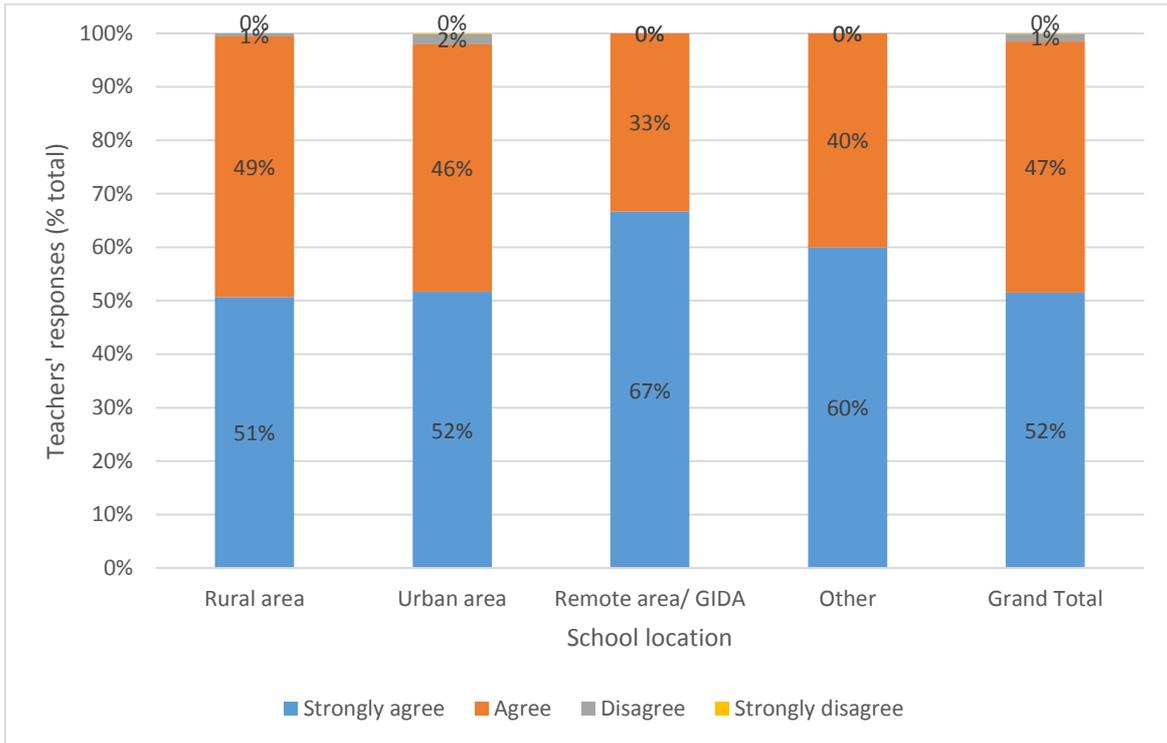


FIGURE 90. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS HOW I CAN SERVE THE COMMUNITY/SOCIETY BEST" VIZ. TEACHERS' SCHOOL LOCATION (N=1,066; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

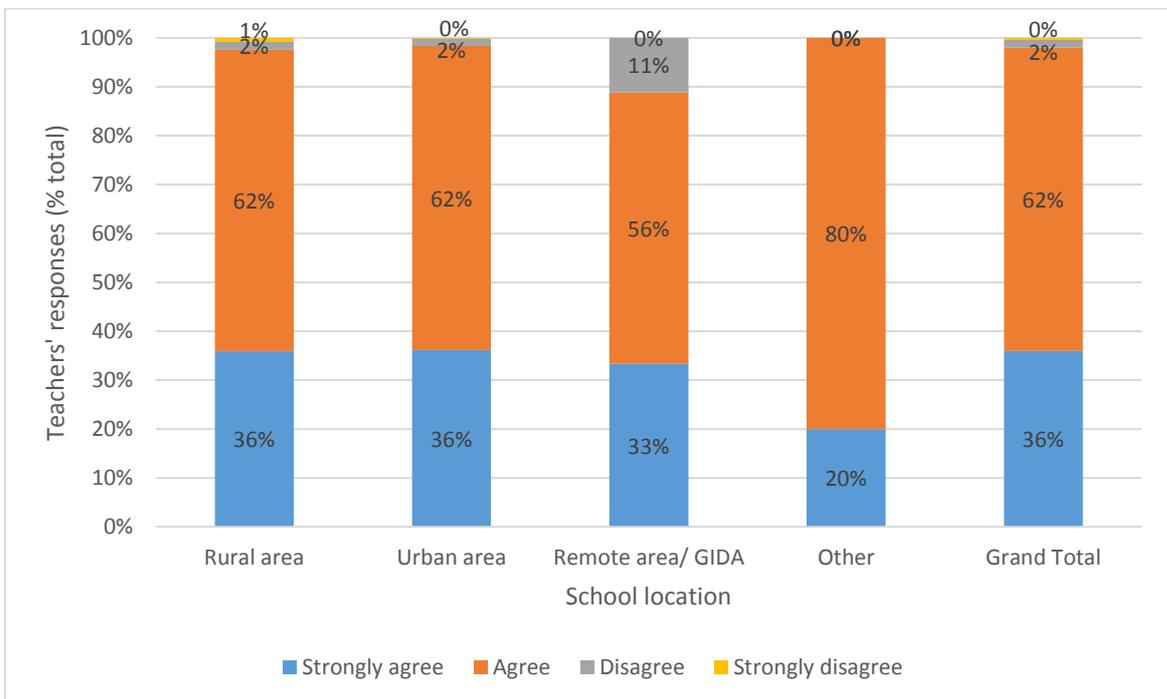


FIGURE 91. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY COMMUNITY NEEDS TEACHERS LIKE ME" VIZ. TEACHERS' SCHOOL LOCATION (N=1,045; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Across teaching positions, teachers likewise generally agreed that they continued to teach because of their *commitment to the teaching profession*, as demonstrated by their *concern for the community*. Equal proportions of those holding Teacher I to III and Master Teacher I posts strongly agreed and agreed that they continued to teach because *teaching is how they can serve society best*, while greater proportions of Master Teachers II and Head Teachers strongly agreed that this was why they remained in teaching (Figure 92).

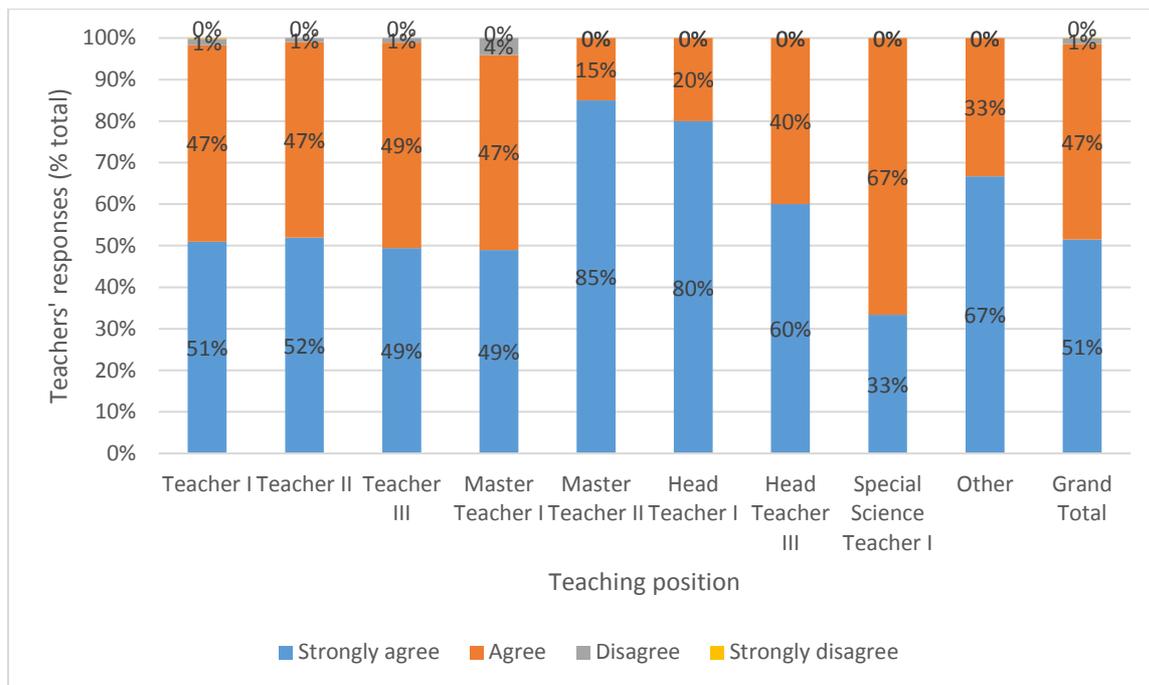


FIGURE 92. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE TEACHING IS HOW I CAN SERVE THE COMMUNITY/ SOCIETY BEST” VIZ. TEACHING POSITIONS (N=1,039; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

More than one-third of teachers holding Teacher I to III posts and nearly half of Master Teachers, meanwhile, expressed strong agreement that they continued to teach because their communities needed teachers like them (Figure 93).

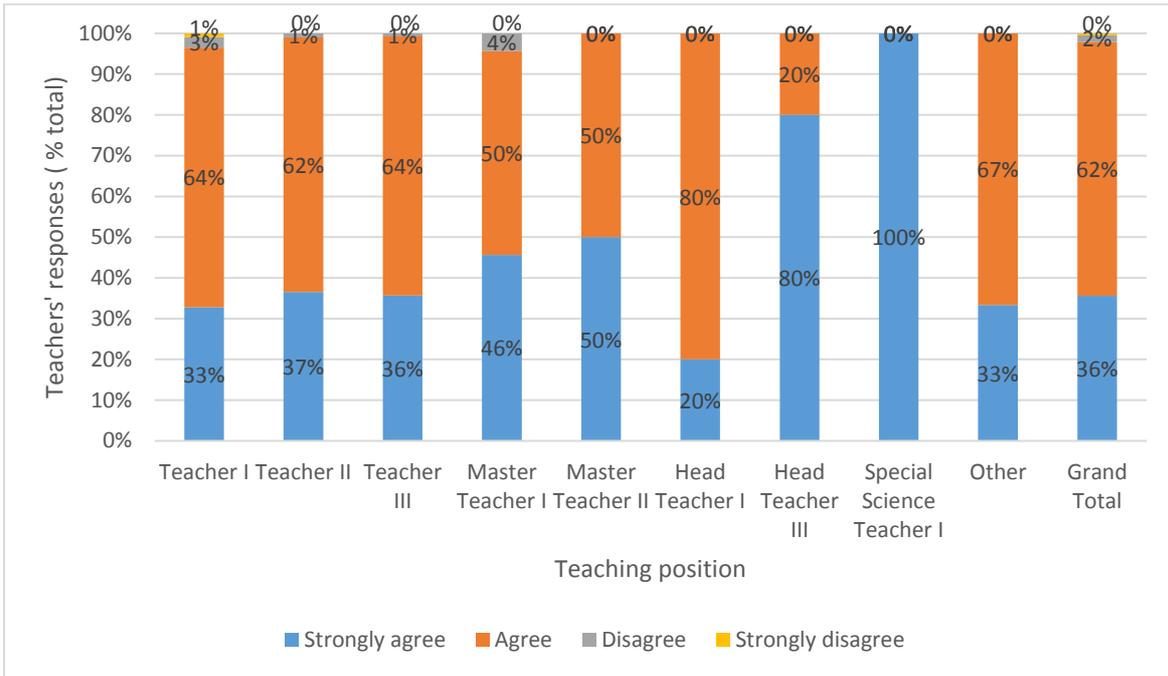


FIGURE 93. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY COMMUNITY NEEDS TEACHERS LIKE ME" VIZ. TEACHING POSITIONS (N=1,019; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Looking at the responses of teachers based on whether or not education was their first course choice, and whether or not teaching was their first job, it seems that again, teachers across categories of career shifters and educators by first choice agreed that they continued to teach because of their *concern for the community*. Compared to teachers whose primary course choice was Education, slightly greater proportions of teachers who did not originally choose Education strongly agreed, rather than just agreed that they remained in teaching because it was the best way for them to serve the community and because their communities needed teachers like them (See Figures 94-95).

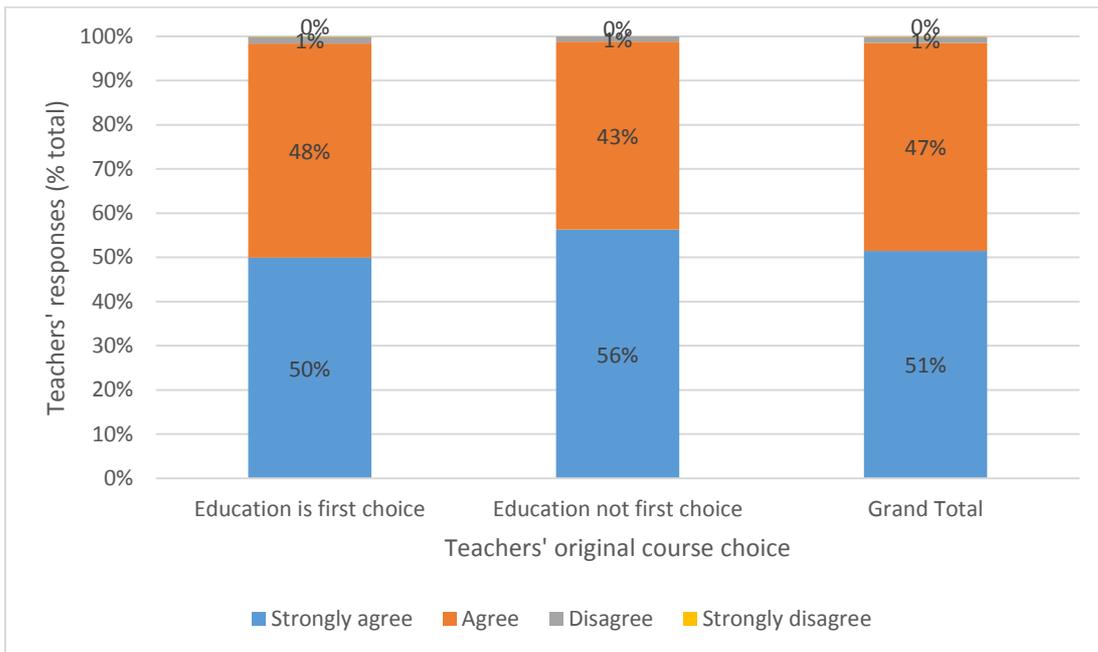


FIGURE 94. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS HOW I CAN SERVE THE COMMUNITY/SOCIETY BEST" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,073; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

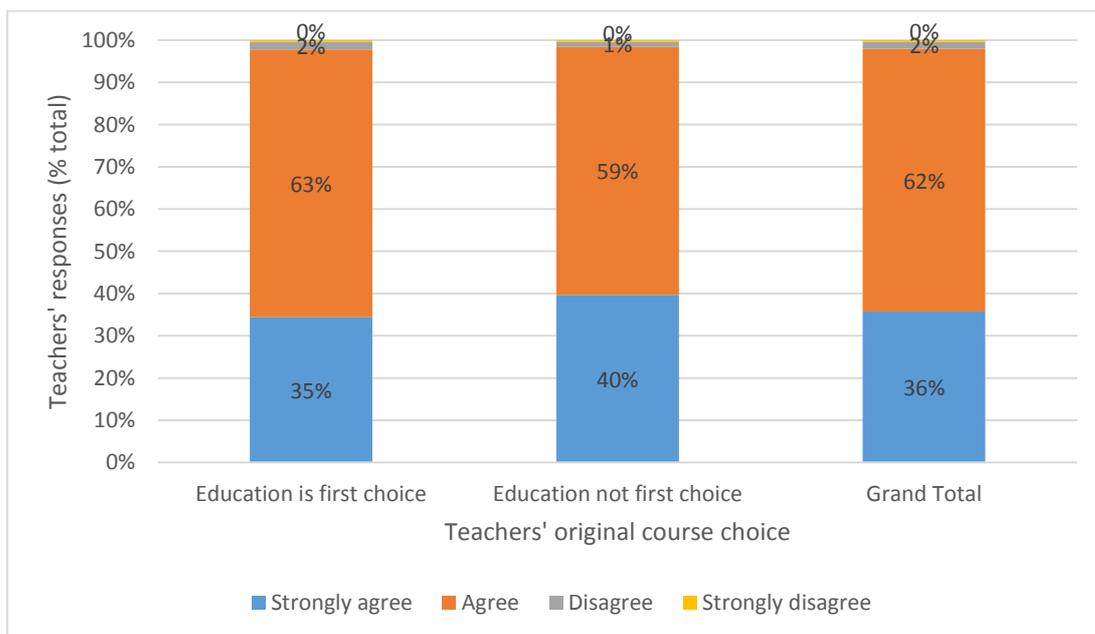


FIGURE 95. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY COMMUNITY NEEDS TEACHERS LIKE ME" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,052; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Moreover, compared to those who were originally teachers, a slightly greater proportion of career shifters expressed strong agreement that *they continued to teach because teaching is how they can serve the community best*. There was a slightly greater proportion of those who were originally teachers, meanwhile, who strongly agreed that *they continued to teach because the community needs teachers like them*.

While there were slight differences in proportions, teachers across different categories generally agreed that their *commitment to the profession*, demonstrated by their *concern for the community*, was a strong reason for them to remain as teachers (See Figures 96-97).

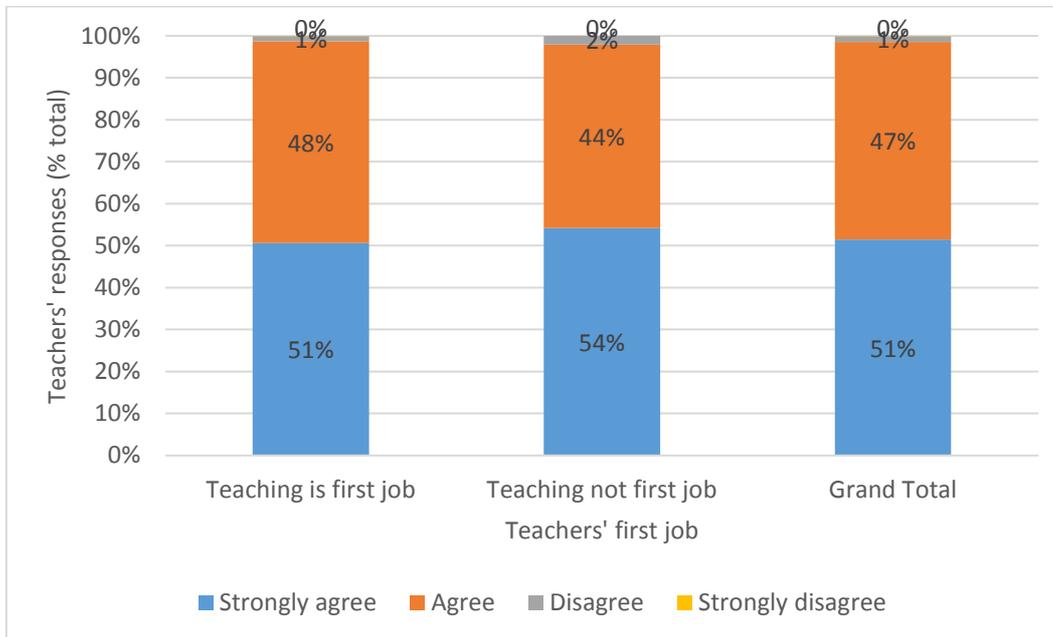


FIGURE 96. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS HOW I CAN SERVE THE COMMUNITY/SOCIETY BEST" VIZ. TEACHERS' FIRST JOB (N=1,075; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

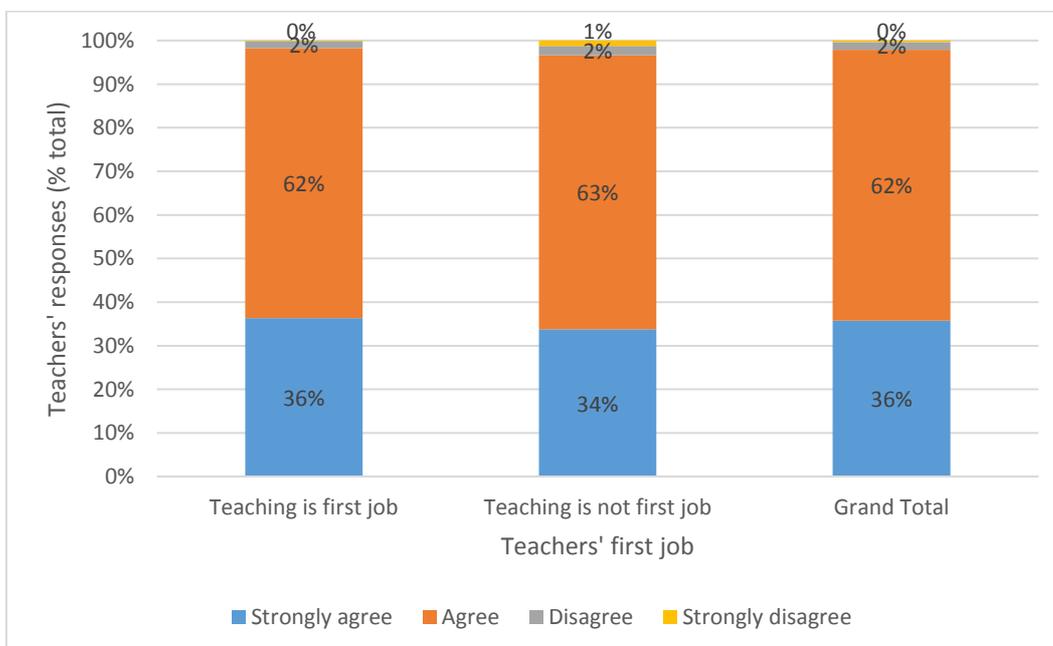


FIGURE 97. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY COMMUNITY NEEDS TEACHERS LIKE ME" VIZ. TEACHERS' FIRST JOB (N=1,054; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

A final category related to *commitment to the profession* as an intrinsic driver for remaining in the teaching profession is teachers' concern for the *continuity of the teaching profession*. Interestingly, the two statements related to this received extremely different responses. While 98% of respondents generally agreed with the statement, "*I continue to teach because teaching gives me a chance to inspire students to become future teachers,*" only 44% of respondents generally agreed with the statement "*I continue to teach because I am still training other teachers to replace me.*" The generally lower number of respondents who agreed that they continued to teach because they were still training others to replace them could, however, be because most of the respondents were handling non-supervisory teaching positions.

As the figures that follow illustrate, across selected demographic variables, there were only slight differences in the proportions of responses when it came to the statement "*I continue to teach because teaching gives me a chance to inspire students to become future teachers*"; whereas when it came to the statement "*I continue to teach because I am still training other teachers to replace me,*" there seemed to be more variation in responses. A possible explanation for this is because, as the demographic profile of respondents showed, most were still in the early stages of their career, or those holding Teacher I to III positions who were not necessarily expected to train and supervise other teachers.

In terms of sex, there was a slightly greater proportion of males more than females who expressed strong agreement that they continued to teach because of their concern for the continuity of the profession. While there were greater proportions of both male and female teachers who generally agreed that they continued to teach so they could inspire future teachers; there were greater proportions of teachers, or more than half who disagreed that they continued to teach so that they could train other teachers to replace them (Figures 98 and 99).

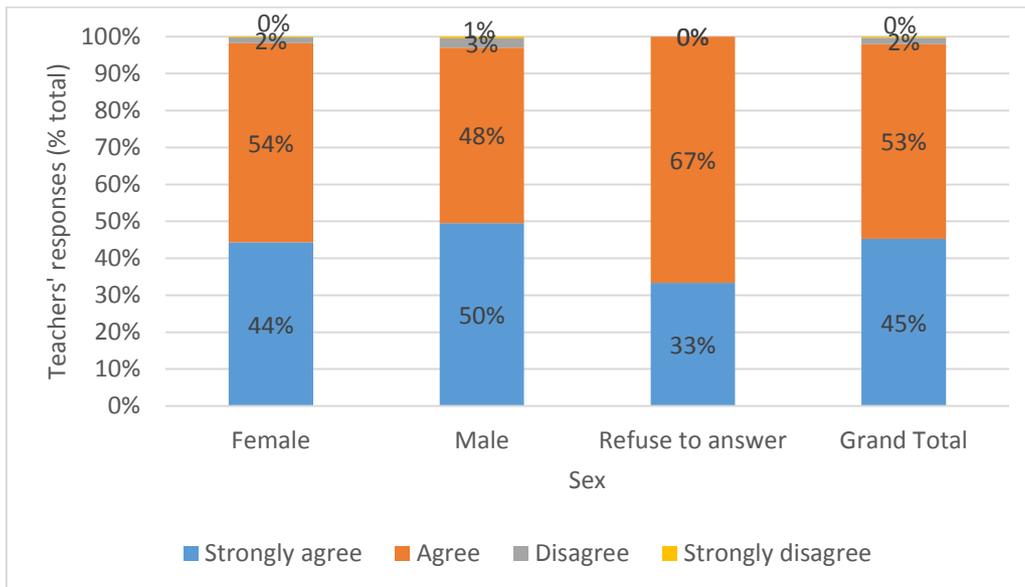


FIGURE 98. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING GIVES ME A CHANCE TO INSPIRE STUDENTS TO BECOME FUTURE TEACHERS" VIZ. SEX (N=1,051)

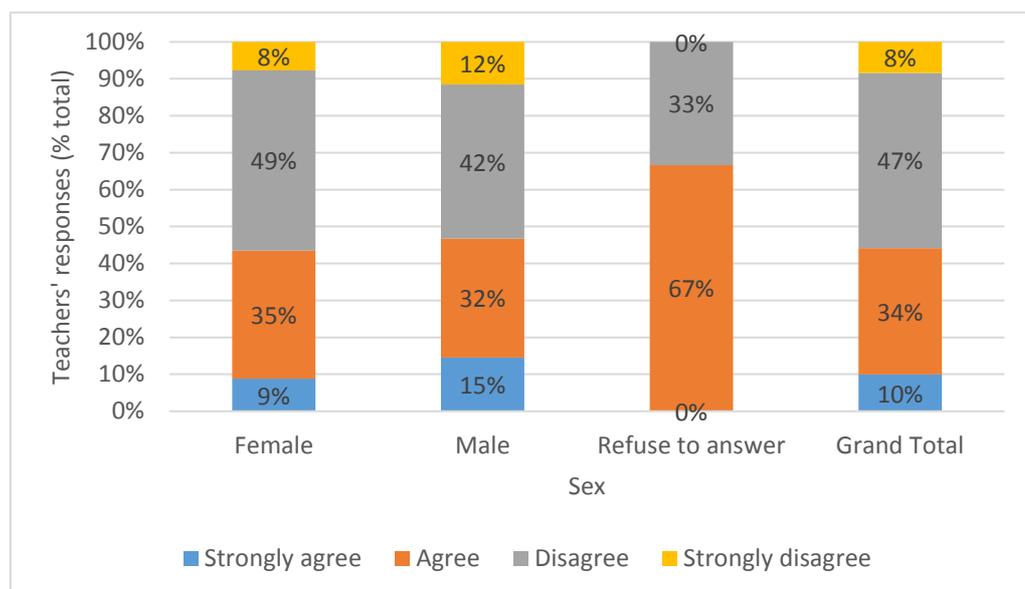


FIGURE 99. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM STILL TRAINING OTHER TEACHERS TO REPLACE ME" VIZ. SEX (N=1,048)

In terms of school location, teachers in urban, rural and remote areas consistently agreed that inspiring students to become future teachers was a reason that they continued to teach. However, more than 50% of teachers in rural and urban school settings generally disagreed that they continued to teach because they were still training other teachers to replace them. Further, compared to their counterparts in urban and remote areas, slightly greater proportions of teachers in rural areas disagreed that they continued teaching because again, they were still training others to replace them (See Figures 100-101).

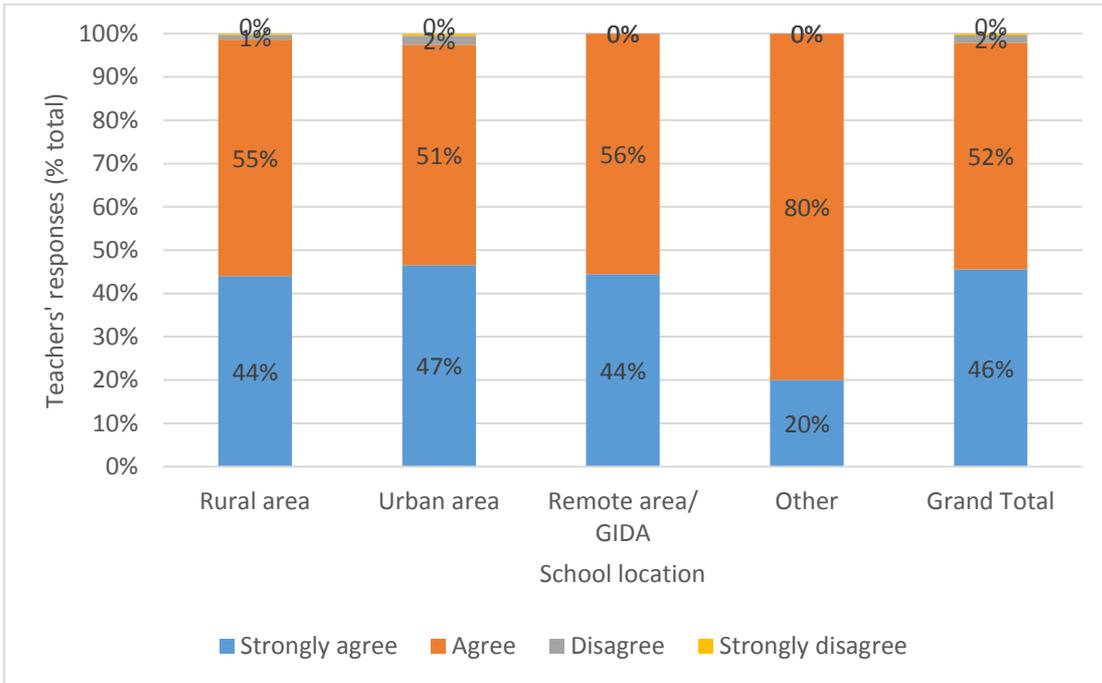


FIGURE 100. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING GIVES ME A CHANCE TO INSPIRE STUDENTS TO BECOME FUTURE TEACHERS" VIZ. SCHOOL LOCATION (N=1,047; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

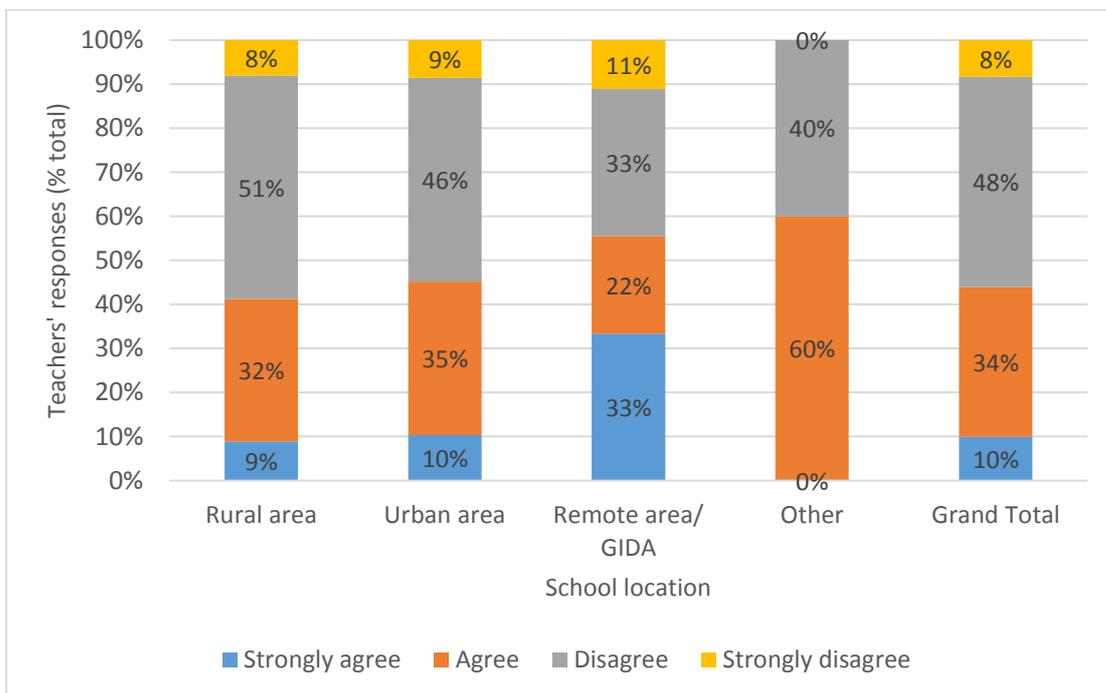


FIGURE 101. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM STILL TRAINING OTHERS TO REPLACE ME" VIZ. SCHOOL LOCATION (N=1,044)

Again, across teaching positions, teachers generally agreed that inspiring other students to become future teachers was a strong reason to continue teaching. Moreover, there were greater proportions of teachers assigned to supervisory posts such as Master Teachers I and II, and Head Teachers I, who expressed strong agreement with the statement. Meanwhile, almost consistently

across teaching positions, greater proportions of teachers generally disagreed that the need to train teachers was a reason for them to continue teaching. It was only among the few Master Teachers II, Head Teachers III, and Special Science Teachers I that respondents registered higher proportions of agreement that they continued to teach because they were still training teachers to replace them. This seemed consistent with the supervisory responsibilities that they are expected to perform (See Figures 102-103).

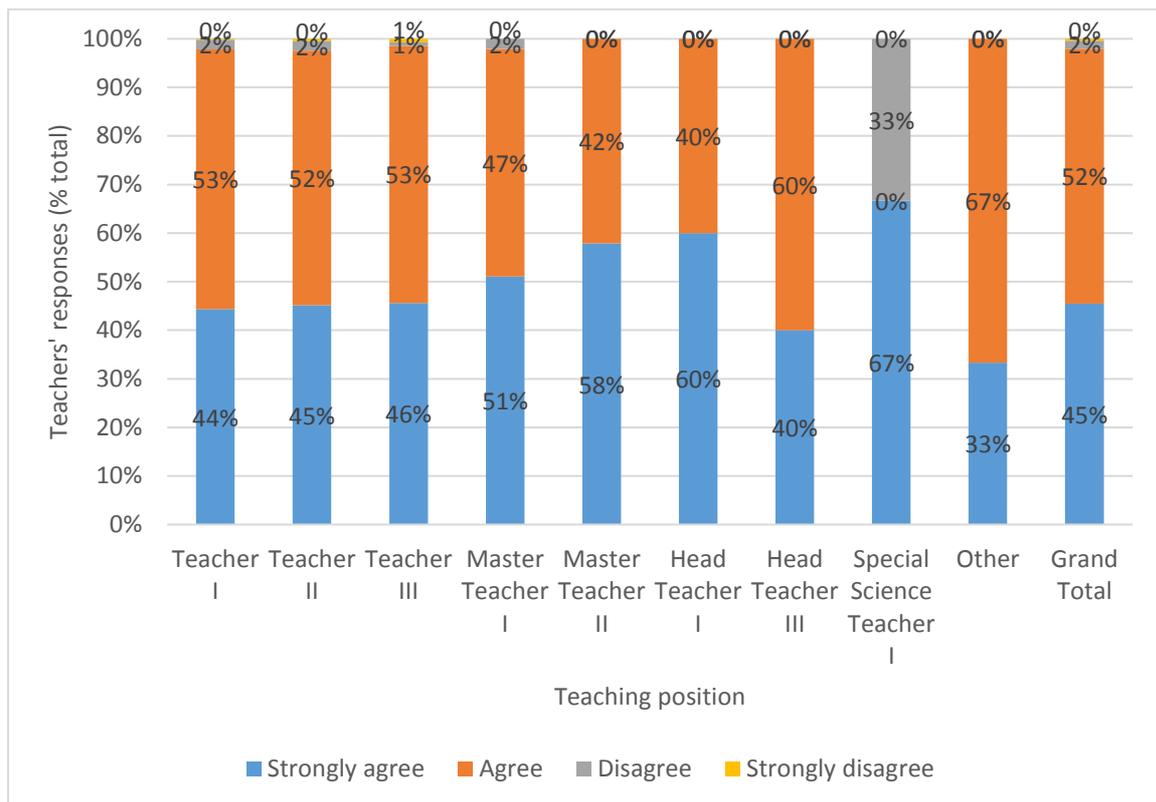


FIGURE 102. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING GIVES ME A CHANCE TO INSPIRE STUDENTS TO BECOME FUTURE TEACHERS" VIZ. TEACHING POSITION (N=1,022; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

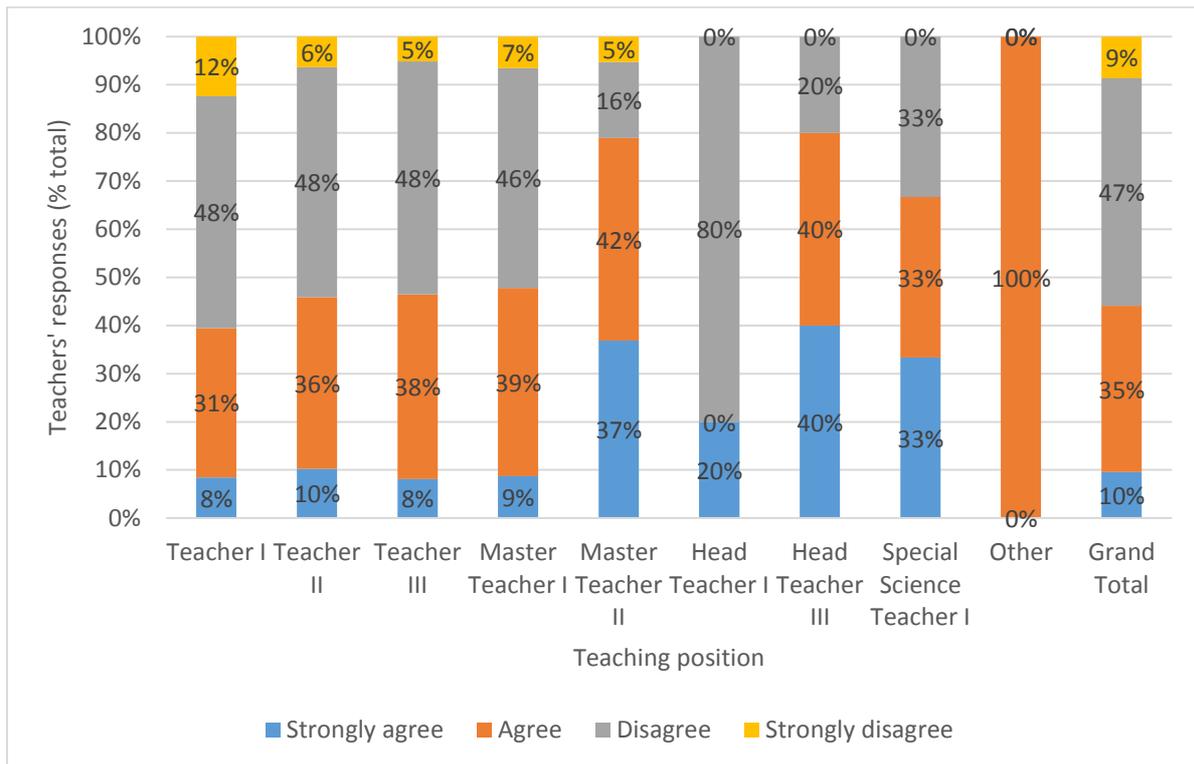


FIGURE 103. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I AM STILL TRAINING OTHER TEACHERS TO REPLACE ME” VIZ. TEACHING POSITION (N=1,018; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Whether or not teachers originally took up Education, and whether or not teaching was their first job, teachers generally agreed that they continue to teach because *teaching gives them a chance to inspire future teachers*. There are, however, slightly greater proportions of teachers who expressed strong agreement that this was the case, among those who originally took up Education, and those whose first jobs involved teaching. Moreover, while most teachers disagreed that they continue to teach because *they are still training others to replace them*, slightly greater proportions of teachers whose first choice was Education and whose first jobs involved teaching generally agreed that this was a reason why they continued to teach (See Figures 104-107).

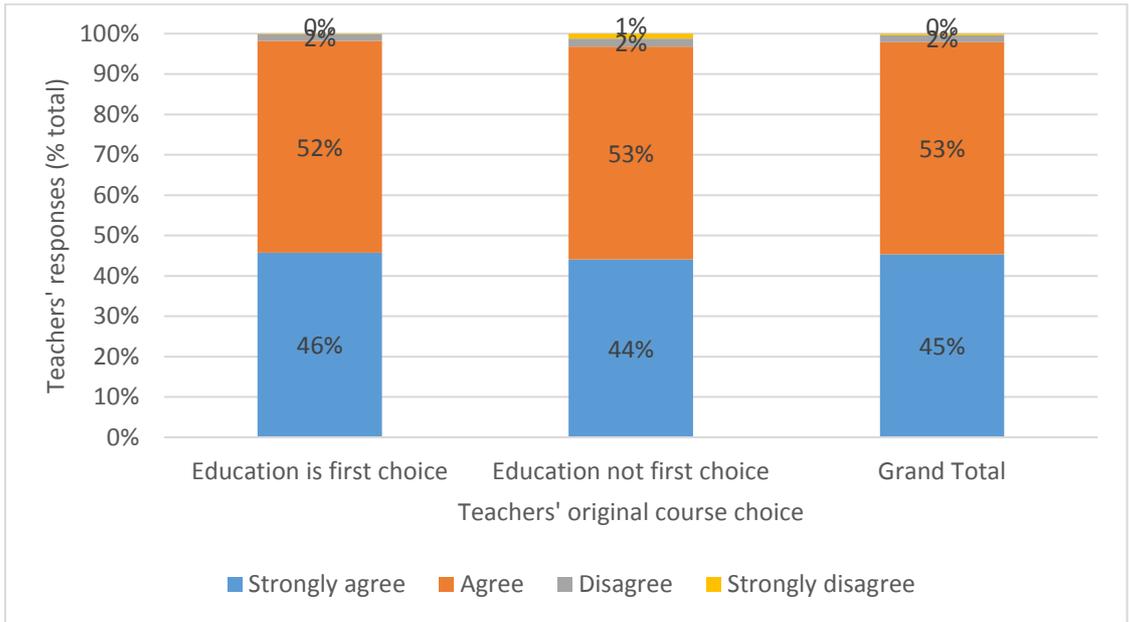


FIGURE 104. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING GIVES ME A CHANCE TO INSPIRE STUDENTS TO BECOME FUTURE TEACHERS" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,054; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

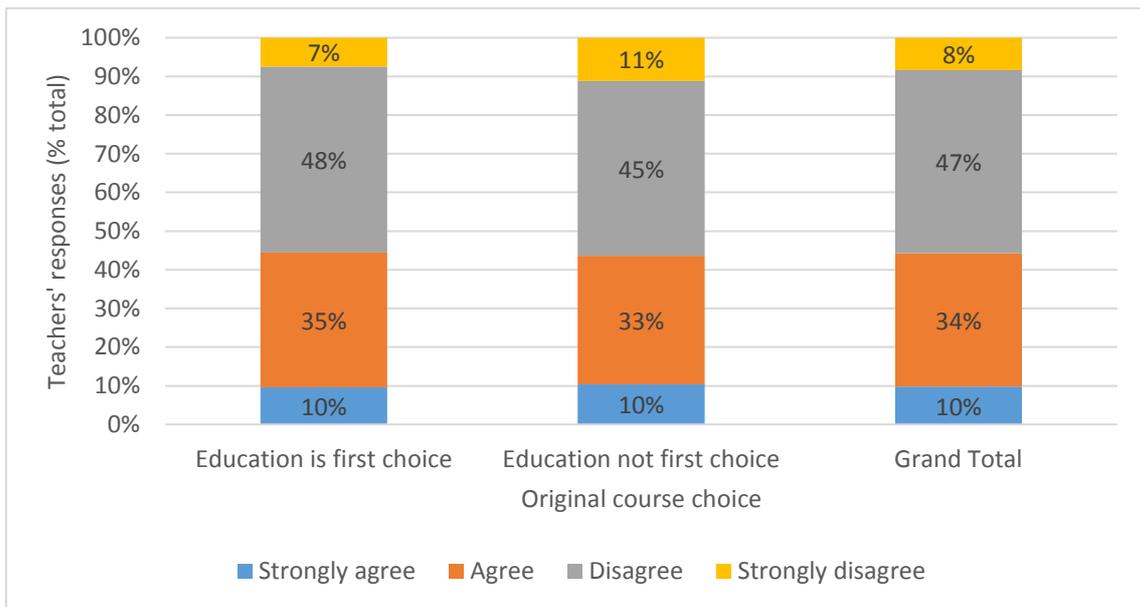


FIGURE 105. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM STILL TRAINING OTHER TEACHERS TO REPLACE ME" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,051)

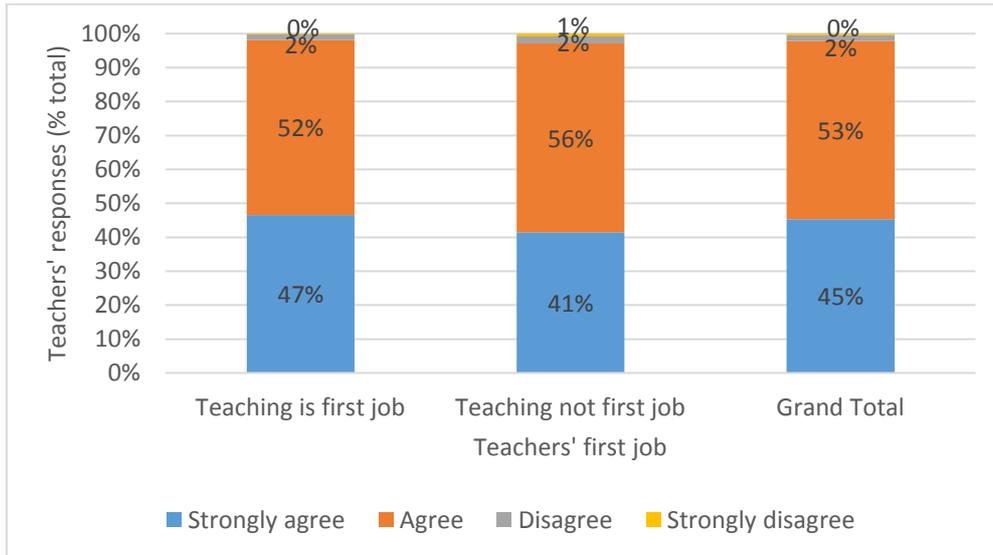


FIGURE 106. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING GIVES ME A CHANCE TO INSPIRE STUDENTS TO BECOME FUTURE TEACHERS" VIZ. TEACHERS' FIRST JOB (N=1,056; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

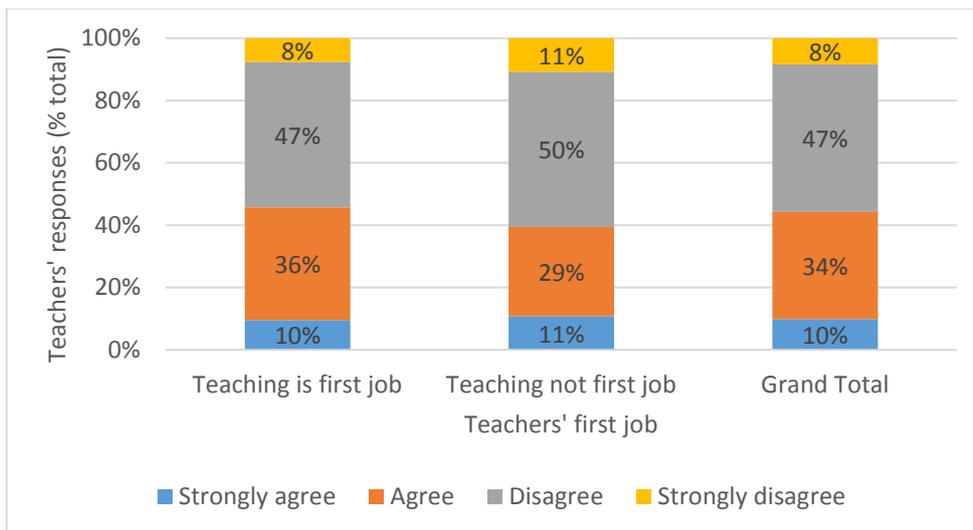


FIGURE 107. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM STILL TRAINING OTHER TEACHERS TO REPLACE ME" VIZ. TEACHERS' FIRST JOB (N=1,053)

Summing up the discussion, survey data indeed showed that five of the six statements pertaining to *commitment to the teaching profession* were consistently top reasons for teachers to continue teaching. The slight variations in the responses could provide evidence that across demographics, *commitment to the teaching profession*, as demonstrated by *concern for learners*, *concern for the community*, and *concern for the continuity of the teaching profession* make up a compelling force that propels teachers to remain as teachers, despite having to face challenges in the performance of their duties.

Teaching profession-related intrinsic rewards

Another popular intrinsic driver for staying in the profession is what could be considered under the umbrella of *teaching profession-related intrinsic rewards*, or rewards that come from within rather than those derived from the external environment. There were 13 survey statements that involved *teaching profession-related intrinsic rewards*, which were mostly mentioned during the interviews conducted among teachers in the early part of this research (See Table 6.2). These include rewards that are related to *autonomy, the opportunity to contribute to society, fulfillment, meaning, job satisfaction, engaging with students, the high status associated with teaching, enjoying other non-monetary rewards, and even enjoyment in the challenges inherent to the teaching practice.*

Notably, each of the statements pertaining to *teaching profession-related intrinsic rewards* resonated strongly with the teacher-respondents. More than nine out of every ten either strongly agreed or agreed with 12 of the 13 statements, while more than eight out of ten either strongly agreed or agreed with the remaining statement. How respondents answered some of these statements will be further discussed in this section.

Table 6.2. Teaching profession-related advantages as motivations for remaining as teachers

Item	Statement (I continue to teach because...)	Percentage of SA/A Responses
7	I believe that teachers have a very important role in improving the country's future.	99
5	I find teaching a very meaningful profession.	98
14	I really enjoy being with students.	98
33	Teaching provides me with the freedom to try out new ideas and techniques.	97
26	My students inspire me to become a better teacher.	97
17	Teaching provides me with a venue to express myself.	97
36	I receive a lot of respect as a teacher.	94
2	I really enjoy my job.	94
3	I find fulfillment in teaching.	94
27	I like the challenges that I experience as a teacher.	94
24	Teaching is what I am really passionate about.	93
29	The people I know treat teaching as a high-status profession.	92
35	Teaching provides me with non-monetary rewards that I cannot get from other occupations.	88

Teachers' contribution to society

Almost all respondents (99%) generally agreed with the statement, "I continue to teach because I believe that teachers have a very important role in improving the country's future." Regardless of sex, school location, and teaching position, teachers continued to teach because of their perceived important roles in society.

As illustrated in Figures 108-110, there were consistently greater proportions of respondents (over 60%) who expressed strong agreement, rather than just agreement, that this was a reason for them to continue teaching. Interestingly as well, males more than females registered a slightly greater proportion of strong agreement, as compared to their female counterparts.

It is likewise worth mentioning that in terms of teaching positions, this sentiment seems stronger among those holding higher career positions. Since reaching higher career positions usually entails longer periods spent in the profession, the findings could suggest that longer periods of staying in teaching solidify the view of the importance of teaching as a contributor to national development (Figure 110).

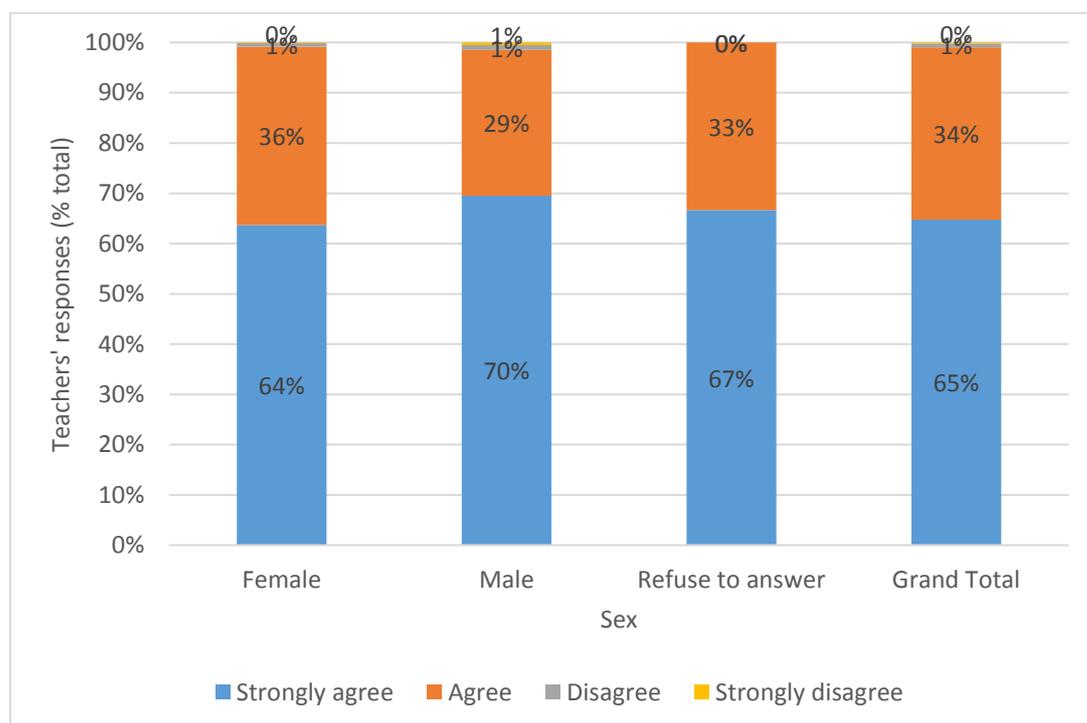


FIGURE 108. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I BELIEVE THAT TEACHERS HAVE A VERY IMPORTANT ROLE IN IMPROVING THE COUNTRY'S FUTURE" VIZ. SEX (N=1,067; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

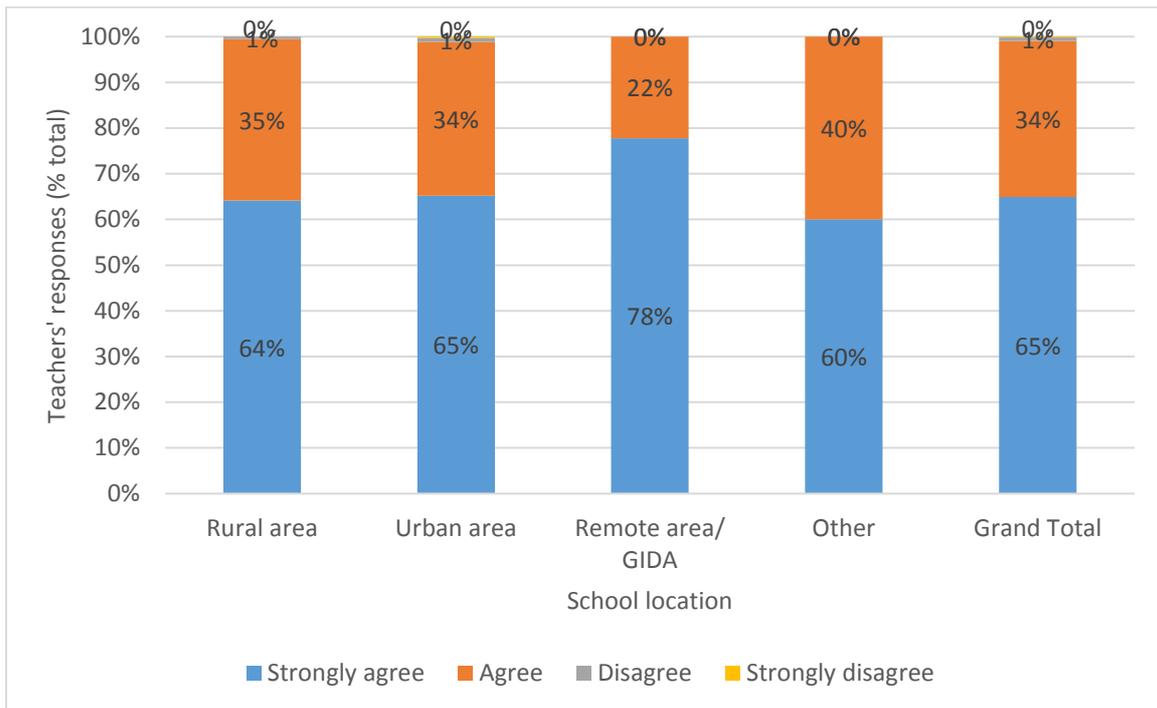


FIGURE 109. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I BELIEVE THAT TEACHERS HAVE A VERY IMPORTANT ROLE IN IMPROVING THE COUNTRY'S FUTURE" VIZ. SCHOOL LOCATION (N=1,063; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

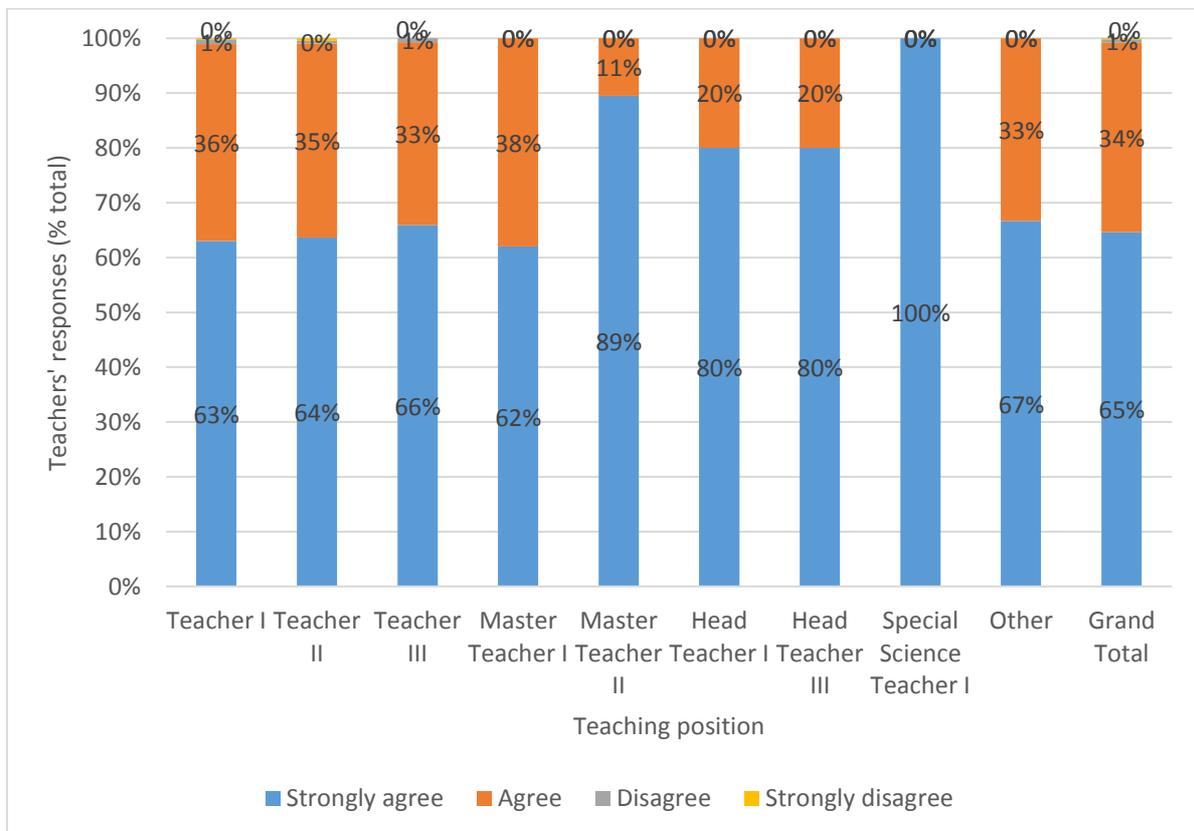


FIGURE 110. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I BELIEVE THAT TEACHERS HAVE A VERY IMPORTANT ROLE IN IMPROVING THE COUNTRY'S FUTURE" VIZ. TEACHING POSITION (N=1,038; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

The same pattern seems to hold when looking at teachers' perceptions vis-à-vis their original course choices and their first jobs. More than 60% of teachers expressed strong agreement that they continued to teach because of perceived important roles of teachers in improving the country's future. While there was still general agreement with the said statement among original educators and career-shifters, notably, slightly greater proportions among those who did not originally choose Education as a course and those that were career shifters, or those who were not originally teachers, expressed strong agreement compared to their counterparts (See Figures 111-112).

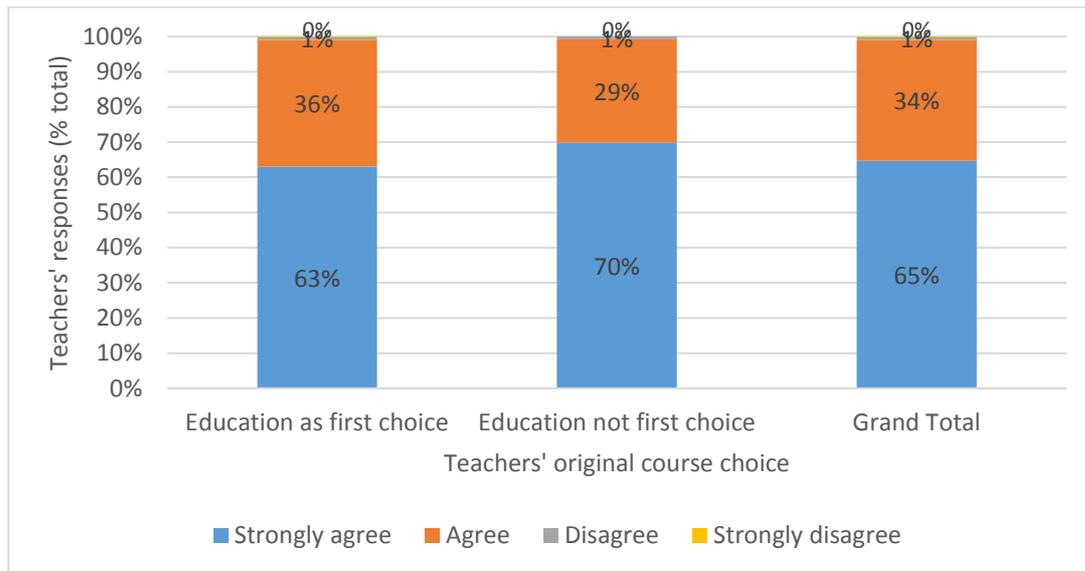


FIGURE 111. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I BELIEVE THAT TEACHERS HAVE A VERY IMPORTANT ROLE IN IMPROVING THE COUNTRY'S FUTURE" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,070; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

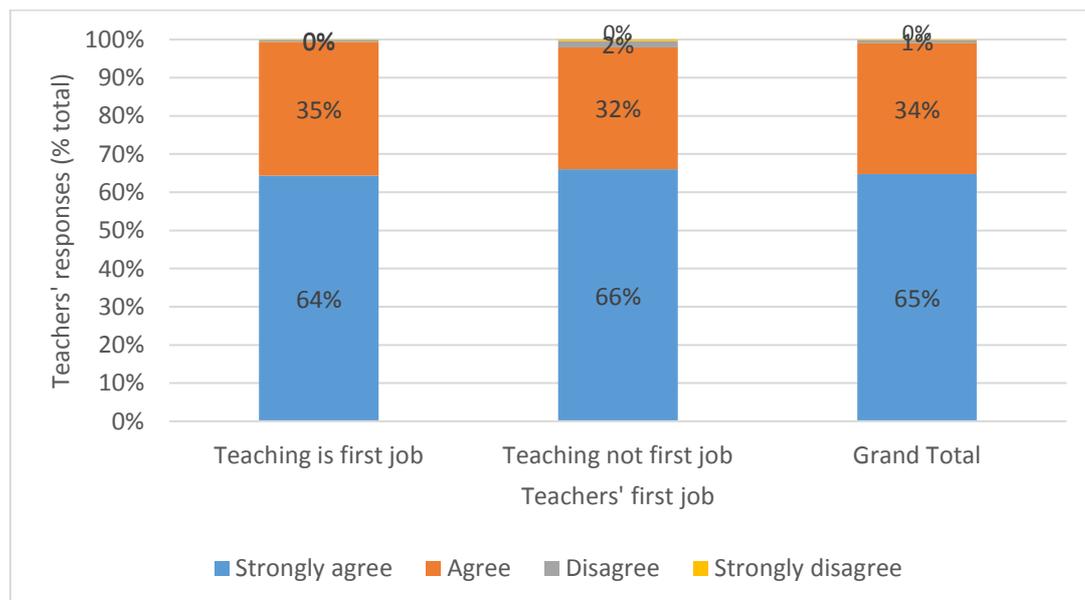


FIGURE 112. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I BELIEVE THAT TEACHERS HAVE A VERY IMPORTANT ROLE IN IMPROVING THE COUNTRY'S FUTURE" VIZ. TEACHERS' FIRST JOB (N=1,072; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Meaning, fulfillment, job satisfaction, and passion

Teachers likewise said that they continued to teach because they derived fulfillment, meaning and satisfaction in their jobs as teachers. Even challenges that they experienced could be construed as having intrinsic values, as some teachers are motivated by these challenges. As Table 6.3 shows, around nine of every ten teachers generally agreed with statements related to intrinsic drivers related to meaning, fulfillment, job satisfaction, and passion.

Table 6.3. Teaching profession-related advantages: Finding meaning, fulfillment and job satisfaction

Item	Statement (I continue to teach because...)	Percentage of SA/A Responses
5	I find teaching a very meaningful profession.	98
2	I really enjoy my job.	94
3	I find fulfillment in teaching.	94
27	I like the challenges that I experience as a teacher.	94
24	Teaching is what I am really passionate about.	93

Among all statements, finding meaning in teaching was among those that almost all (98%) of the teachers agreed with. Looking at the responses across demographic variables such as sex, location, and teaching position, teachers consistently agreed with the statement, *“I continue to teach because I find teaching a very meaningful profession.”* Across these three demographic variables, proportions of those who expressed strong agreement with the said statement were consistently high, at more than 50% of those who registered agreement. Relatively high proportions of agreement could be taken to mean that indeed, finding meaning in the teaching profession was a strong motivation for teachers to continue teaching (See Figures 113-115).

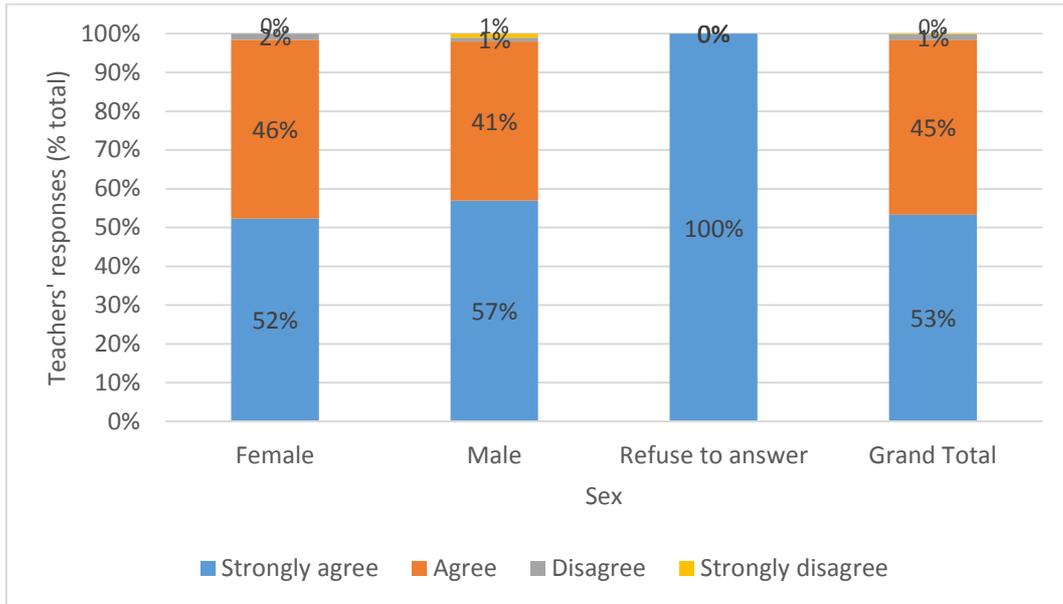


FIGURE 113. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FIND TEACHING A VERY MEANINGFUL PROFESSION" VIZ. SEX (N=1,071; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

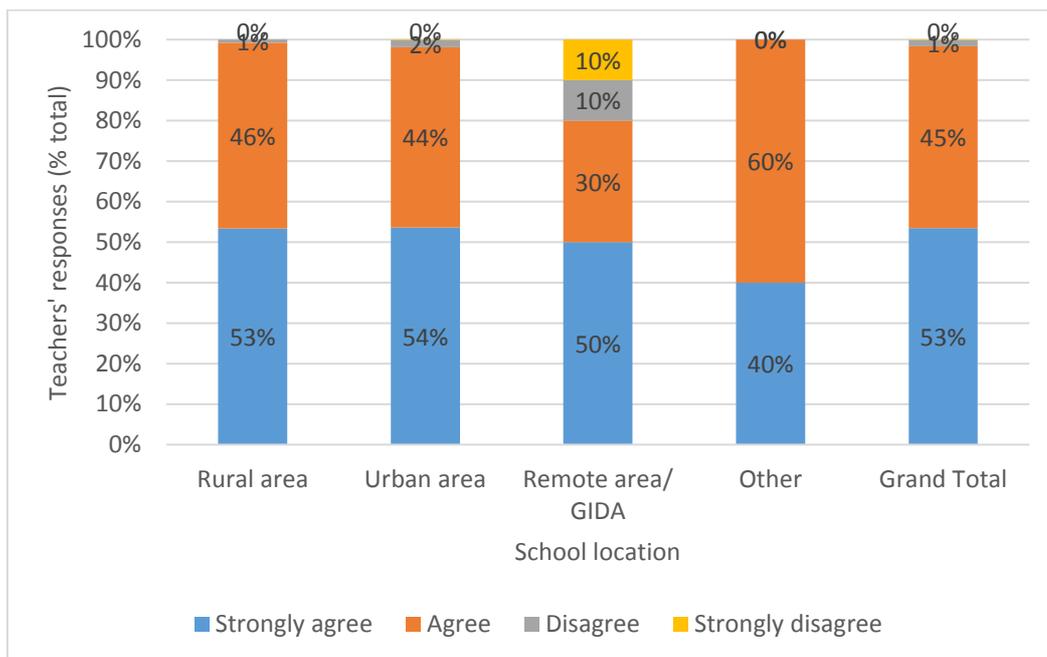


FIGURE 114. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FIND TEACHING A VERY MEANINGFUL PROFESSION" VIZ. SCHOOL LOCATION (N=1,067; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

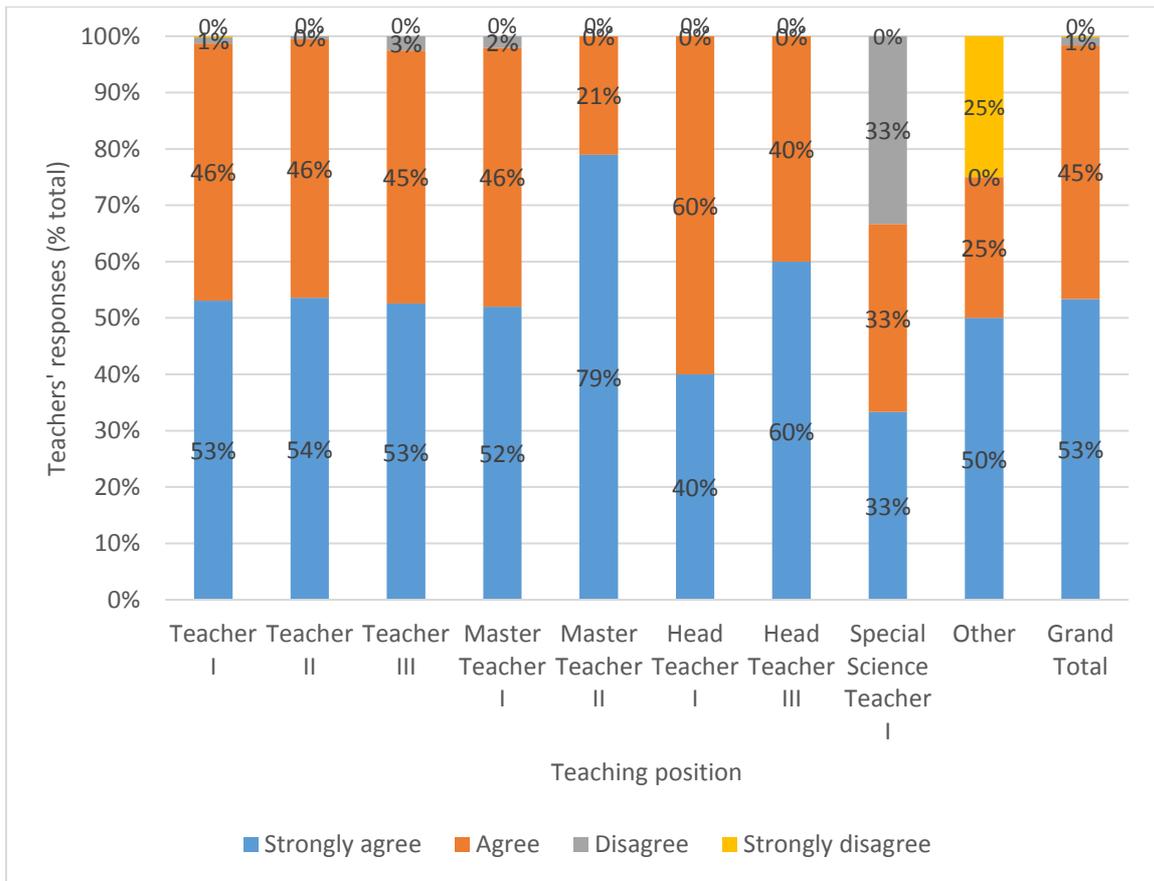


FIGURE 115. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FIND TEACHING A VERY MEANINGFUL PROFESSION" VIZ. TEACHING POSITION (N=1,040; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Likewise, whether or not teachers chose Education as their original course, and whether or not teachers' first jobs were as teachers, they continued to teach because they found teaching a meaningful profession (See Figures 116-117).

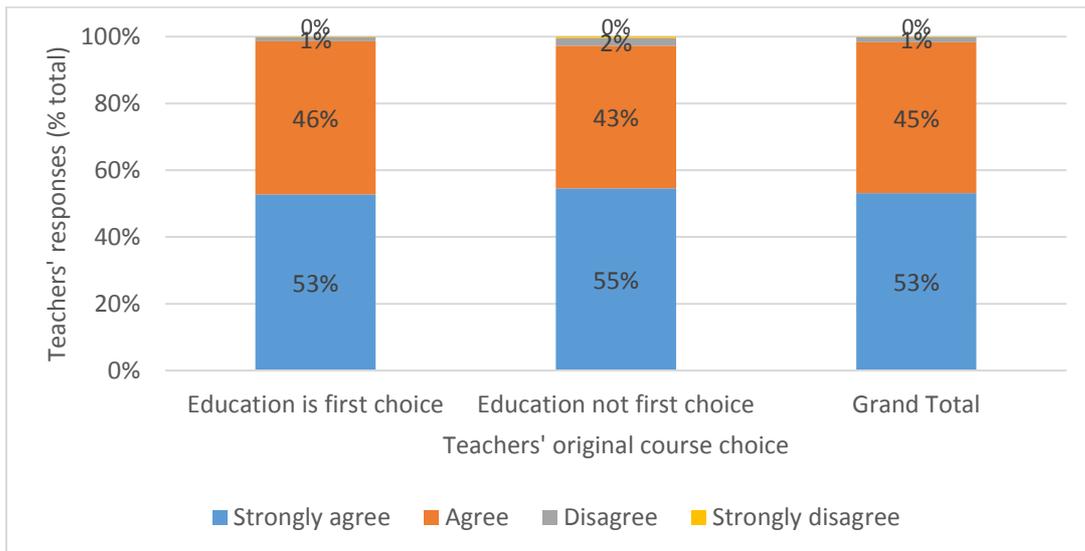


FIGURE 116. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FIND TEACHING A VERY MEANINGFUL PROFESSION" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,074; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

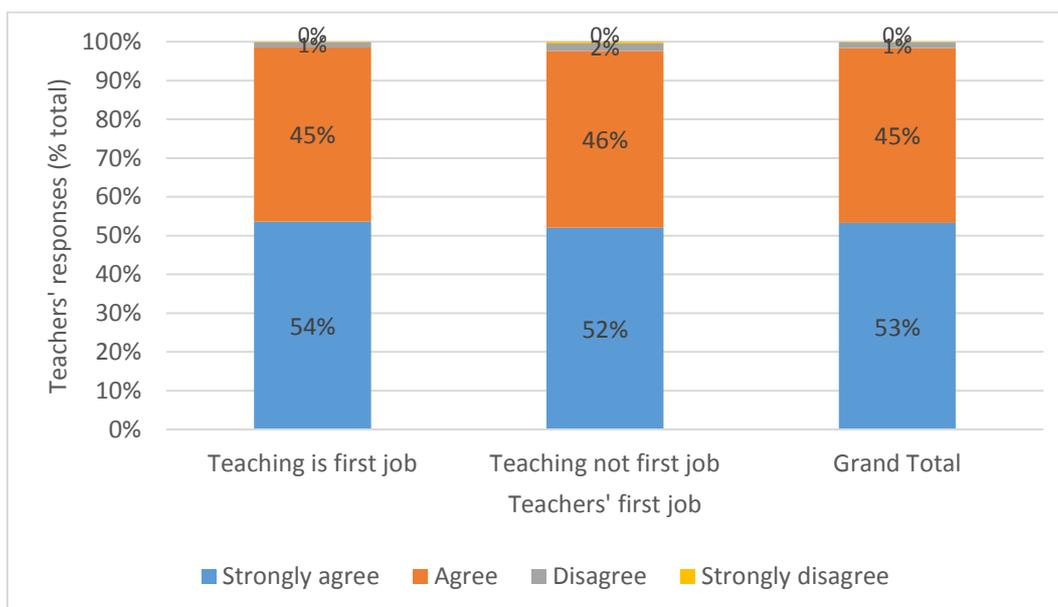


FIGURE 117. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FIND TEACHING A VERY MEANINGFUL PROFESSION" VIZ. TEACHERS' FIRST JOB (N=1,076; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Also interesting is how 94% of teachers generally agreed with the statement, "I continue to teach because I like the challenges that I experience as a teacher." Again, while a slightly greater proportion of female teachers agreed that this was the case, slightly more males expressed stronger agreement that they continued to teach because they liked challenges inherent to teaching (See Figure 118).

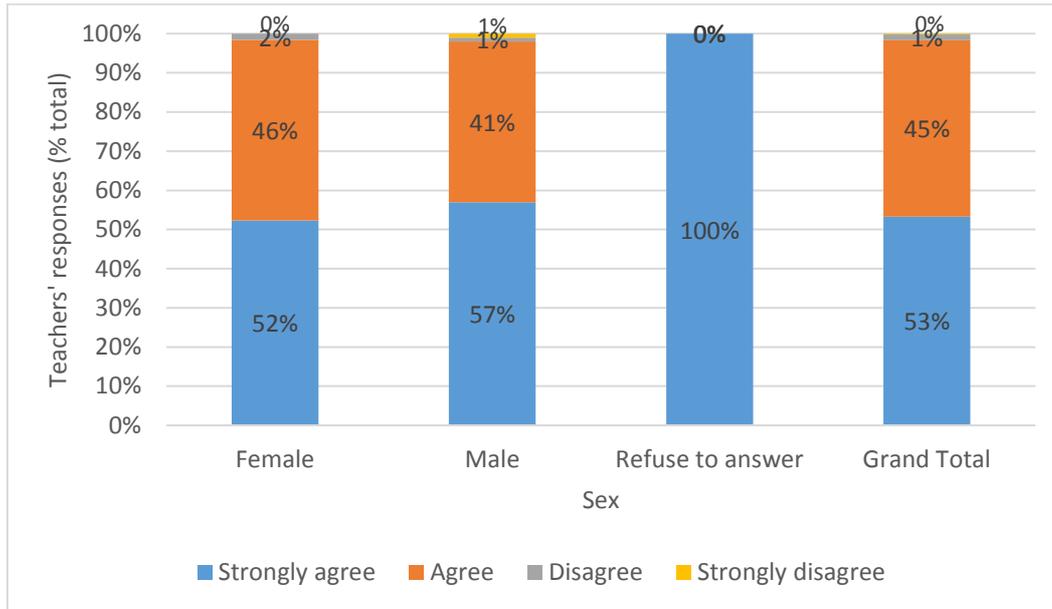


FIGURE 118. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I LIKE THE CHALLENGES THAT I EXPERIENCE AS A TEACHER" VIZ. SEX (N=1,071; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

In terms of location, there seems to be no difference in the responses of those from rural and urban areas. However, compared with respondents from rural and urban areas, among the few respondents from remote areas, a greater proportion (20%) generally disagreed that they continue to teach because they liked the challenges they experienced as teachers (See Figure 119).

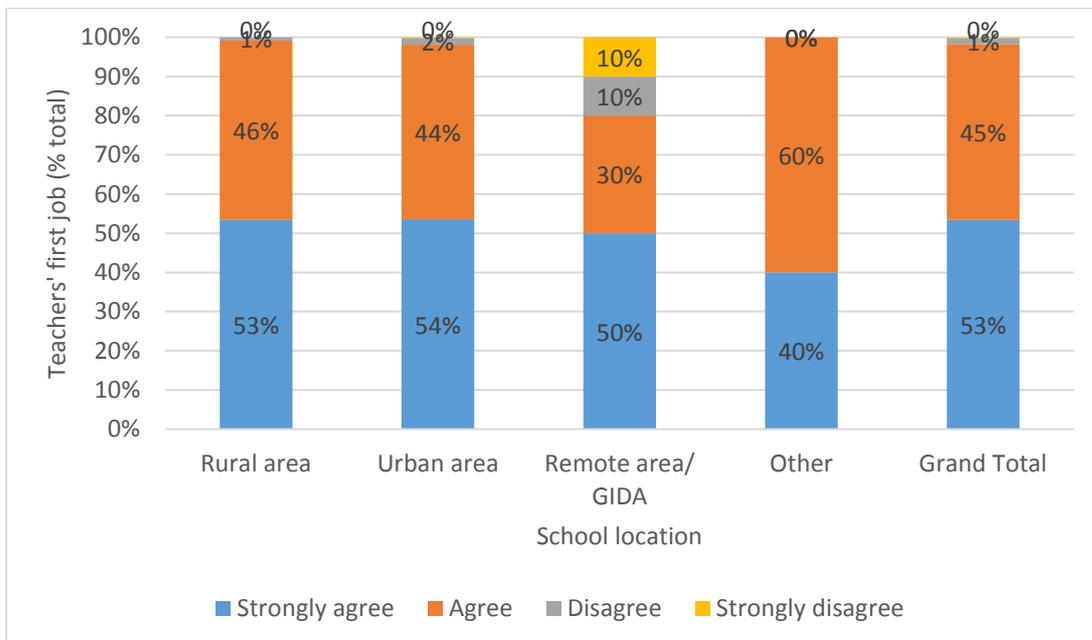


FIGURE 119. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I LIKE THE CHALLENGES THAT I EXPERIENCE AS A TEACHER" VIZ. SCHOOL LOCATION (N=1,067; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Across different teaching positions, teachers generally agreed that the challenges they experienced encouraged them to keep on teaching. While there were only a few Master Teachers who responded to the survey, they registered a higher proportion of strong agreement with the said statement (See Figure 120).

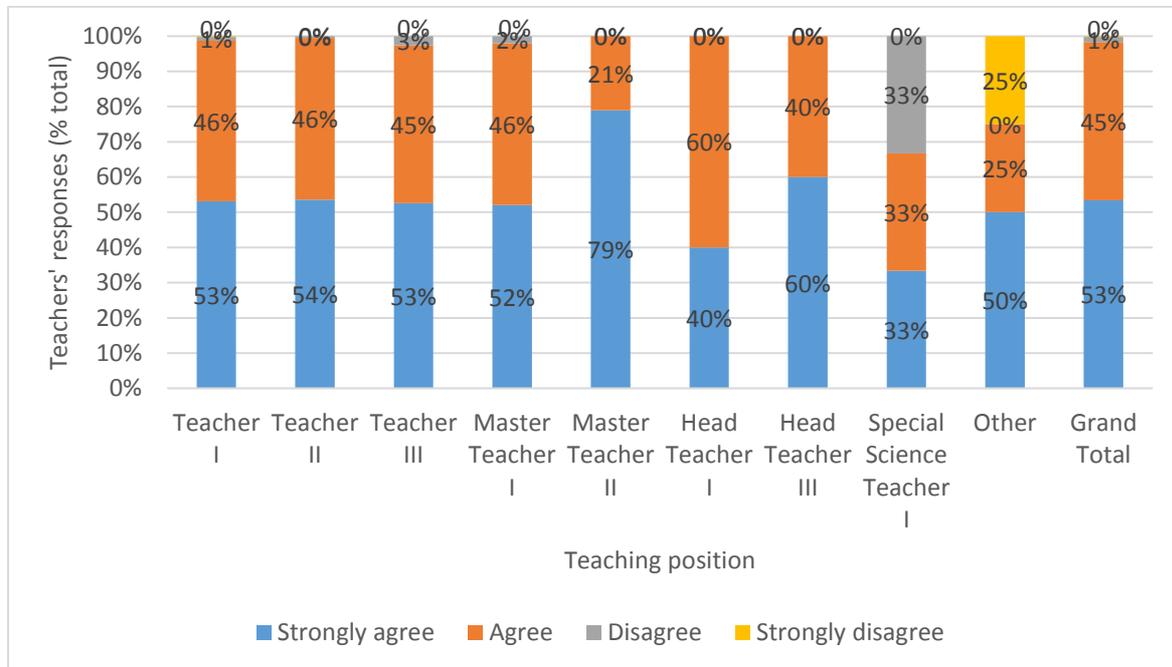


FIGURE 120. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I LIKE THE CHALLENGES THAT I EXPERIENCE AS A TEACHER" VIZ. TEACHING POSITION (N=1,040; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Another element that is worth looking at is the classroom set-up that teachers face: whether they teach in monograde or multigrade classroom set-ups. It should be noted that significantly more respondents (95% of all respondents) handle monograde classroom set-ups. Nevertheless, it seems that there were only slight differences when it came to the proportion of responses of monograde teachers and those handling multigrade classes. Among teachers handling multigrade set-ups, almost all teachers said that they continued to teach because of the challenges they experienced as teachers. There is a greater proportion of teachers handling multigrade set-ups, however, who expressed stronger agreement that this was why they continued to teach (See Figure 121).

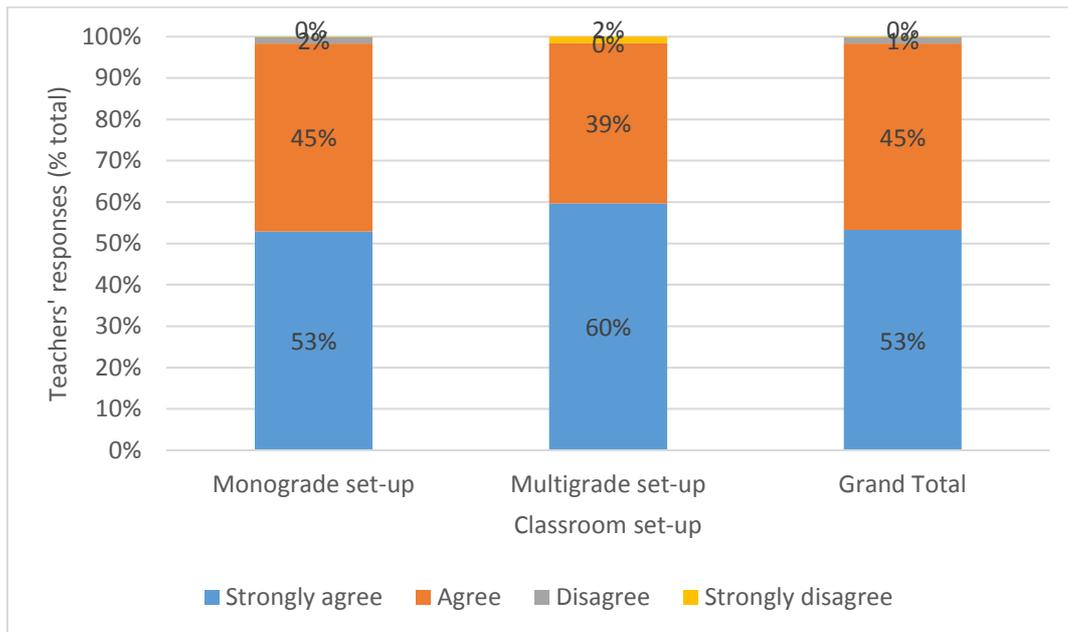


FIGURE 121. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I LIKE THE CHALLENGES THAT I EXPERIENCE AS A TEACHER" VIZ. CLASSROOM SET-UP (N=1,075; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Meanwhile, looking at the responses of teachers who chose Education as their course of choice and those who did not, there seemed to be no considerable differences in their responses. Generally, both categories of teachers agreed that they continued to teach because of the challenges they experienced. There was, however a slightly higher proportion of those who did not originally choose Education who expressed stronger agreement.

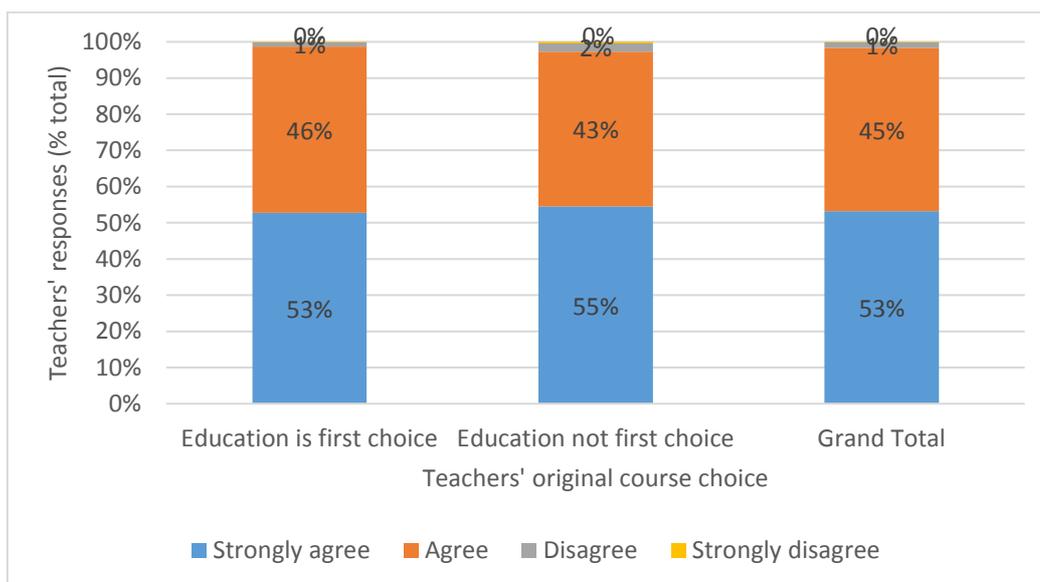


FIGURE 122. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I LIKE THE CHALLENGES THAT I EXPERIENCE AS A TEACHER" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,074; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Finally, comparing responses of teachers who were originally teachers and those who shifted careers, a slightly greater proportion of the former agreed that they continued to teach because they liked the challenges they experienced as teachers (See Figure 123).

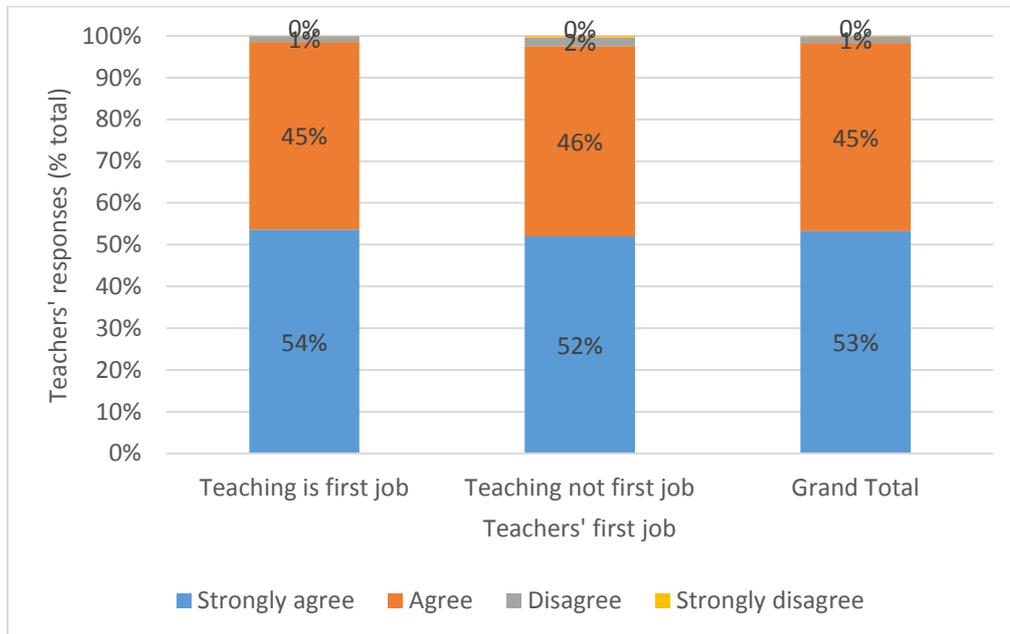


FIGURE 123. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I LIKE THE CHALLENGES THAT I EXPERIENCE AS A TEACHER" VIZ. TEACHERS' FIRST JOB (N=1,076; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Also important in the discussion of teachers' intrinsic motivations is the element of *passion*. Throughout different interviews, passion was repeatedly mentioned as a reason why teachers remained teaching, even despite challenges that they encountered. Looking at the responses to the statement, "I continue to teach because teaching is what I am really passionate about," 93% generally agreed with the statement. Across the demographic variables sex, location, and teaching position, around nine of every ten teachers consistently agreed that passion was a reason for continuing to teach (See Figures 124-126).

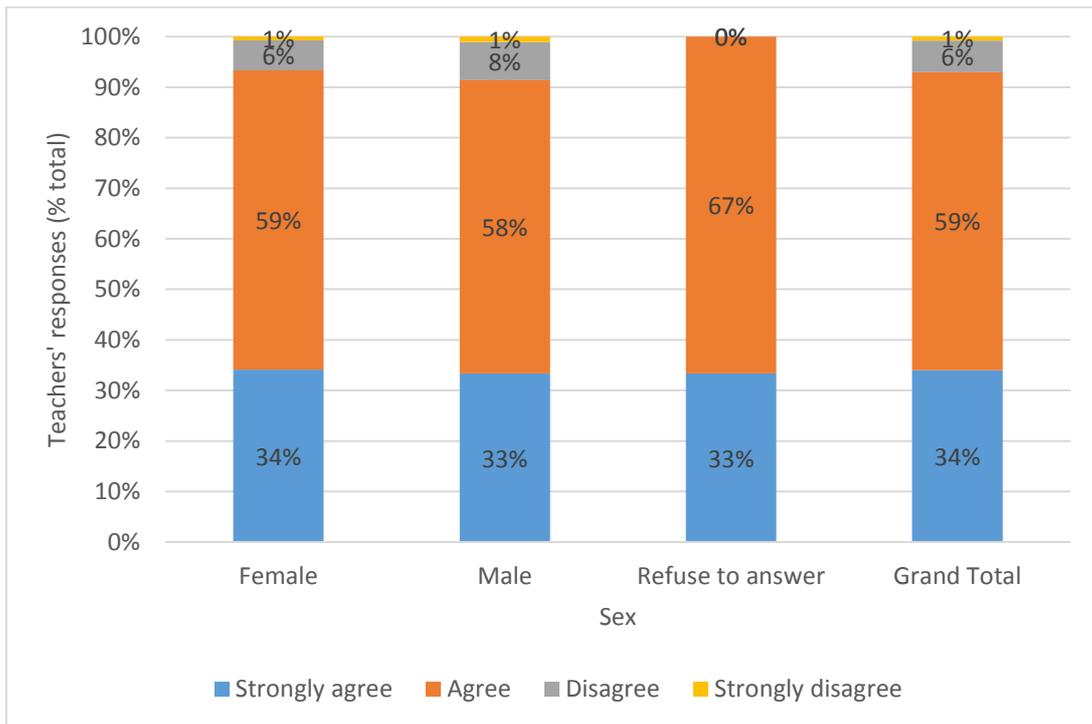


FIGURE 124. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS WHAT I AM REALLY PASSIONATE ABOUT" VIZ. SEX (N=1,054)

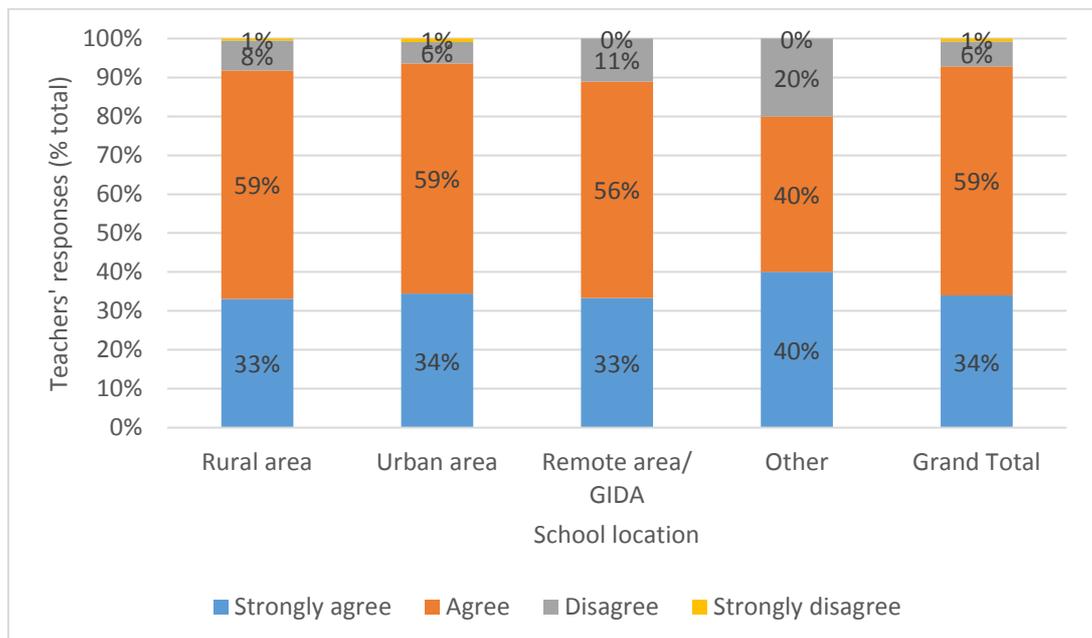


FIGURE 125. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS WHAT I AM REALLY PASSIONATE ABOUT" VIZ. SCHOOL LOCATION (N=1,051; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

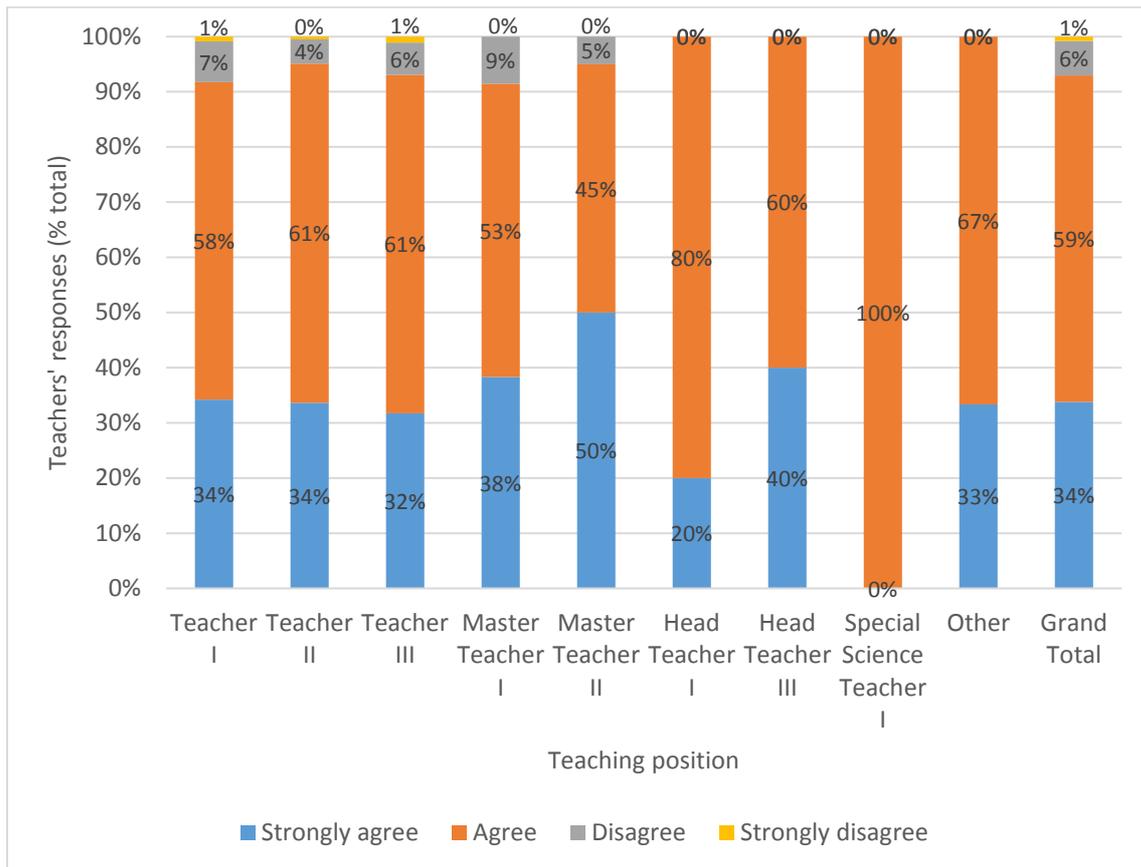


FIGURE 126. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS WHAT I AM REALLY PASSIONATE ABOUT" VIZ. TEACHING POSITION (N=1,024; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Meanwhile, teachers whose first course choice was Education and those who were originally teachers by profession registered a slightly higher proportion of agreement that their passion for teaching encouraged them to continue teaching, as compared to their counterparts who shifted courses, or who shifted tracks from other fields. This could lend to the insight that being intentional about their course choice, as well as in the career paths they chose, could stem from an early awareness of teaching as their passion (See Figures 127-128).

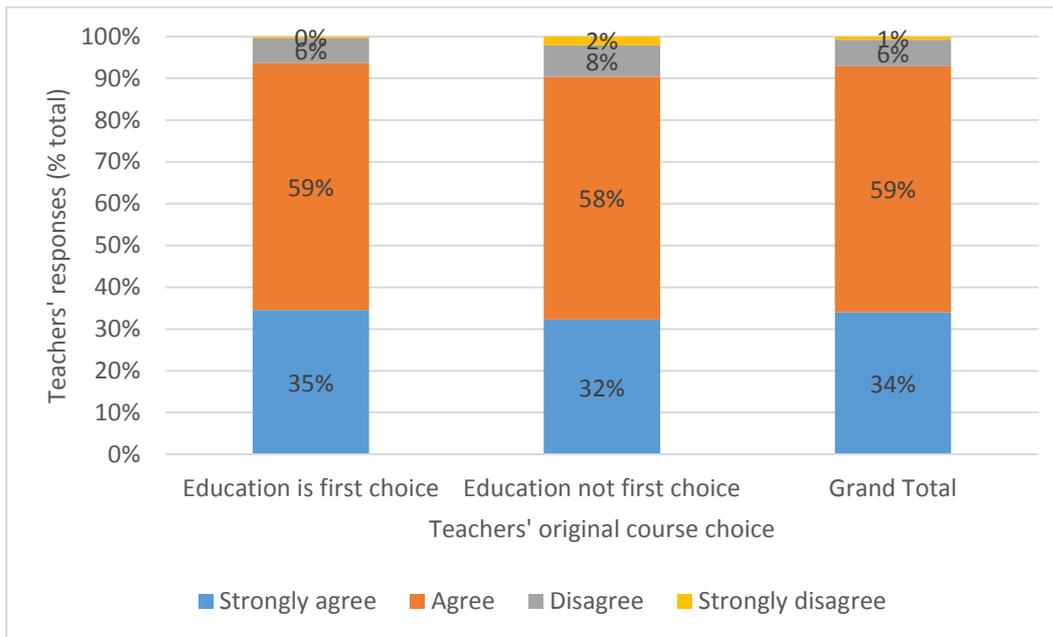


FIGURE 127. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS WHAT I AM REALLY PASSIONATE ABOUT" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,058; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

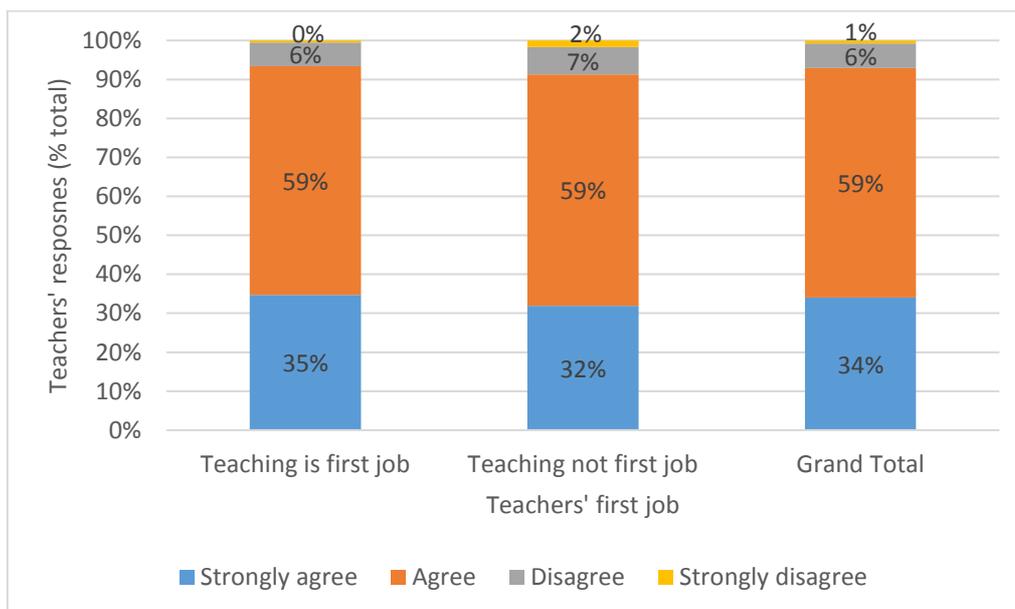


FIGURE 128. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING IS WHAT I AM REALLY PASSIONATE ABOUT" VIZ. TEACHERS' FIRST JOB (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Respect and the status of teachers

Also among the intrinsic drivers why teachers continue to teach are considerations regarding respect accorded to teachers, as well as the status of the teaching profession. As with most of the statements pertaining to *teaching profession-related intrinsic advantages*, more than nine of every ten teachers confirmed that they continued to teach because of the respect they receive as teachers (94%) and because of the high status of the profession (92%). The statement “*I continue to teach because I receive a lot of respect as a teacher*” consistently generated high proportions of agreement regardless of sex, location, and teaching position.

In terms of sex, while slightly more females generally agreed that they continued to teach because of the respect that they receive as teachers, a slightly greater proportion of males expressed stronger agreement with the said statement (See Figure 129).

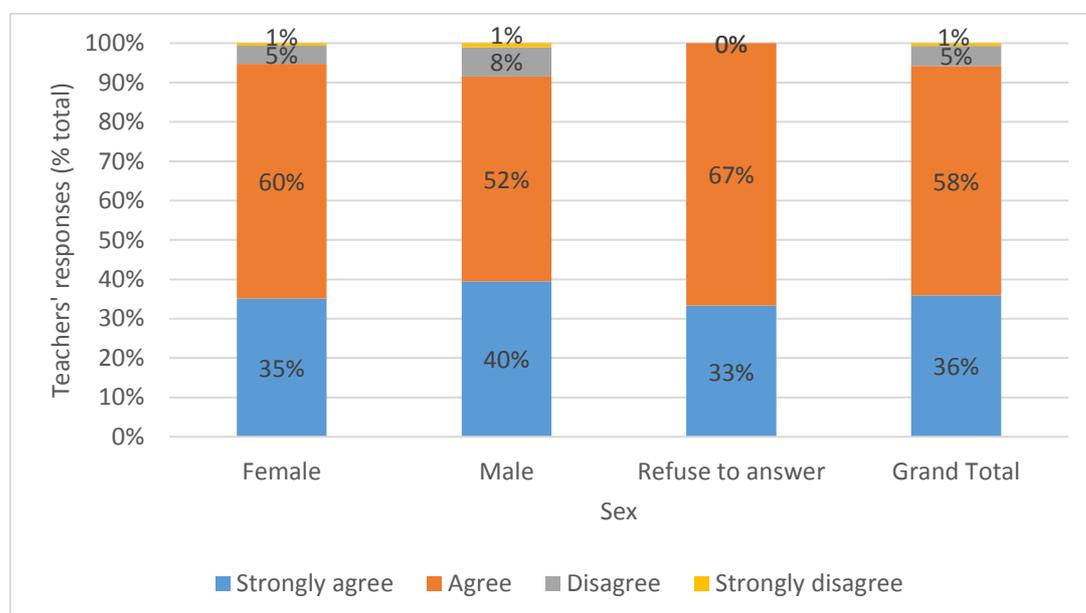


FIGURE 129. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I RECEIVE A LOT OF RESPECT AS A TEACHER” VIZ. SEX (N=1,049)

While teachers in remote areas make up a small percentage of respondents, it is worth noting that compared with their counterparts in both urban and rural areas, those in remote areas registered slightly lower proportions of agreement that they continue to teach because of the respect that teachers receive (See Figure 130).

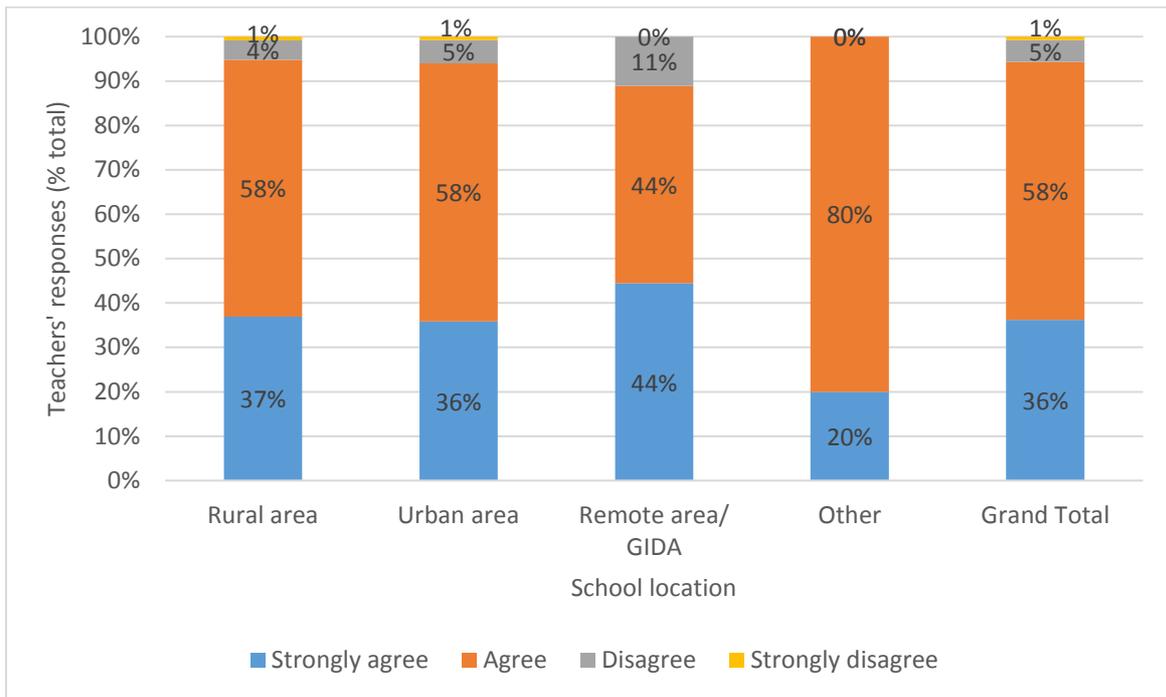


FIGURE 130. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I RECEIVE A LOT OF RESPECT AS A TEACHER" VIZ. SCHOOL LOCATION (N=1,046)

In terms of teaching position, there were consistently high proportions of agreement across all teachers that they continue to teach because of the respect that they receive as teachers. While percentages remained quite small, a greater number of teachers holding relatively more junior positions, such as Teachers I to III, tended to disagree with the statement (See Figure 131).

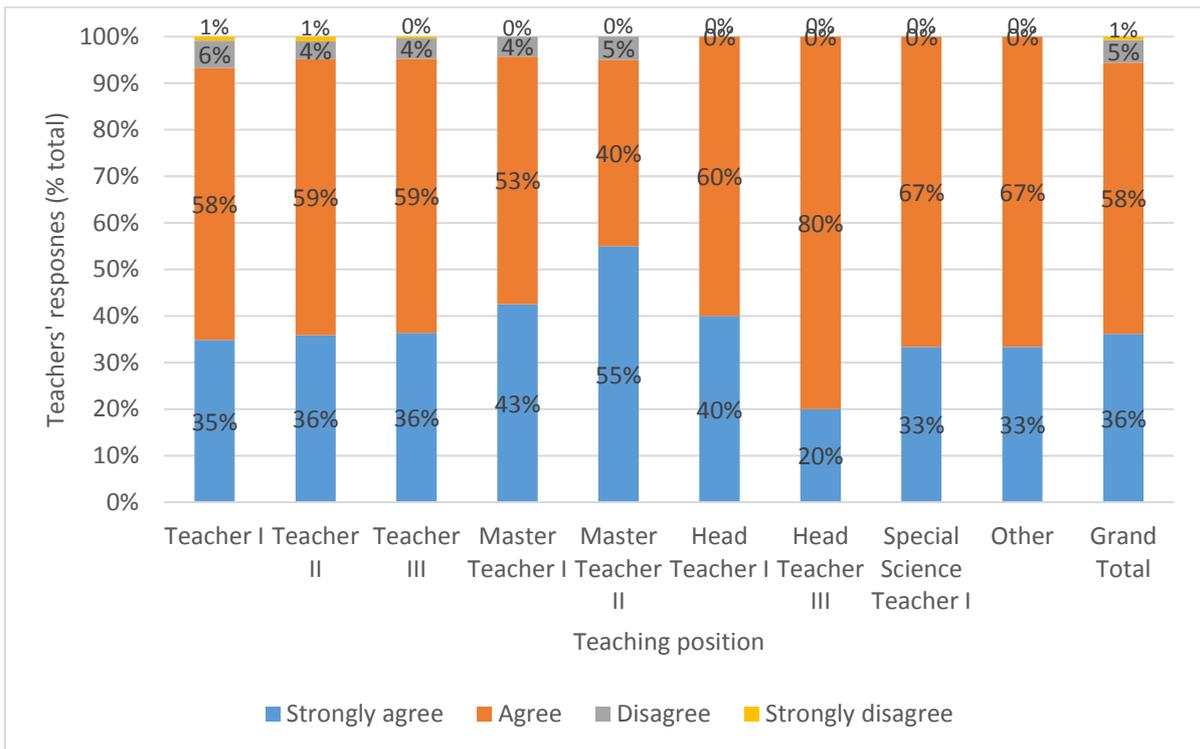


FIGURE 131. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I RECEIVE A LOT OF RESPECT AS A TEACHER” VIZ. TEACHING POSITION (N=1,020; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Looking at the responses in terms of teachers’ course choices and first jobs, slightly greater proportions of teachers whose first choice were Education-related courses and teachers who had teaching as their first jobs agreed that they continued to teach because of the respect that they receive as teachers (See Figure 132-133).

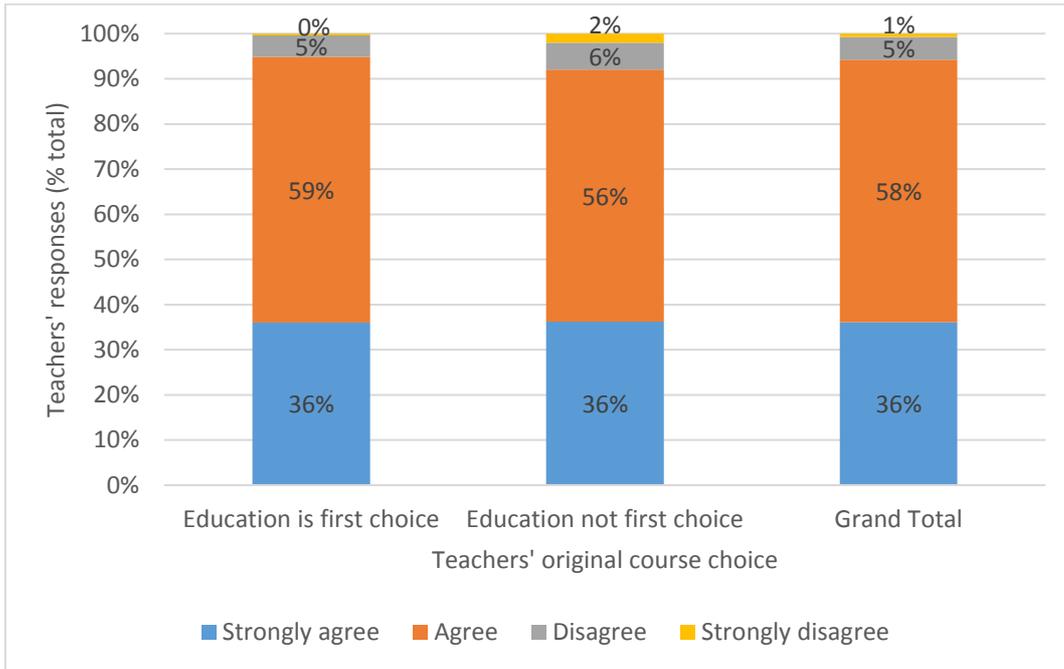


FIGURE 132. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I RECEIVE A LOT OF RESPECT AS A TEACHER" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,053; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

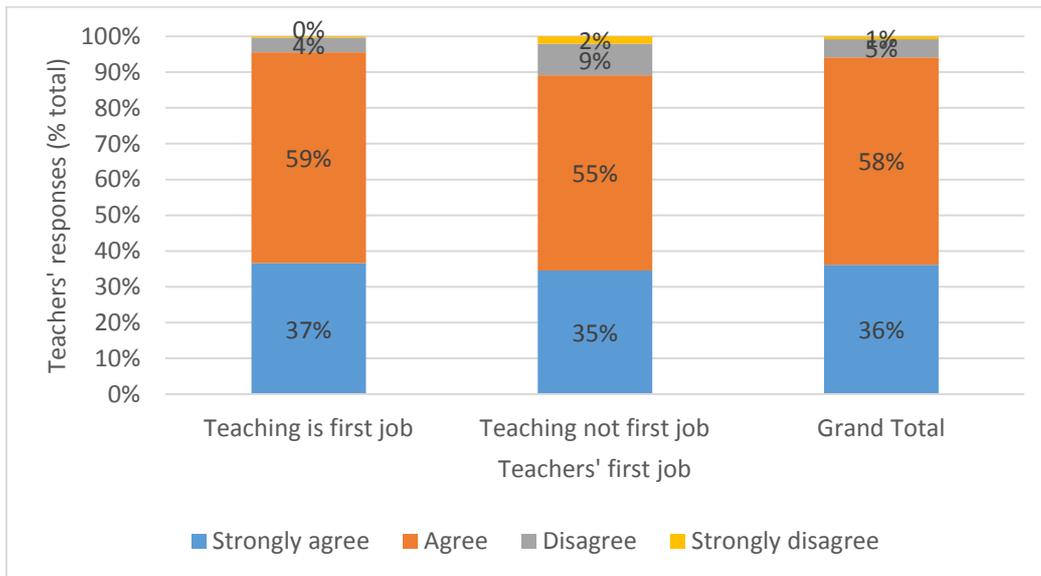


FIGURE 133. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I RECEIVE A LOT OF RESPECT AS A TEACHER" VIZ. TEACHERS' FIRST JOB (N=1,055; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Students

Another important point for discussion when it comes to *teaching profession-related intrinsic* rewards is what can be considered as the core of the teaching profession: Students. While another component of intrinsic motivation—*commitment to the profession*—covered *concern for students*, this involved teachers giving of themselves to students. *Teaching profession-related intrinsic rewards* focus on how teachers are motivated to stay because of the inherent enjoyment and inspiration they derive from their various interactions with their students.

Nearly all respondents (98%) generally agreed with the statement “*I continue to teach because I really enjoy being with students.*” Across the demographic variables sex, location, and teaching position, teachers likewise consistently expressed agreement that they continued to teach because of the enjoyment that they derived in being with their students. As also evident in the previous discussions, while generally, males and females agreed with the statement, a slightly higher proportion of males as compared to females expressed strong agreement that enjoyment in being with students was their reason for continuing to teach (See Figure 134).

While teachers from different school locations generally agreed that they continued to teach because of the students, compared to teachers from rural and urban areas, there was a slightly lower proportion of teachers from remote areas who agreed that this was the case (See Figure 135).

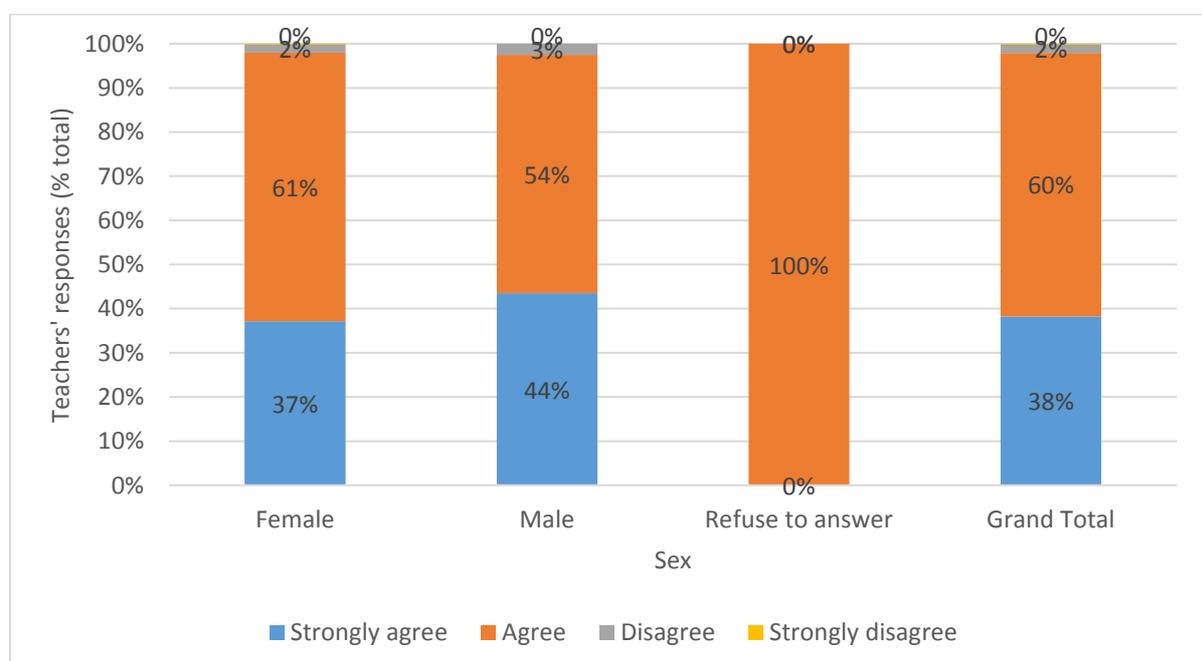


FIGURE 134. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I REALLY ENJOY BEING WITH STUDENTS” VIZ. SEX (N=1,056; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

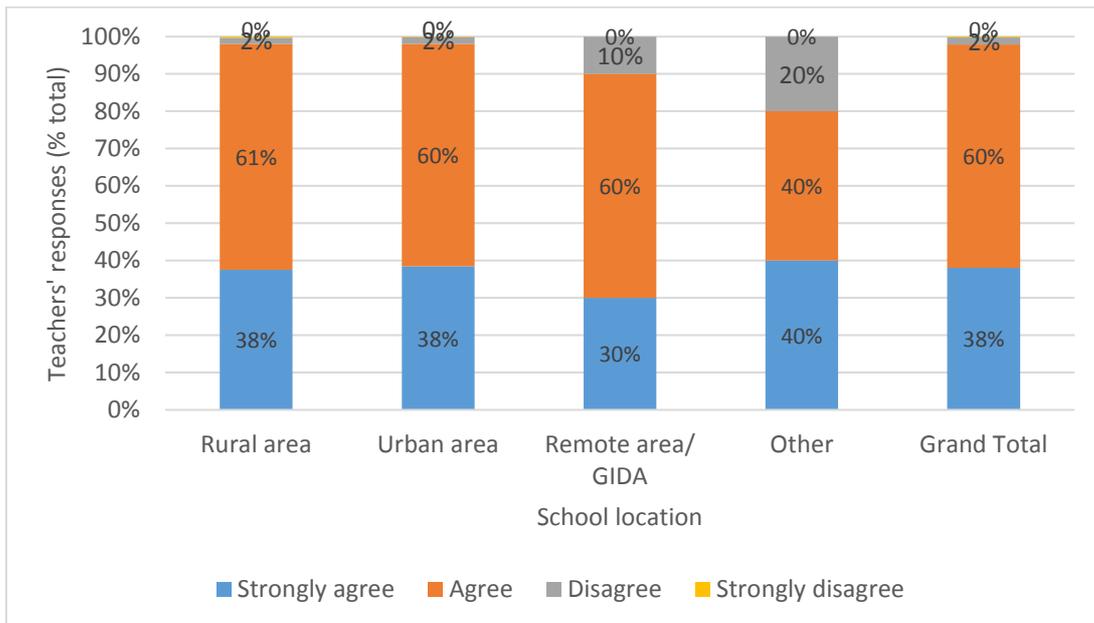


FIGURE 135. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I REALLY ENJOY BEING WITH STUDENTS" VIZ. SCHOOL LOCATION (N=1,053; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Across different positions, teachers also registered high proportions of agreement that the enjoyment they derived from students was a reason for them to continue teaching. While there were only a few Special Science Teachers and Master Teachers II who responded to the survey, they notably expressed stronger agreement with the statement (See Figure 136).

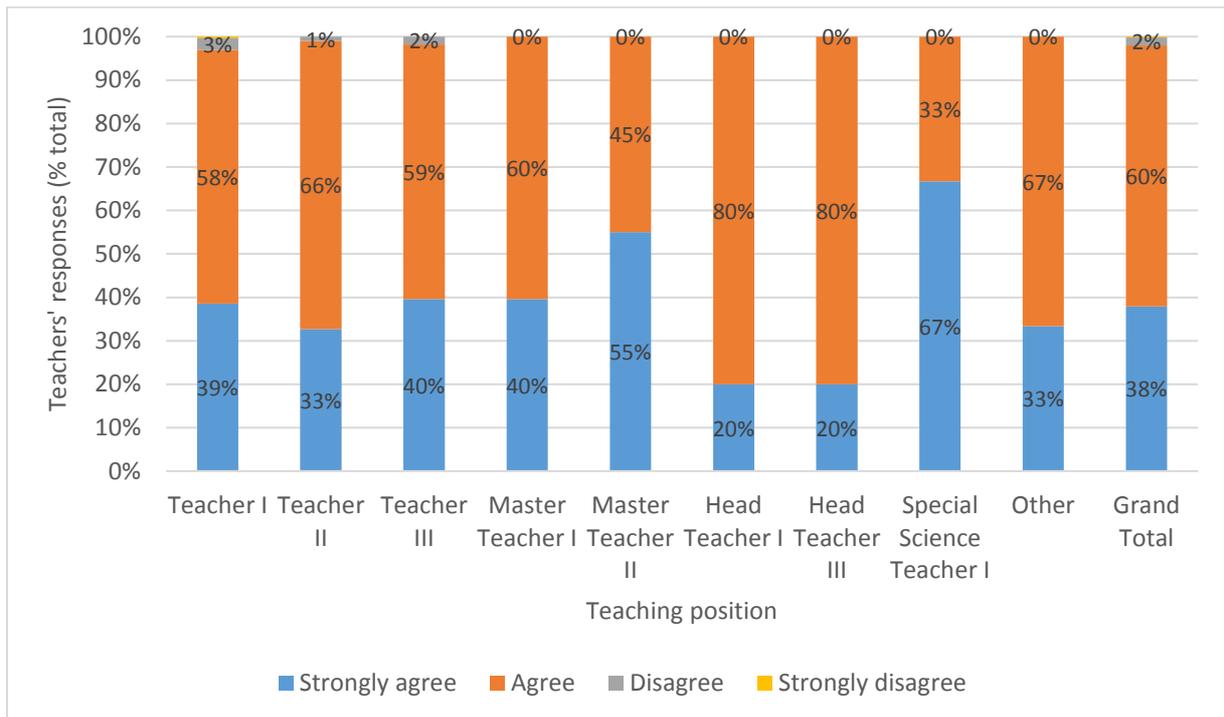


FIGURE 136. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I REALLY ENJOY BEING WITH STUDENTS” VIZ. TEACHING POSITION (N=1,026; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Meanwhile, as shown in Figures 137-138, almost all teachers, regardless of their original course choice and first jobs, continued to teach because of their students. Teachers whose first jobs were as teachers generally tended to strongly agree that enjoyment in being with students was a reason for them to continue teaching, compared with their counterparts who were not originally teachers.

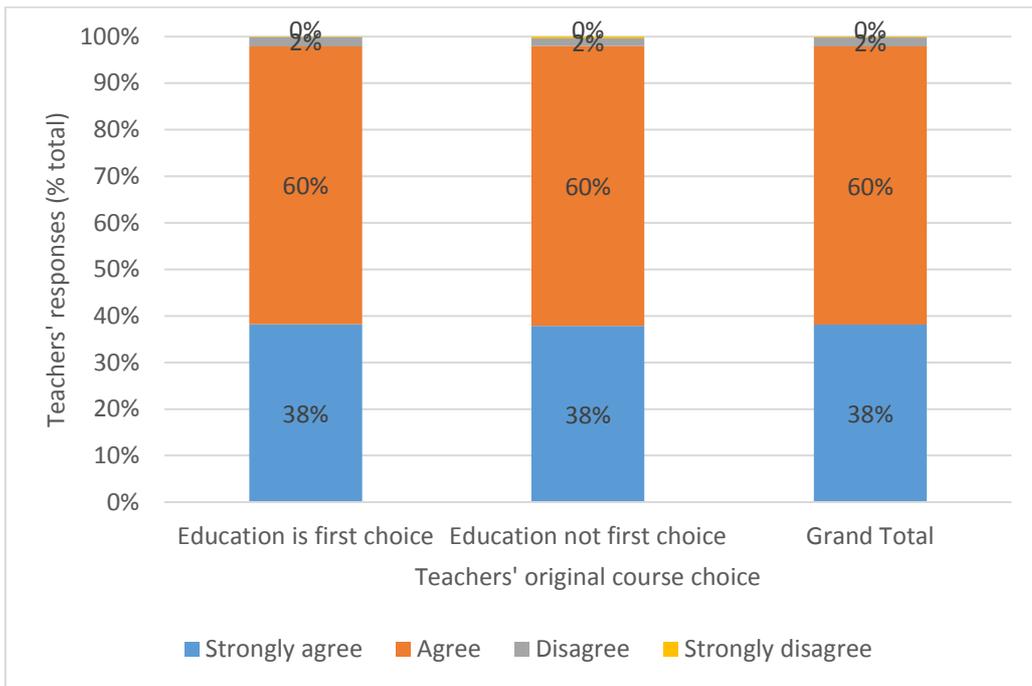


FIGURE 137. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I REALLY ENJOY BEING WITH STUDENTS" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

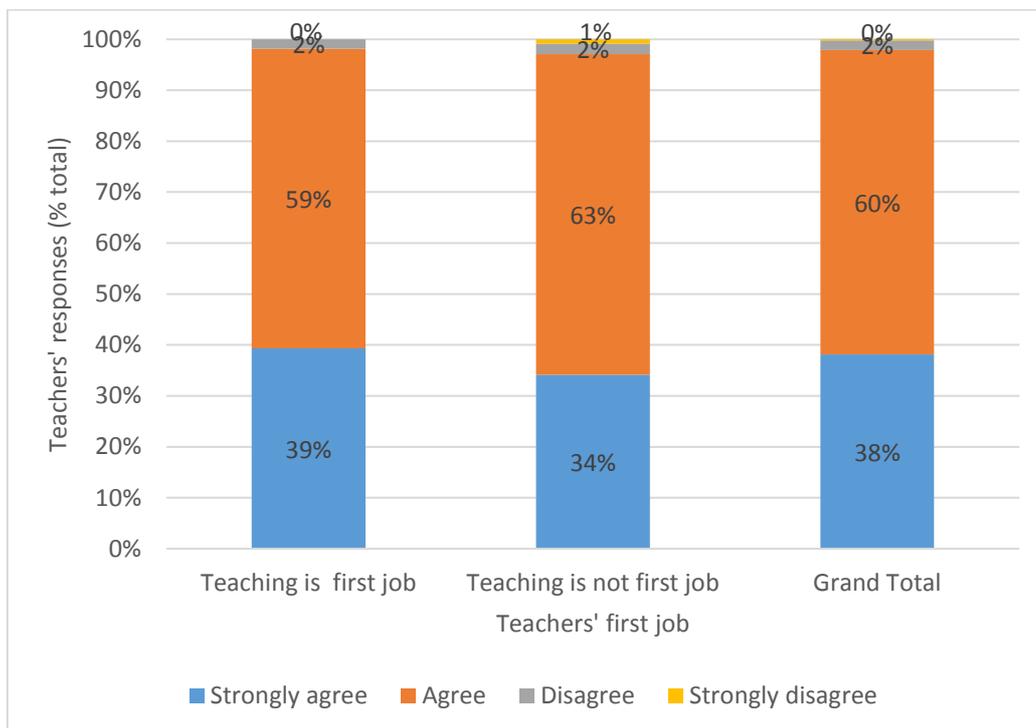


FIGURE 138. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I REALLY ENJOY BEING WITH STUDENTS", VIZ. TEACHERS' FIRST JOB (N=1,062; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Finally, teachers also registered high agreement with the statement “*I continue to teach because my students inspire me to become a better teacher.*” This remained consistent across teachers of different sexes, school locations, and teaching positions (See Figures 139-141).

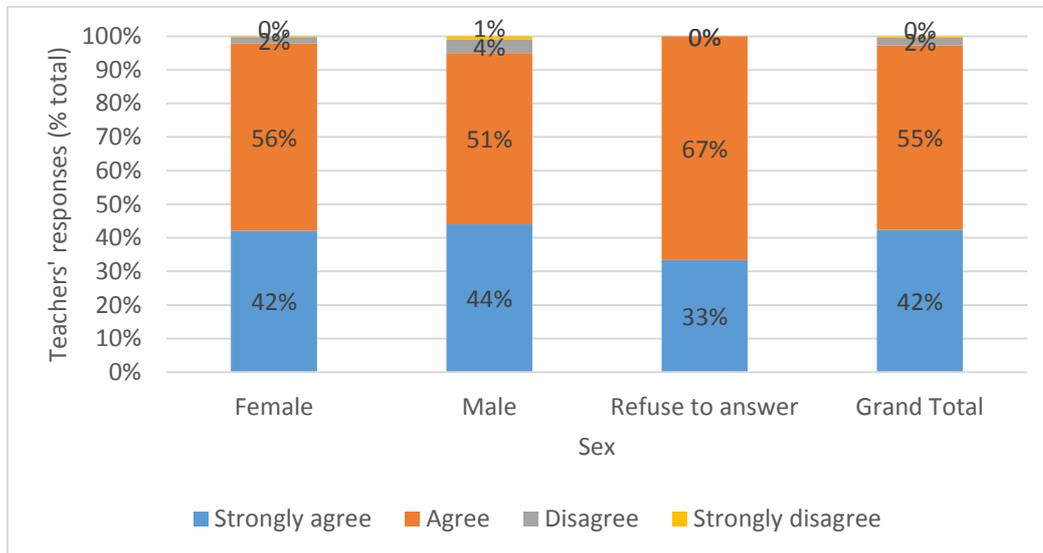


FIGURE 139. TEACHERS’ PERCEPTIONS TOWARDS THE STATEMENT “I CONTINUE TO TEACH BECAUSE MY STUDENTS INSPIRE ME TO BECOME A BETTER TEACHER”, VIZ. SEX (N=1,054; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

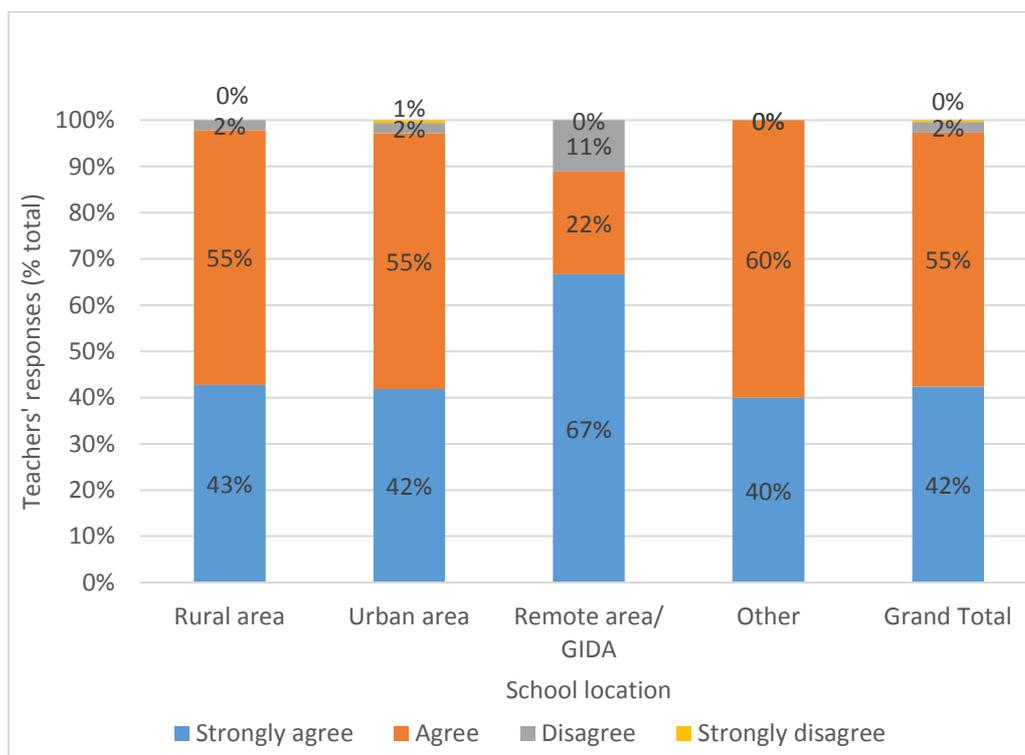


FIGURE 140. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE MY STUDENTS INSPIRE ME TO BECOME A BETTER TEACHER” VIZ. SCHOOL LOCATION (N=1,052; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

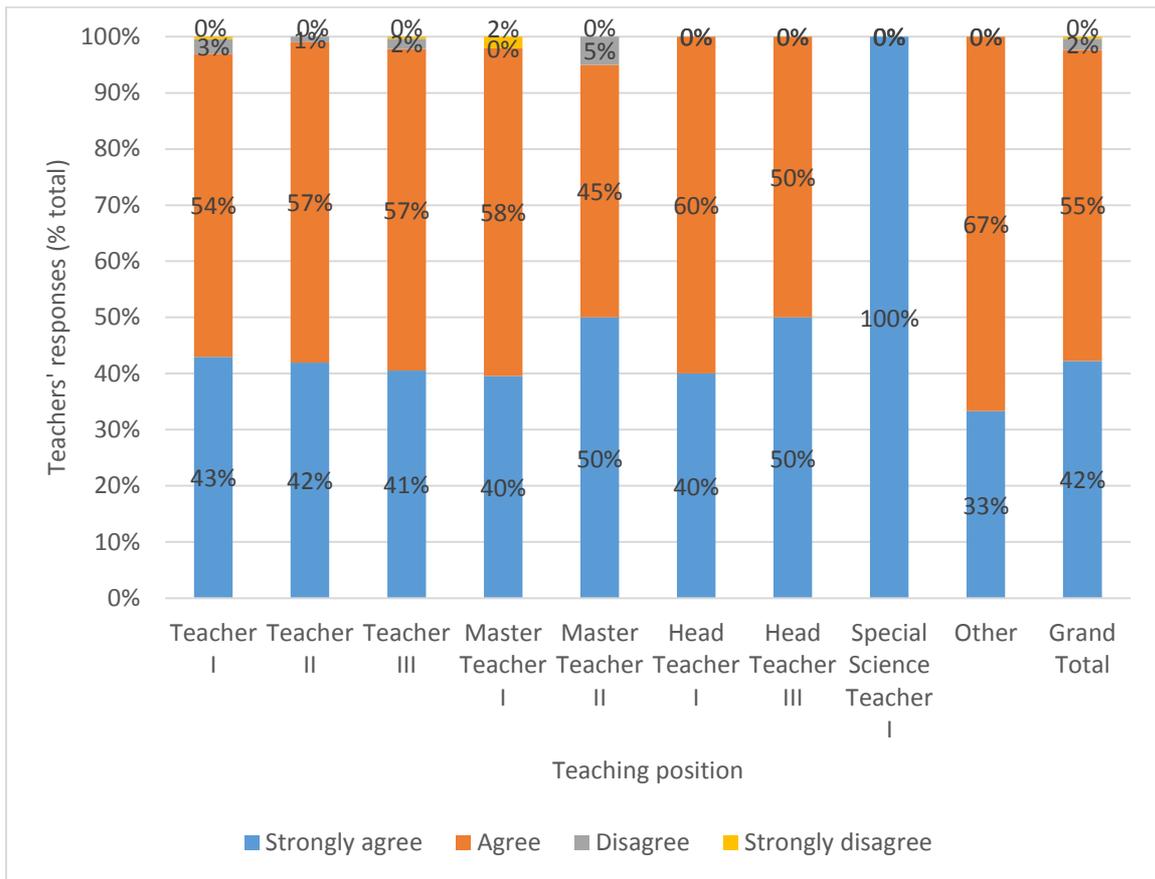


FIGURE 141. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY STUDENTS INSPIRE ME TO BECOME A BETTER TEACHER" VIZ. TEACHING POSITION (N=1,025; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

While teachers who originally chose Education courses registered slightly higher proportions of agreement compared with those who did not originally choose Education, a slightly higher proportion of the latter expressed stronger agreement that they continue to teach because students inspire them to become better teachers (See Figure 142).

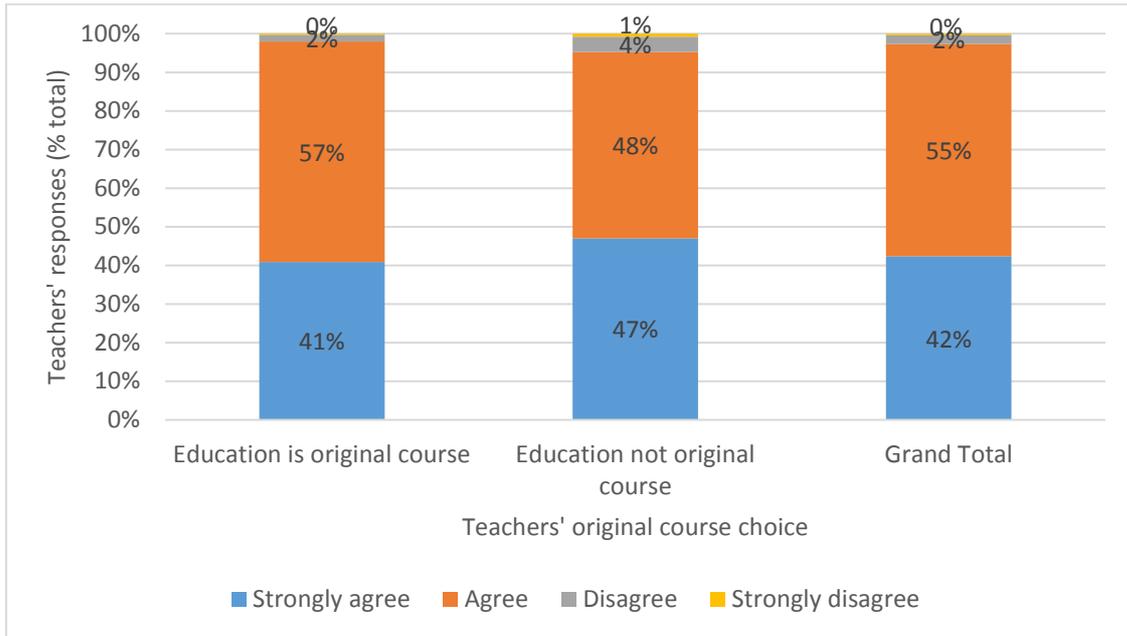


FIGURE 142. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY STUDENTS INSPIRE ME TO BECOME A BETTER TEACHER" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,058; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

The same pattern can be observed when looking at the responses of teachers vis-à-vis whether they were originally teachers or career shifters. As Figure 143 shows, while teachers generally agreed with the statement, a slightly higher proportion of career shifters strongly agreed that they continued to teach because students inspire them to become better teachers.

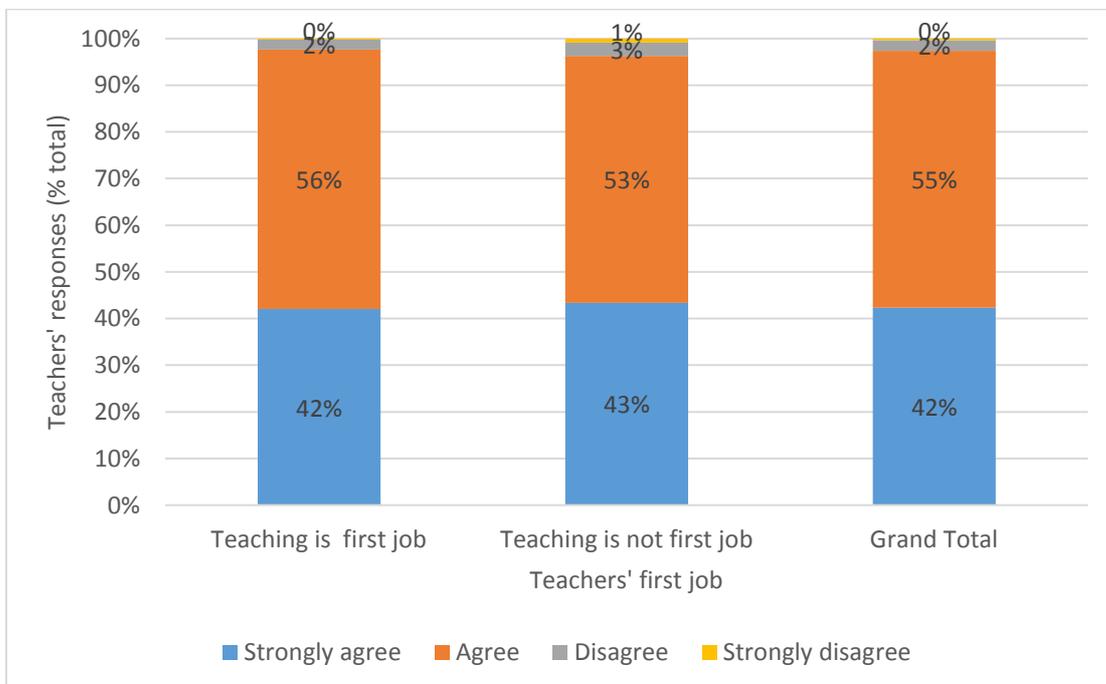


FIGURE 143. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY STUDENTS INSPIRE ME TO BECOME A BETTER TEACHER" VIZ. TEACHERS' FIRST JOB (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

Autonomy, freedom, and self-expression

A final consideration that teachers cited as a teaching-profession intrinsic reward that keeps teachers in the profession is the autonomy and the freedom that the teaching profession provides them. A great number (97%) of teachers generally agreed with the two statements on autonomy and freedom as reasons for remaining in the profession. Echoing trends across different statements earlier discussed, across different demographics, teachers were generally in agreement that they continued to teach because teaching provides them with a venue to freely express themselves.

Looking at the statements *“I continue to teach because teaching provides me with the freedom to try out new ideas and techniques”* and *“I continue to teach because teaching provides me with a venue to express myself,”* regardless of sex, school location or teaching position, teachers registered consistently high proportions of agreement. For both statements, a slightly higher proportion of male teachers expressed strong agreement than their female counterparts (See Figures 144-145).

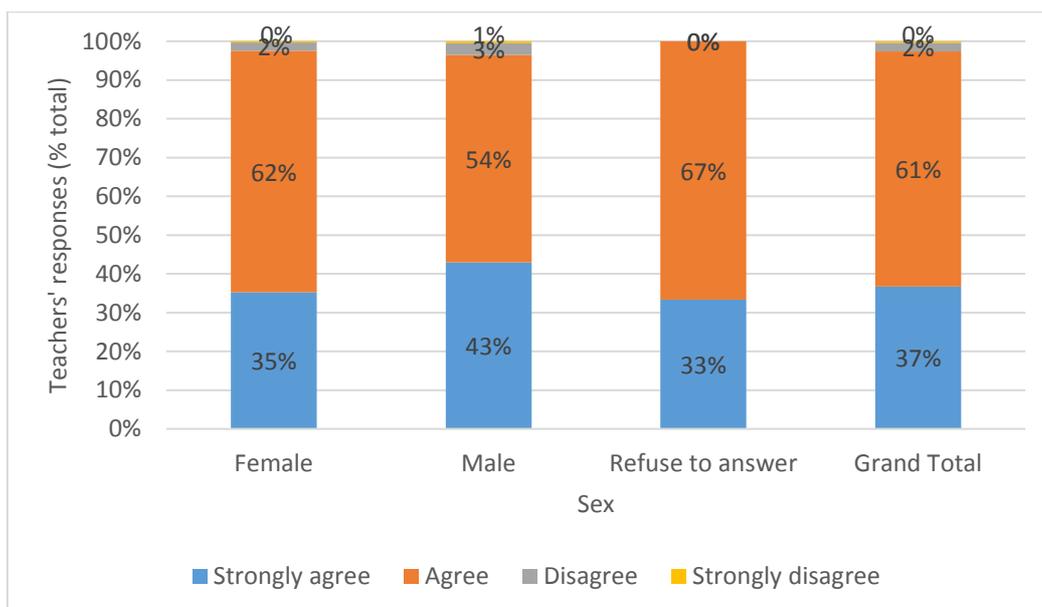


FIGURE 144. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH THE FREEDOM TO TRY OUT NEW IDEAS AND TECHNIQUES" VIZ. SEX (N=1,055; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

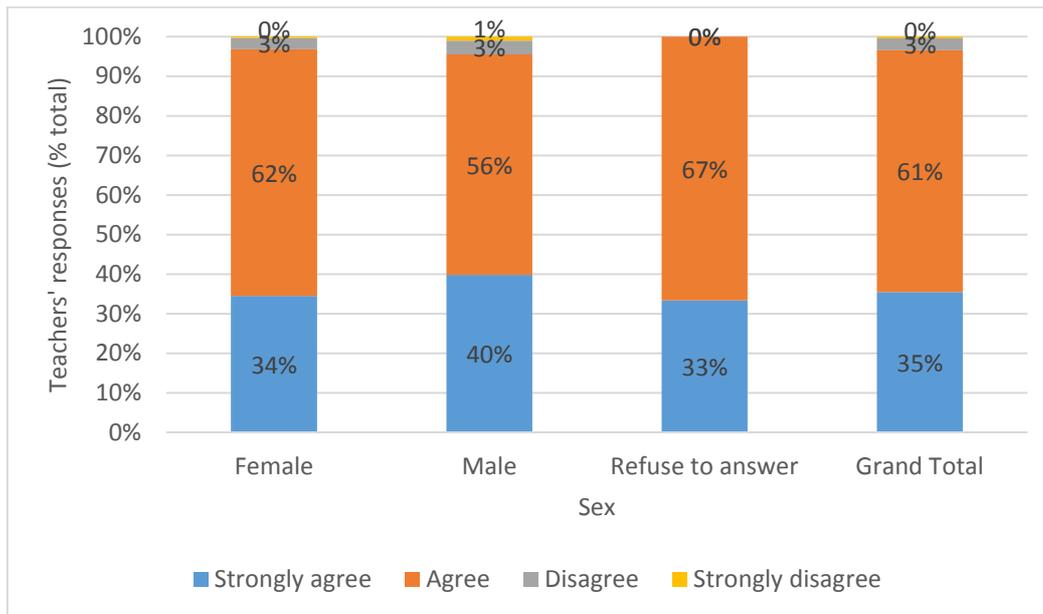


FIGURE 145. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH A VENUE TO EXPRESS MYSELF” VIZ. SEX (N=1,057; VALUES FOR RESPONSES ROUNDED OFF TO ZERO STILL INCLUDED)

In terms of school location, teachers from rural and urban areas also registered higher proportions of agreement with both statements, compared with teachers in remote/GIDA locations. Among the few respondents from remote/GIDA locations, however, a greater proportion expressed stronger agreement that they continued to teach because teaching provided freedom to try out new ideas and techniques. This pattern did not hold true for the other statement, with slightly greater proportions of teachers from urban areas expressing stronger agreement that they continued to teach because teaching gave them a venue to express themselves (See Figures 146-147).

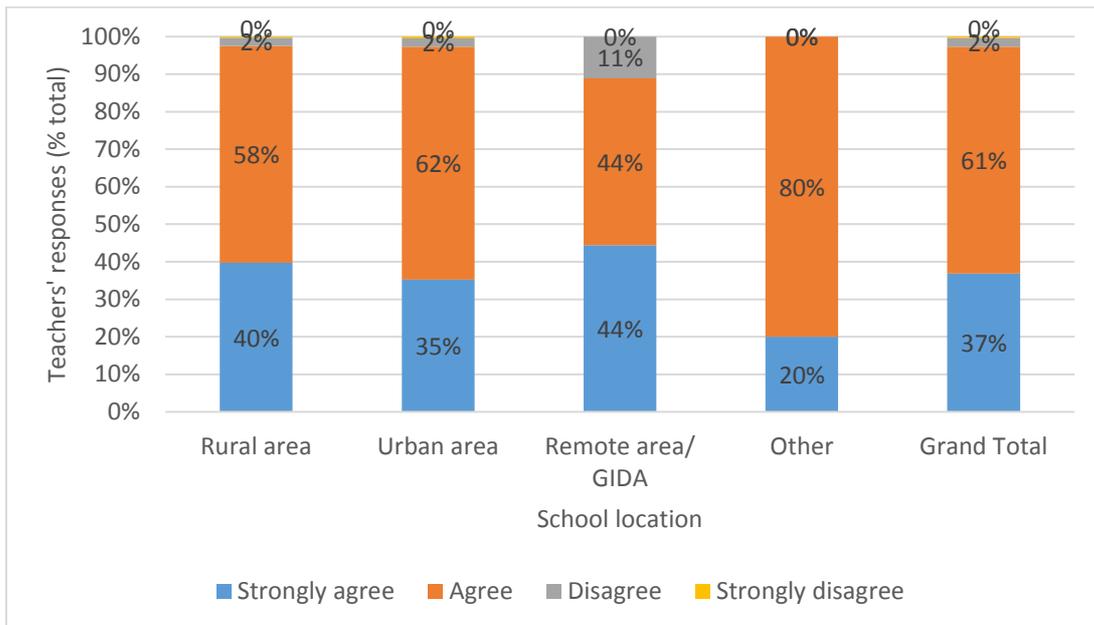


FIGURE 146. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH THE FREEDOM TO TRY OUT NEW IDEAS AND TECHNIQUES" VIZ. SCHOOL LOCATION (N=1,051; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

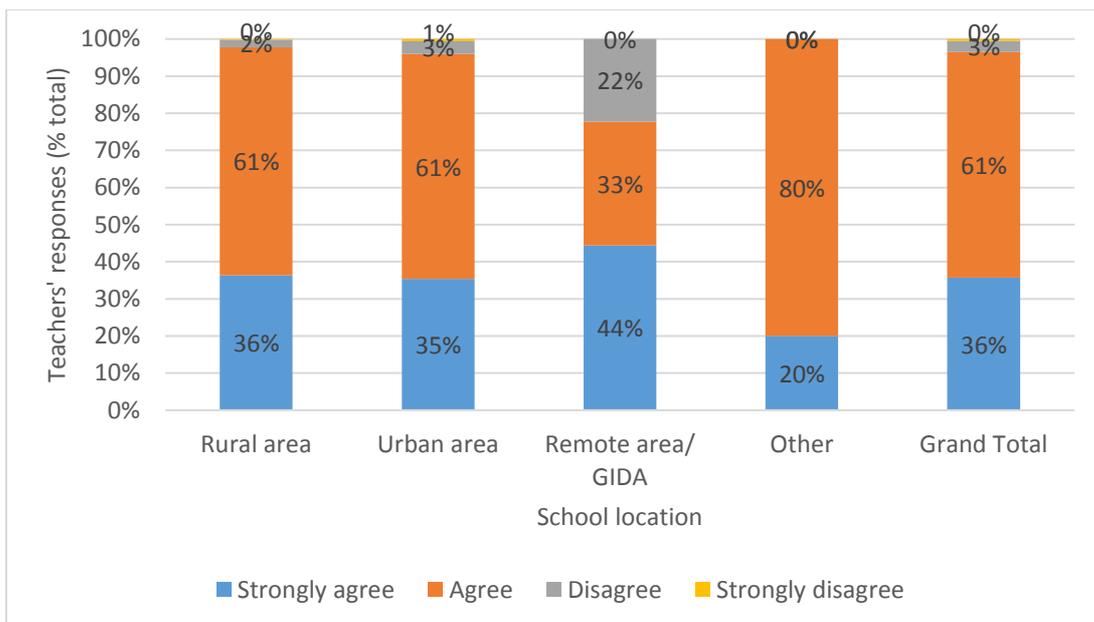


FIGURE 147. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH A VENUE TO EXPRESS MYSELF" VIZ. SCHOOL LOCATION (N=1,053; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

In terms of teaching position, while almost all respondents agreed with the statement, "*I continue to teach because teaching provides me with the freedom to try out new ideas and techniques,*" the few respondents holding Head Teacher positions as well as Special Science Teacher positions registered stronger agreement with the statement, compared with counterparts holding different teaching positions. The few Special Science Teachers, along with those holding Master Teacher II

posts, were those who expressed stronger agreement that they continued to teach because teaching provides a venue to express themselves (See Figures 148-149).

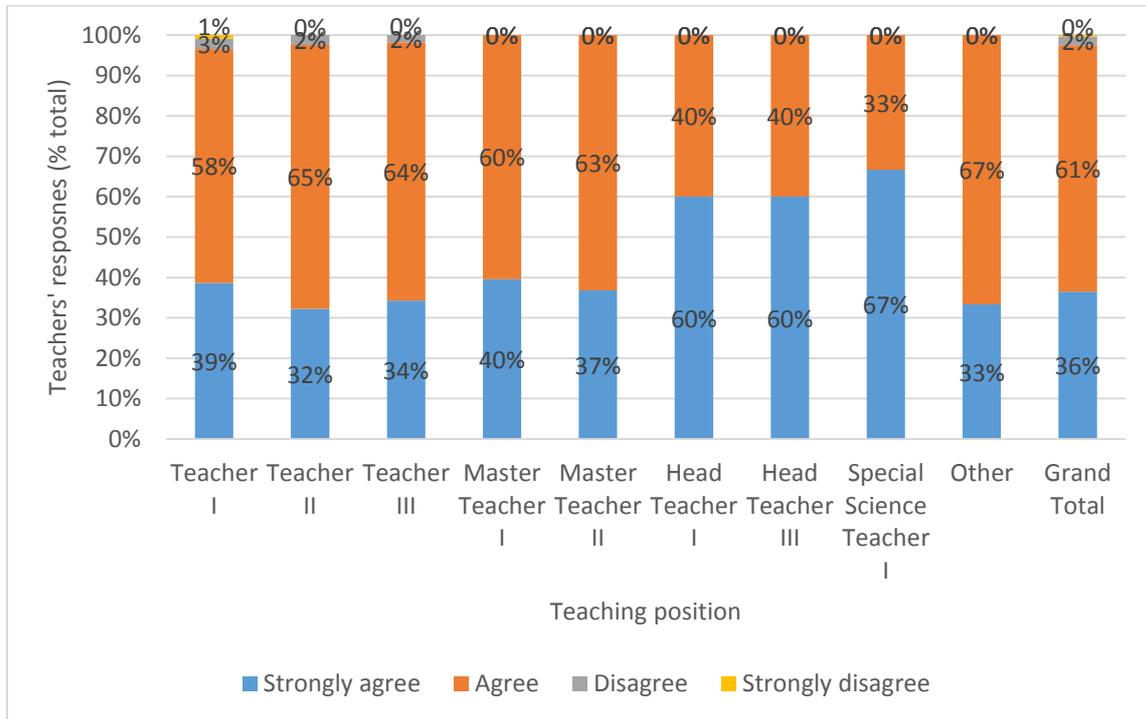


FIGURE 148. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH THE FREEDOM TO TRY OUT NEW IDEAS AND TECHNIQUES” VIZ. TEACHING POSITION (N=1,025; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

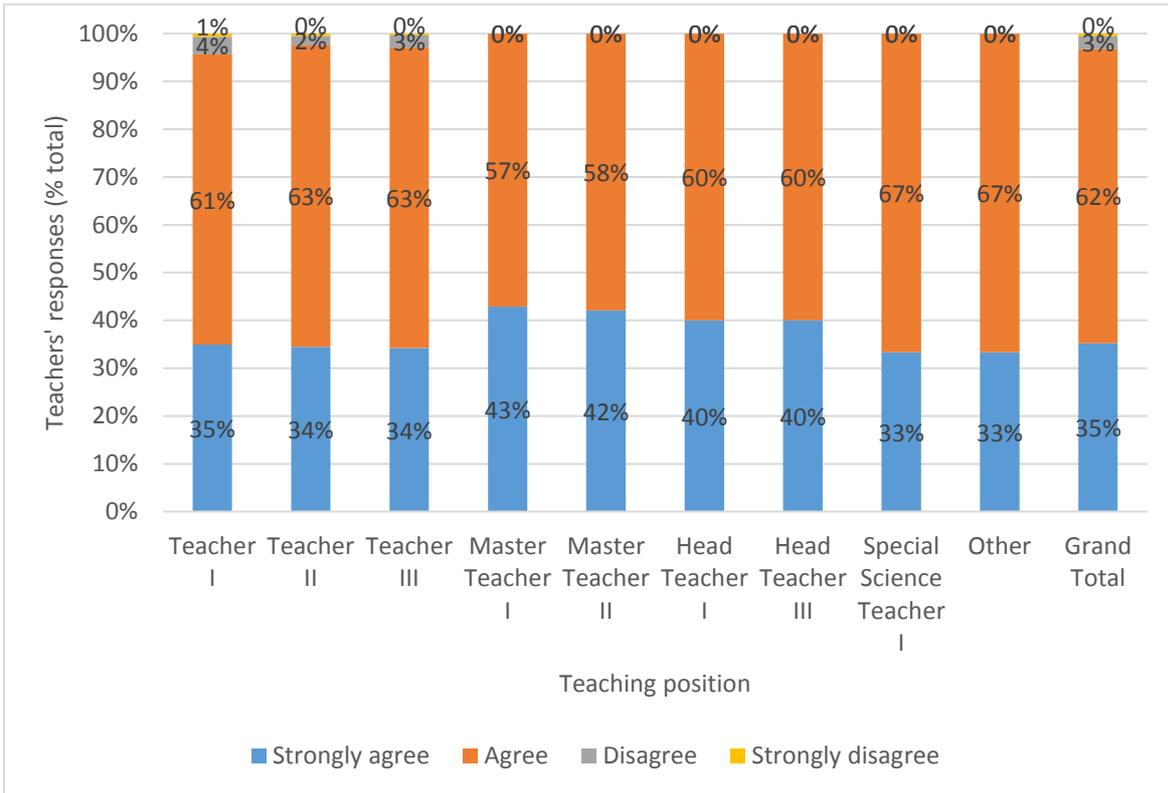


FIGURE 149. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH A VENUE TO EXPRESS MYSELF" VIZ. TEACHING POSITION (N=1,026; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Meanwhile, almost all teachers, regardless of whether they first chose Education or a different course, and whether they were originally teachers or career shifters, generally agreed that they continued to teach because of the autonomy that they got from teaching. There were, however, slightly higher proportions of those who did not originally choose Education and those who shifted careers who strongly agreed with the statement, "I continue to teach because teaching provides me with the freedom to try out new ideas and techniques," compared with their counterparts who originally chose Education and who were originally teachers (See Figures 150-151).

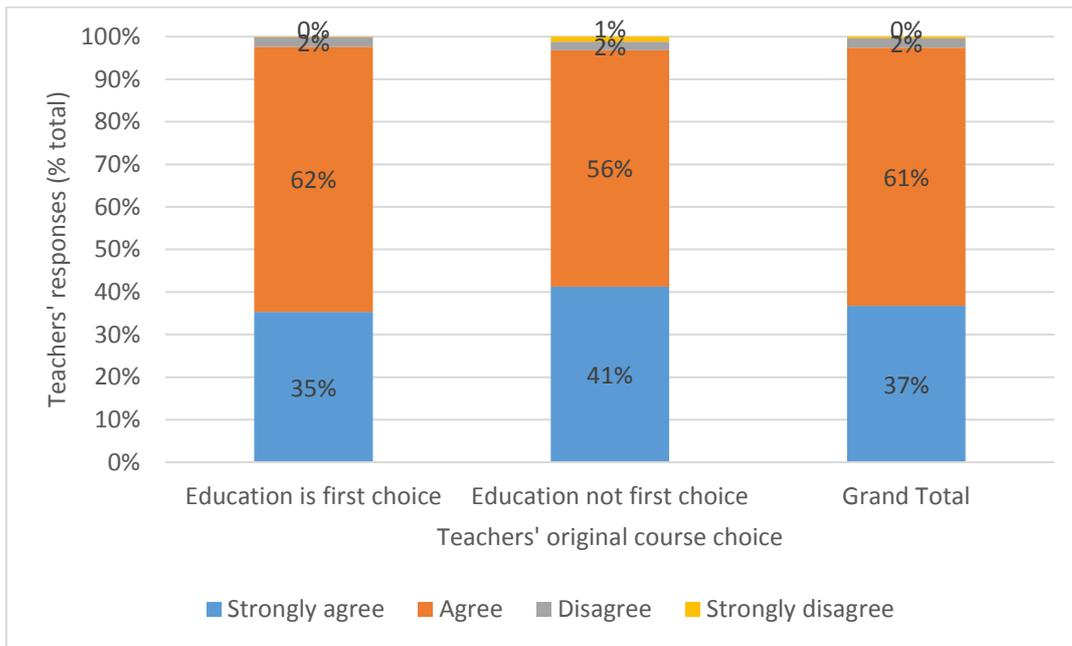


FIGURE 150. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH THE FREEDOM TO TRY OUT NEW IDEAS AND TECHNIQUES" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,058; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

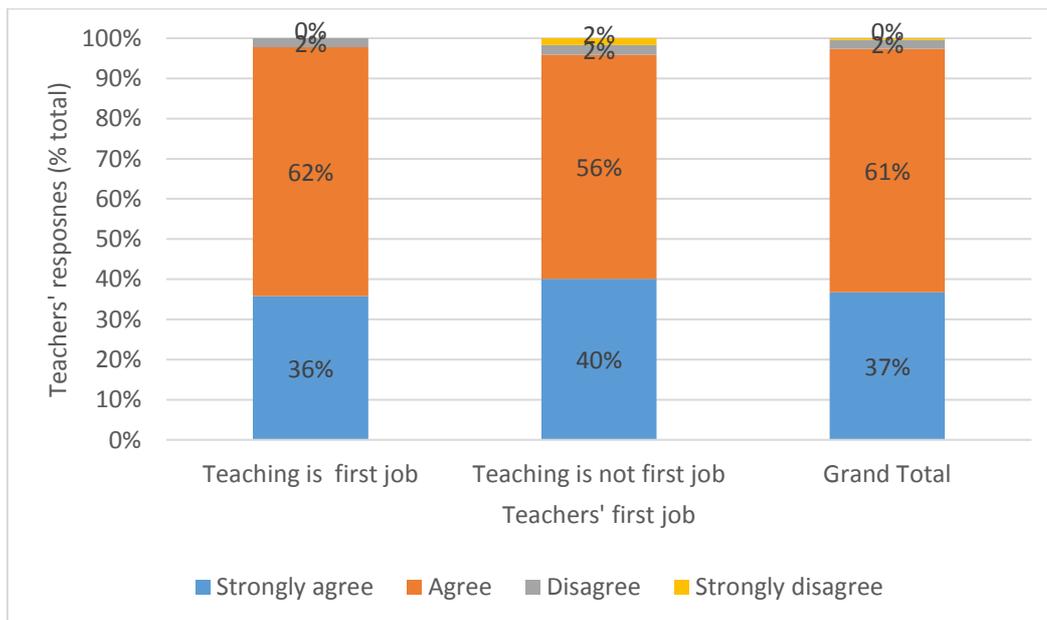


FIGURE 151. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH THE FREEDOM TO TRY OUT NEW IDEAS AND TECHNIQUES" VIZ. TEACHERS' FIRST JOB (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Finally, regardless of their choice of degree and first jobs, teachers generally agreed with the statement "I continue to teach because teaching provides me with a venue to express myself." Those who were originally teachers expressed stronger agreement with the said statement (See Figures 152-153).

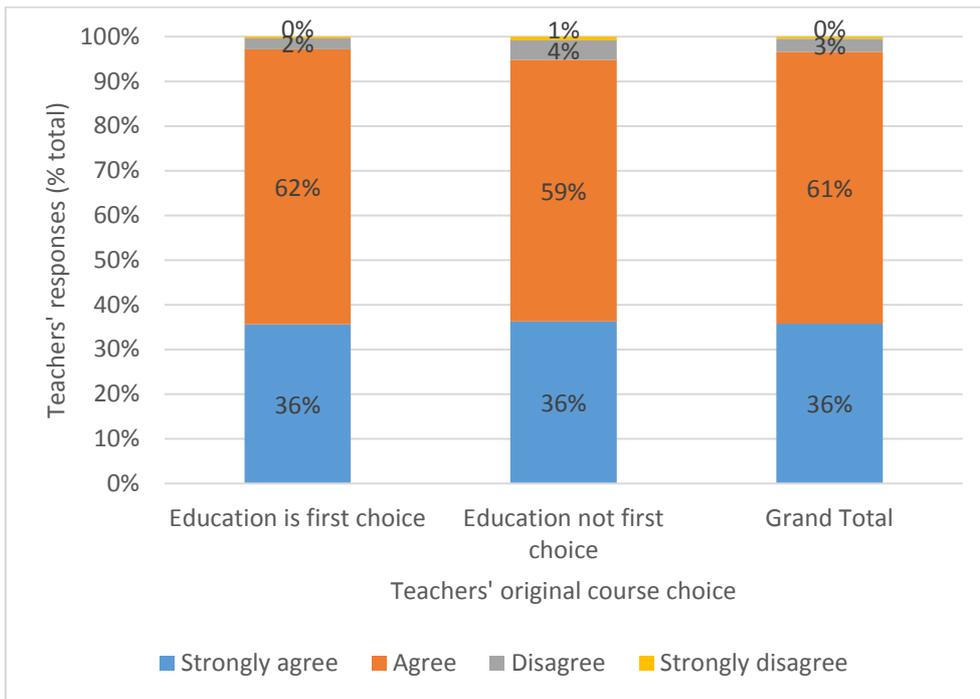


FIGURE 152. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH A VENUE TO EXPRESS MYSELF" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

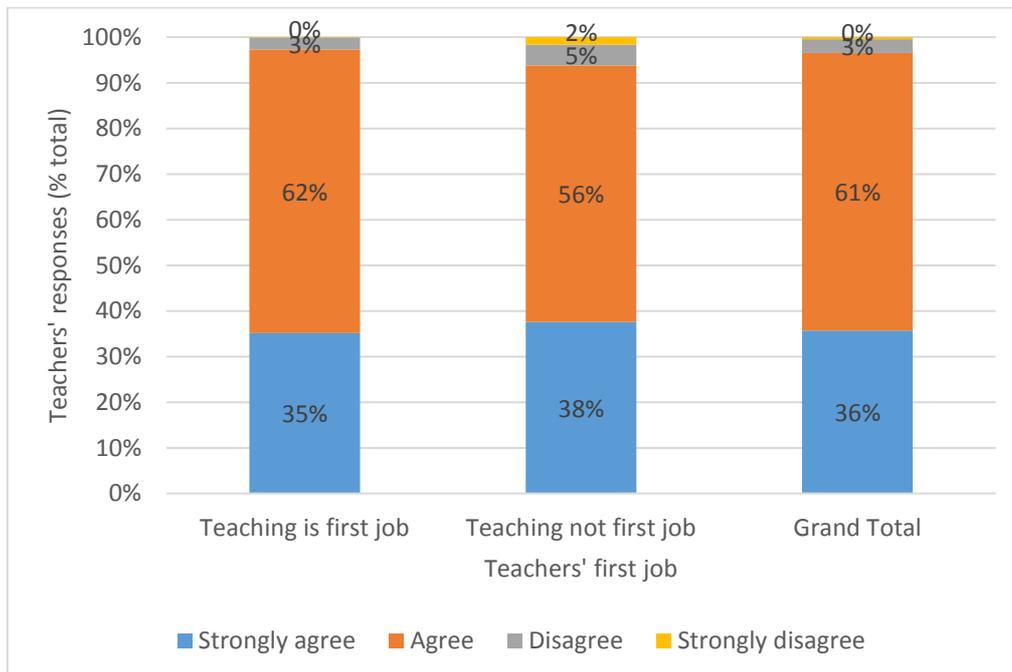


FIGURE 153. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH A VENUE TO EXPRESS MYSELF" VIZ. TEACHERS' FIRST JOB (N=1,062; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Belief in Divine Providence: Continuing teaching because of God’s will

Another strong reason for teachers to remain in the profession again relates to their inherent *belief in Divine Providence*, or God’s will that they continue teaching. Ninety-seven percent (97%) of surveyed teachers agreed with the statement, “*I continue to teach because it is God’s will that I continue teaching.*” This reason figured consistently across teachers from different demographics, including sex, school location, and teaching position. Even while almost all teachers agreed that God’s will was a reason for them to continue teaching, one of every two teachers expressed strong agreement with the said reason (See Figures 154-156).

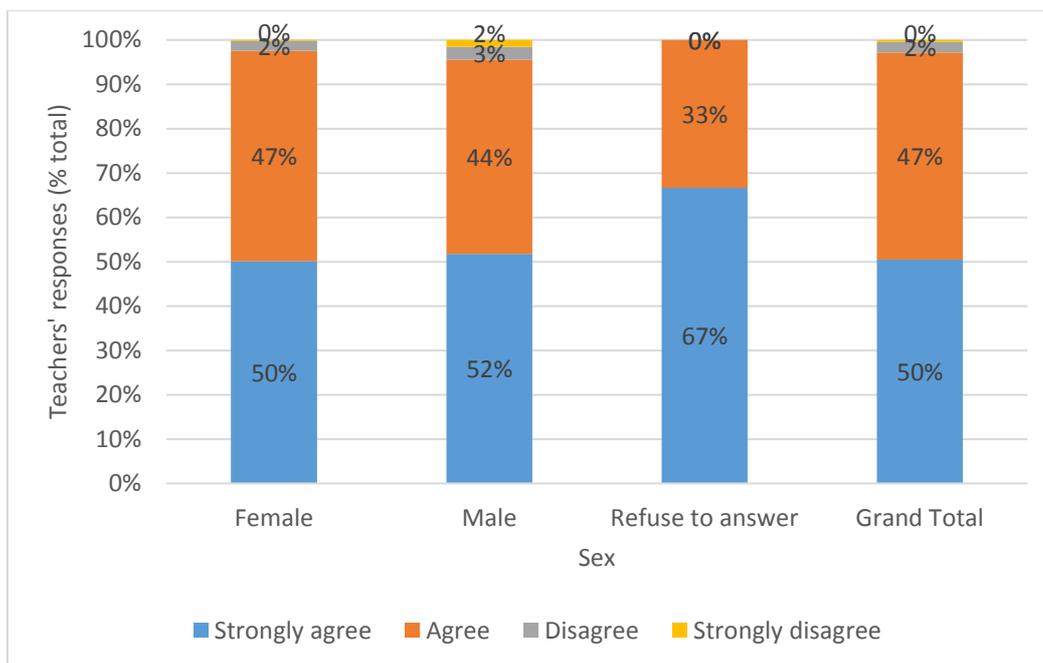


FIGURE 154. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE IT IS GOD’S WILL THAT I CONTINUE TO TEACH” VIZ. SEX (N=1,048; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

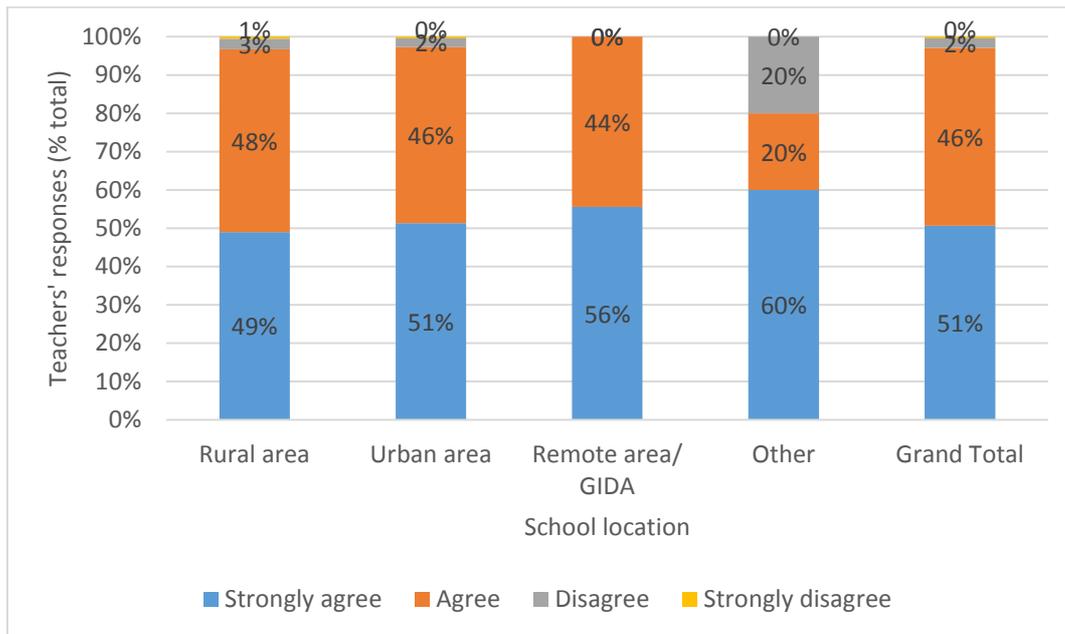


FIGURE 155. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE IT IS GOD'S WILL THAT I CONTINUE TO TEACH" VIZ. SCHOOL LOCATION (N=1,045; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

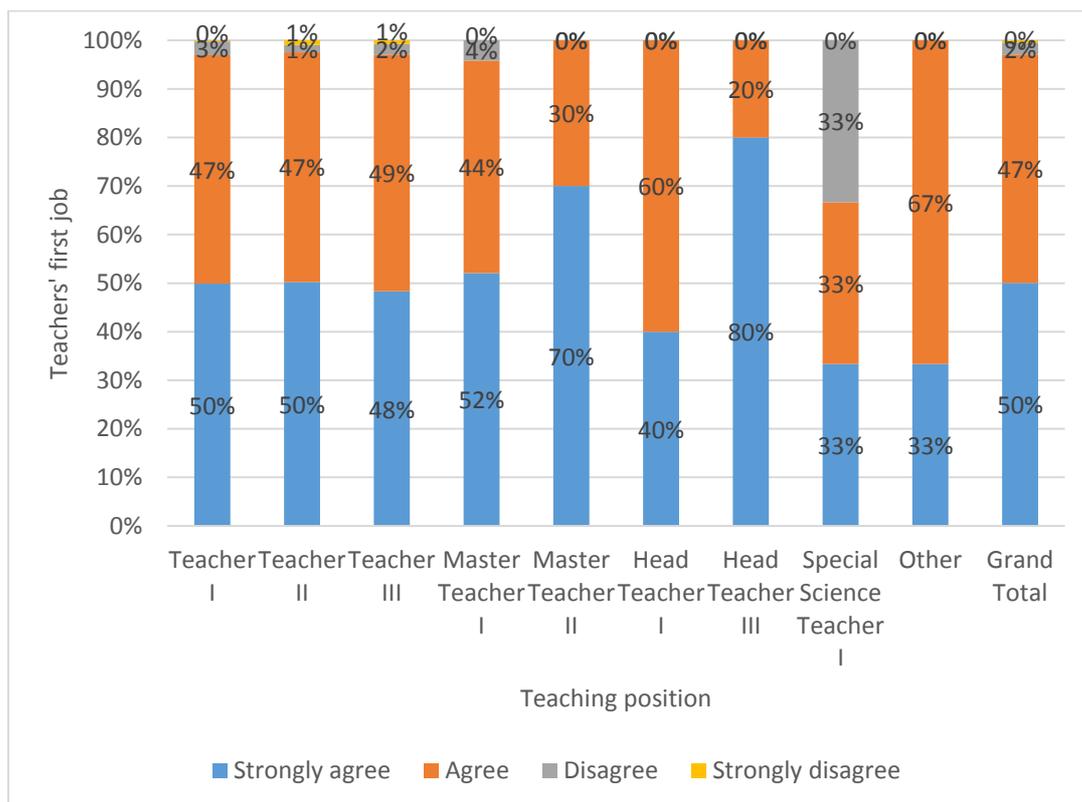


FIGURE 156. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE IT IS GOD'S WILL THAT I CONTINUE TO TEACH" VIZ. TEACHING POSITION (N=1,021; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Finally, as shown in Figures 157-158, regardless of teachers' education background and first career choice, survey results showed that teachers continued to teach because of God's will.

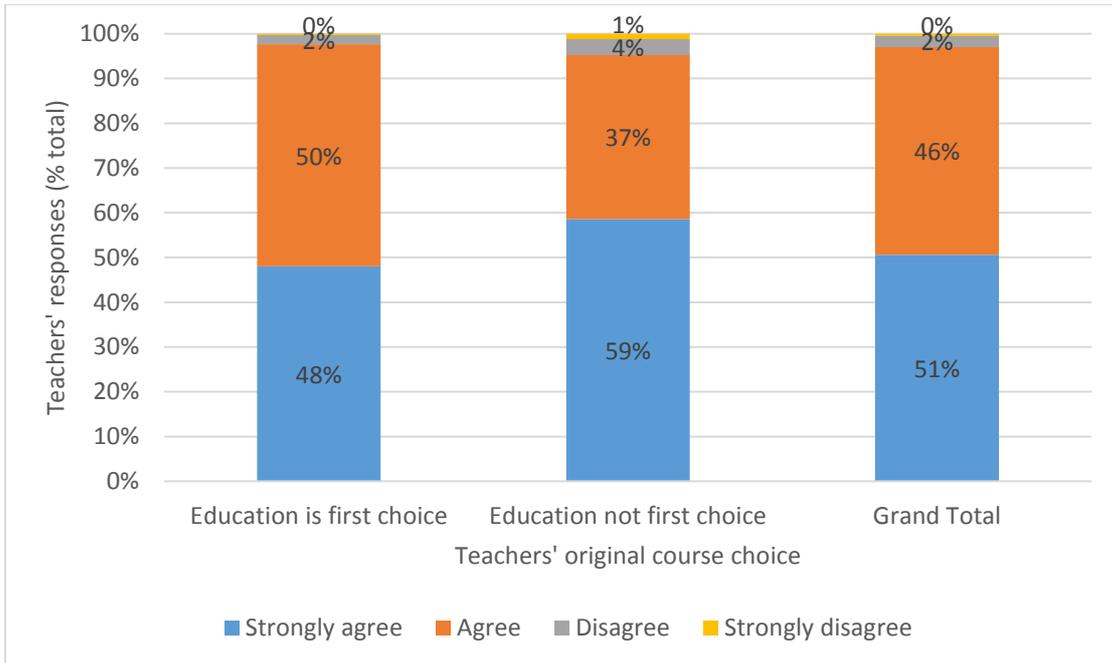


FIGURE 157. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE IT IS GOD'S WILL THAT I CONTINUE TO TEACH" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,052; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

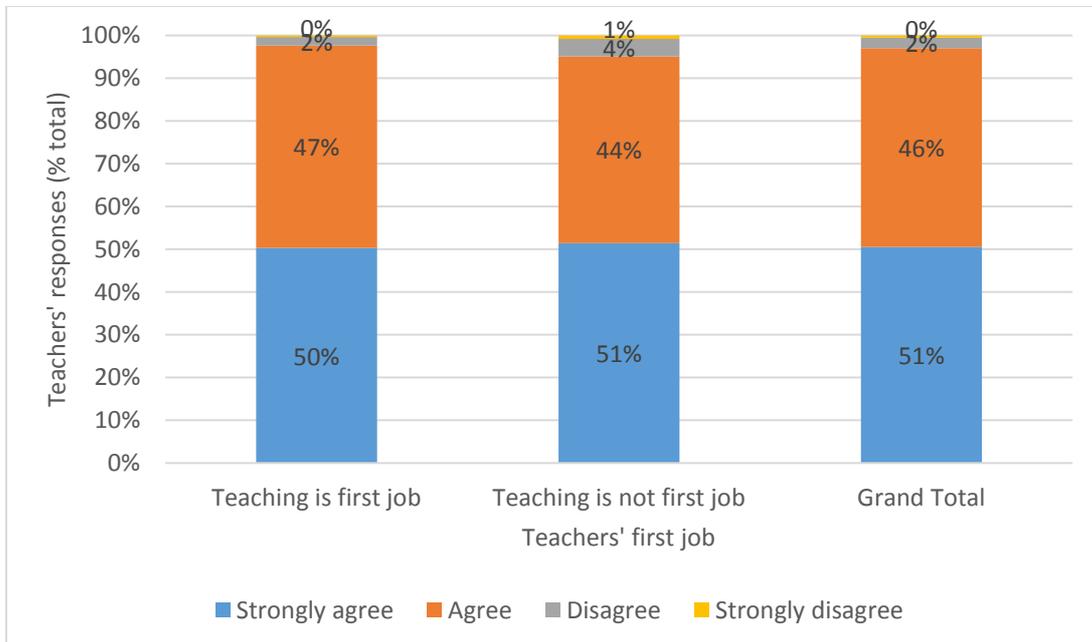


FIGURE 158. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE IT IS GOD'S WILL THAT I CONTINUE TO TEACH" VIZ. TEACHERS' FIRST JOB (N=1,054; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Another intrinsic driver that has not been fully discussed was how teachers' *individual interest* also influenced their motivations to continue teaching. Going back to Table 6, which summarizes how respondents agreed with each statement, it can be seen that 94% of teachers continued to teach because teaching was what they were really good at, while 90% of teachers said that teaching was the best job for them. A recognition of individual interests and strengths was a key element for teachers to continue teaching.

Capping off the discussion of the results related to *intrinsic drivers* teachers have for continuing to teach, data from the survey paint a picture that indeed, intrinsic drivers such as *commitment to the profession* and *teaching profession-related intrinsic rewards* remain strong reasons for teachers to stay. Narratives from the interviews will further deepen the analysis in support of these results.

Straight from the interviews: Intrinsic motivations for teaching

Each of the 40 statements in the motivation scale were to some extent mentioned during the interviews with teachers. Teachers were asked about the three things that kept them teaching—thus, there was no single reason why teachers continued to teach; there was almost always a combination of reasons why teachers continued teaching. Beyond the responses the teachers gave when asked what kept them teaching, throughout the interviews they likewise shared different stories that gave insights to what really kept them teaching.

The *students* were consistently cited as reasons for teachers to continue teaching. Most times, it was a combination of concern for students' learning, a concern for the future of the students (*commitment to the profession*), and also the fulfilment and enjoyment that teachers would derive from just being with students (*teaching profession-related intrinsic advantages*). Students usually figured in the teachers' narratives about their peak experiences—their most unforgettable memories related to their teaching careers.

Mr. Perez, one of the career shifters assigned to a school in CALABARZON, shared that from the first day that he started teaching, he felt at home in school, with the students. He enjoyed his assignment as the adviser of his school's *Supreme Student Government (SSG)*, which entailed working closely with students and leading them through meaningful projects, even outside the classroom. He felt a sense of enjoyment and relaxation in teaching.

Well, nabanggit ko kanina na feeling ko pag nandun ako sa school, feeling ko nagpapahinga ako. Sobrang comfortable ko lang talaga sa trabaho, and even my peers or yung mga co-teachers ko, parang "Wala kang ginagawa no?"

Sasabihin nila sa akin na ganun, pero parang normal na lang...Hindi madali yung ginagawa namin, pero parang masaya ano lang magaan lang siya para sa amin. Ayun, feeling ko din, bahay ko yun. Yung eskwelahan. Or feeling ko, kwarto ko siya, dun ako magpapahinga, dun ako okay. (Perez, 2018)

Mr. Balboa, a private school teacher who had been teaching for only a year, also shared how the seemingly simple act of students greeting him provided him with a boost of confidence, of a certain sense of fulfillment and pride:

Because if you can see a lot of students everyday, the smiles of students, the moment they greet you, "Good morning Sir!", it's like boosting your confidence, your pride, you are being called "Sir." So that's something, that's an important thing to boost your confidence... Parang nag-pay off yung pinaghirapan mo ng college because as of now, you are being called "Sir." They're seeing you as someone who's an authority. (Balboa, 2019)

Another informant, Ms. Umali, also a career-shifter from NCR, shared that as a teacher for nearly a decade, she had been having bouts of burnout which made it challenging for her to continue at times. During these times, she would get energized when she thought about her students, and how excited they were about learning from her classes. As Ms. Umali candidly shared:

Minsan lang, eto talaga what pulls me out of my chair, this section, ito yung section na nandiyan. That's my last class. Yan ang huling class ko, so imagine how tired I am pag nasa kanila. Pero umamin yung boys diyan na sa ibang subjects lumalabas sila sa classroom tapos naglalakbay sila sa school. Pero pag Science, bumabalik sila para mag-Science. If that won't make me get out of my chair, ewan ko ah... (Umali, 2018)

Similar to teachers' motivations for deciding to become teachers, a combination of "*hilig (interest), galing (skill), and meaning*" were consistent themes that emerged among teachers' intrinsic motivations for remaining as teachers. Teachers knew what they were good at, whether this be content knowledge, mastery in content delivery, or mastery in handling students. Again, as articulated by Ms. Umali:

Bakit yung teaching? Number one siyempre students, tapos number two, parang it's what I'm good at. Although pwede nga rin, I mean, given yung experiences ko pwede rin naman ako sa iba. Pero, I really like teaching...

Nacha-challenge ako by it, in a creative way... Like, how do I teach the respiratory or the circulatory (system), natutuwa ako when I do it. Tapos, yung third is, I guess because I still find meaning in it. If I'm doing a protest, my protest is my teaching... I think it's one of the most powerful jobs in the world; to be in front of 200 students a day and influence how they think and how they look at themselves, how they look at society. I want to harness that. I want to improve that. (Umali, 2018)

Teachers likewise continued to teach because of the challenges they experienced, and the fulfillment that they derived from teaching. One of the informants, Mr. Emong Dalisay, was a teacher in the Cordillera Administrative Region (CAR) who had originally wanted to join the police force. He shared how he continued to teach, because teaching was something that he had grown to love. With this love came sacrifice and the commitment to stay on as a teacher. Thus, even if he was a Teacher-in-Charge holding a Teacher I position in a remote area, he remained committed to being a teacher.

Napamahal na. Sa tagal na, natututunan mo nang mahal in yung trabaho. Hindi lang sa sweldo. Kumbaga sa pagsasaka, kapag nasanay ka na sa pagtatanim, alam mo na yung mga technique. Napapamahal ka. Hindi mo na basta maiwanan. Ganun din sa teaching. Kahit na ayaw mo, sa tagal na, napamahal ka na sa trabaho mo. Pero syempre, nakikita mo yung output. Mga sacrifice mo. Hindi ka naman magtatagal sa profession kung hindi mo gusto.

Basta may commitment, nandun na lahat. Willingness. If you are committed to your job, gagawin mo na ng lahat. Kung tulad ng mga pulis, pag hindi sila committed sa trabaho nila, gumagawa sila ng kalokohan. Kasi hindi nakuntento sa salary nila, kaya gumagawa sila. Ganun din sa teaching. Kapag hindi ka committed sa trabaho mo, sometimes gagawa ka ng kalokohan. Pag committed ka, gagawin mo lahat. Pagbabasahin mo yung pupils, iimprove mo yung school facilities. (Dalisay, 2018)

Moreover, working in extremely difficult circumstances seemed to provide an extra layer of fulfillment for some teachers. For instance, when asked about their reasons for continuing to teach, two informants handling multi-grade classroom set-ups in the Visayas region articulated how their love for teaching and their concern about the future of their students were among the reasons that they persevered as teachers.

Likewise, when asked about his reasons for continuing to teach, Mr. Centeno, a mobile teacher who has been handling ALS learners in the Visayas for nearly two decades, talked about the enjoyment and fulfillment that he got from teaching:

Siguro because I love teaching and I enjoy much sa pagtuturo sa mga out-of-school youth (OSY) Ma'am... magkaiba kasi Ma'am yung sa formal medyo sincere mag-aral, mga seryoso, whereas yung mga alternative learning system (ALS), mga OSY, problematic. Challenging talaga yung mga learners sa ALS. Tapos meron kang pagkakataon na ma-meet mo yung mga needs nila when it comes to education. Tapos iba kasi yung feeling na merong transformation sa kanilang life ba, from problematic, ngayon NC II holder na sa TESDA o di kaya graduate na sa college. Yun yung fulfilling. Ang teacher nga na 2011 passer ko, yun yung naging testimony namin sa first ever graduation ng ALS sa district namin. Siya yung naging inspiration...
(Centeno, 2019)

Demonstrating a keen commitment to the teaching profession, there were also quite a few informants who articulated that they were hoping to mould other teachers who could also become teachers like them. Mr. Isidro, who has been holding a Teacher I position concurrently with his Teacher-in-Charge (TIC) responsibilities, is one of those who expressed that he wanted to influence his students, so that eventually they could replace him. When he was first assigned to re-open a school in a conflict area in Mindanao in 2008, he was all alone, handling multi-grade classrooms while also performing the roles of a TIC. From having a school population of over 100 students, he eventually grew the school population to over 600.

As a teacher and school administrator in a conflict and hard-to-reach area, he constantly thought of ways to supplement the operating budget that he received from the government, most times using his entrepreneurial mindset to put up small businesses which could help him sustain the growing needs of the school. At one point, he was able to put up a school Annex, a BRAC (an international development organization based in Bangladesh; previously Building Resources across Communities) catchment school employing teachers and volunteers from neighboring communities. From being the sole teacher and TIC in 2008, he reflected on how some of his first students had come back as volunteers wanting to help.

He realized how one of the reasons that he continued teaching, his desire to mould others into someone like him, had taken shape:

Sabi ko kasi noon, buwang talaga ang utak ko talaga, na nagkunwari ba na gagawa ako ng kahawig ko pagdating ng panahon, na lahat talaga pinapakita ko sa kanila, so yun ang nangyari. May dumating na tatlo tapos pag kahapon nga, sabi nila, “Sir bakit ka nandito?” Sila din naabutan ko kahapon, tatlo. Sila din ang naabutan ko kahapon mga alas-singko na. Sabi ko, “Anak, bakit nandito pa kayo?” Kasi mga taga-dito kami, nandito rin ako kasi nga may activity ako bukas sa Division. Yun pala, kasali pala kayo sa kasagutan ko. Yun pala... (Isidro, 2019)

Extrinsic drivers for staying in the teaching profession

Whereas the previous section discussed two general categories of *intrinsic motivations* for teachers to continue teaching, this current section will focus on two categories of *extrinsic motivations*, or those that are driven or influenced by external rewards. In the context of this research, these are categorized into two main themes: *economic considerations* and *enabling environment*. Some extrinsic teaching profession-related advantages have also been identified as reasons for staying.

Enabling environment

In the context of this research, the *enabling environment* as an extrinsic factor for remaining in teaching may be described as one where there are *strong support systems* such as *peers, supervisors, and school administrators*. Strong, supportive, and nurturing school leadership and management practices that make teachers feel valued are important features of this enabling environment. *Physical space*, as well as *opportunities for professional development*, are also among the aspects of an enabling environment. Table 6.4 lists how teachers responded to eight statements related to the enabling environment as an extrinsic force for remaining as teachers. The succeeding section discusses some of the statements, vis-à-vis selected demographic variables.

Table 6.4 Enabling environment as motivations for remaining in the teaching profession

Item	Statement (I continue to teach because...)	Percentage of Strongly Agree/ Agree responses
11	Teaching provides opportunities for me to continuously learn.	99
30	Teaching provides me with opportunities to grow professionally.	97
12	I have colleagues who are very supportive of fellow teachers like me.	94
32	I feel that our school administration recognizes the value of teachers like me.	91
28	I like my school environment.	91
8	I have very supportive supervisors.	90
19	I feel that the school administration truly supports teachers' needs.	82
38	A teaching career is my stepping stone for other professional opportunities.	81

Professional development

Opportunities for career growth and professional development are among the reasons that teachers have for deciding to remain in teaching. Nearly all teachers agreed that they continued to teach because teaching provides them with opportunities to continuously learn (99%) and to grow professionally (97%). More than eight of ten teachers (81%) likewise agreed that they remained in the profession because this is their stepping stone for other professional opportunities.

Across selected demographic variables, teachers generally agreed with the statement, *“I continue to teach because teaching provides me with opportunities to continuously learn.”* Moreover, there were consistently higher proportions of teachers who expressed strong agreement with the said statement, compared with those who merely agreed. This was true for teachers regardless of sex, location and most teaching positions (See Figures 159-161).

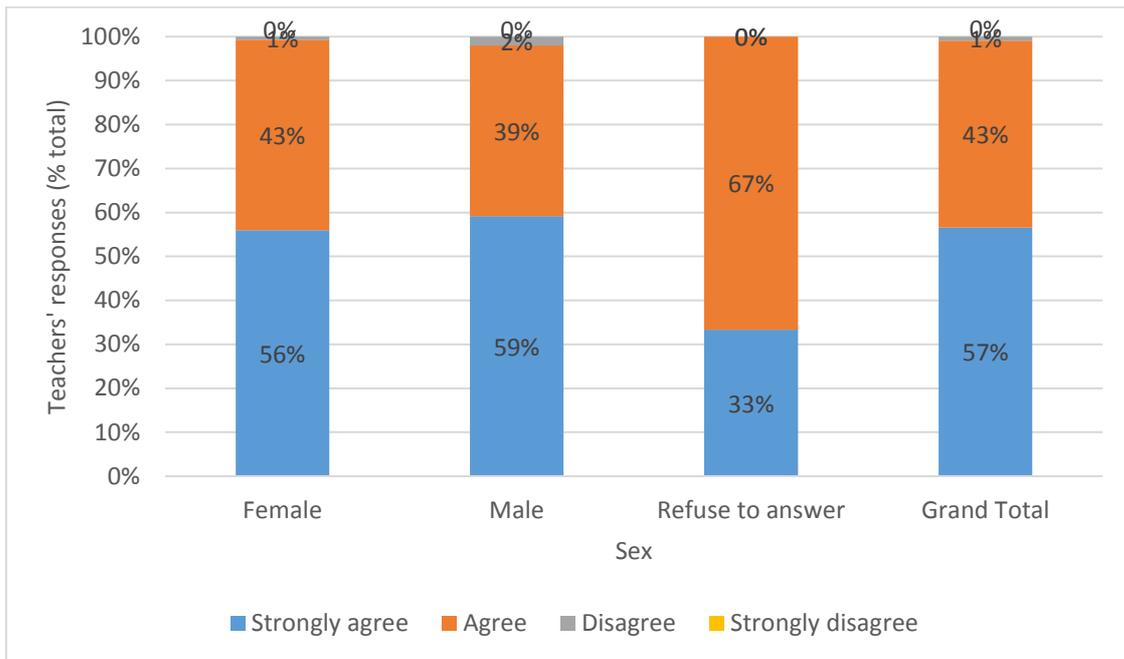


FIGURE 159. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH OPPORTUNITIES TO CONTINUOUSLY LEARN" VIZ. SEX (N=1,070; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

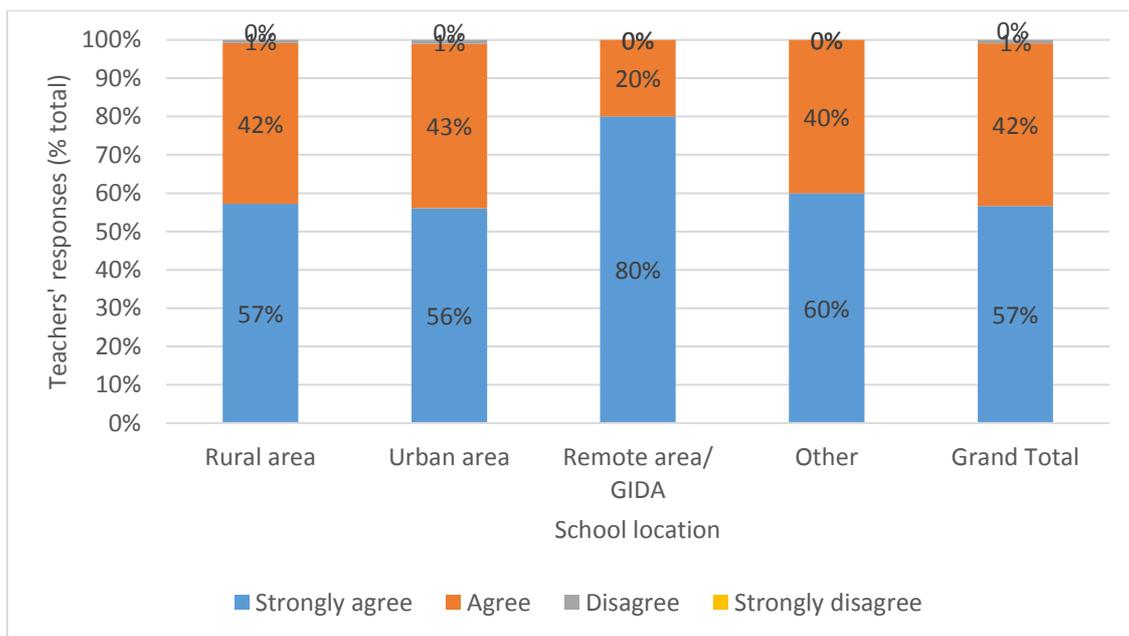


FIGURE 160. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH OPPORTUNITIES TO CONTINUOUSLY LEARN" VIZ. SCHOOL LOCATION (N=1,066; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

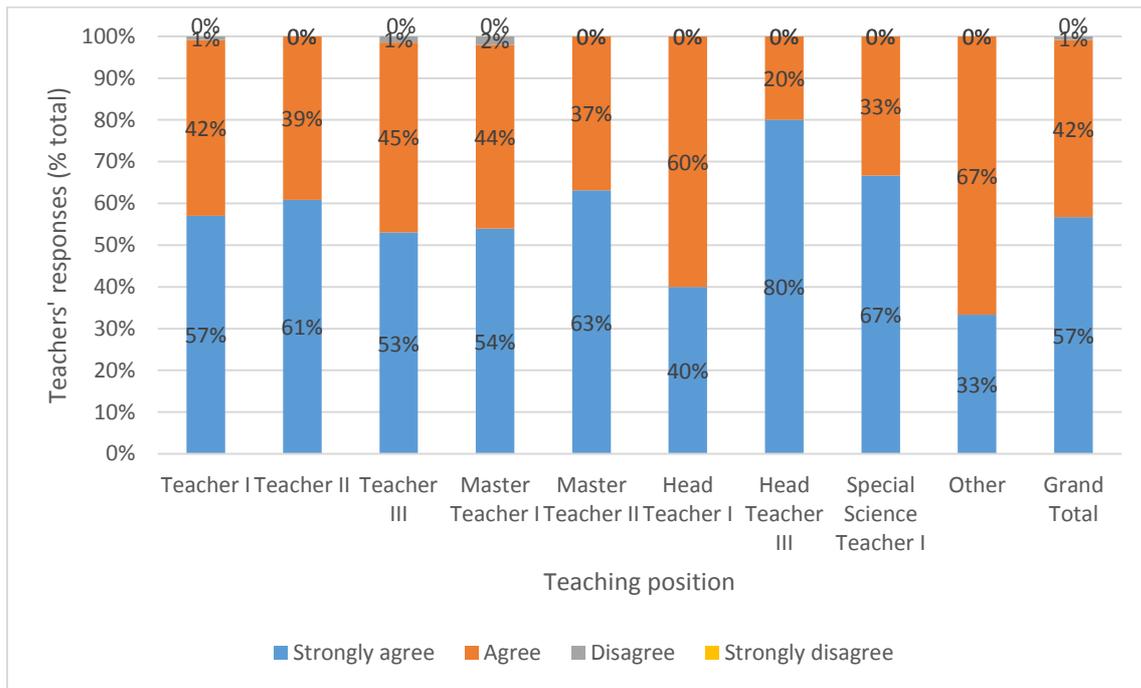


FIGURE 161. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH OPPORTUNITIES TO CONTINUOUSLY LEARN" VIZ. TEACHING POSITION (N=1,039; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Regardless of course choice and first job, teachers also generally agreed that they continue to teach because of the opportunities for learning that they get from teaching. It is worth noting, however, that greater proportions of those who shifted course choices and shifted careers expressed strong agreement with the statement (See Figures 162-163).

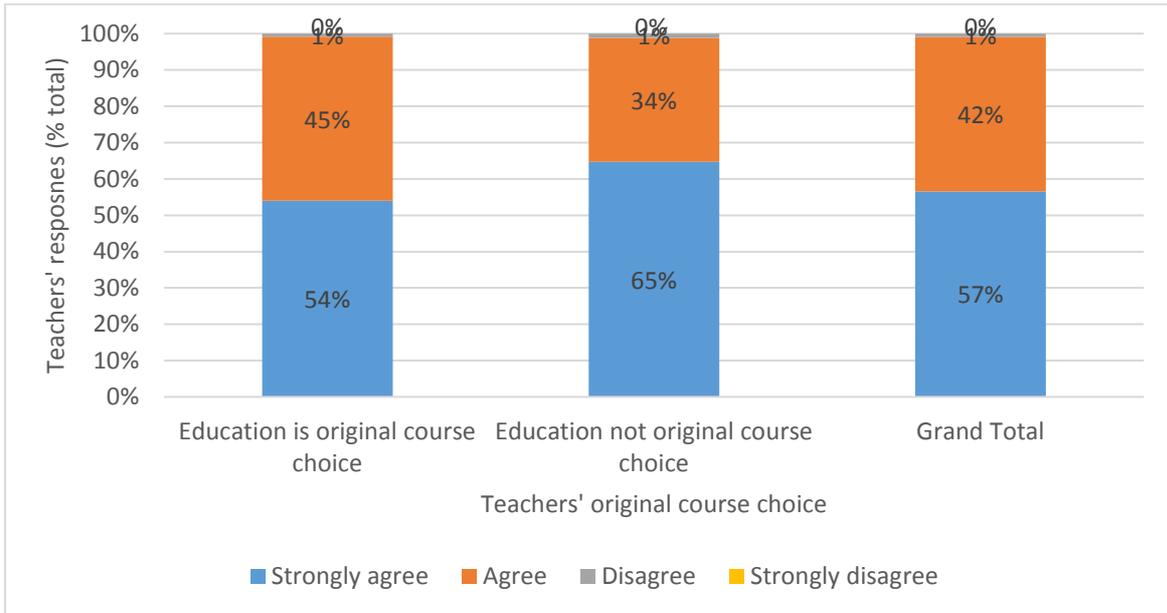


FIGURE 162. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH OPPORTUNITIES TO CONTINUOUSLY LEARN" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,073; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

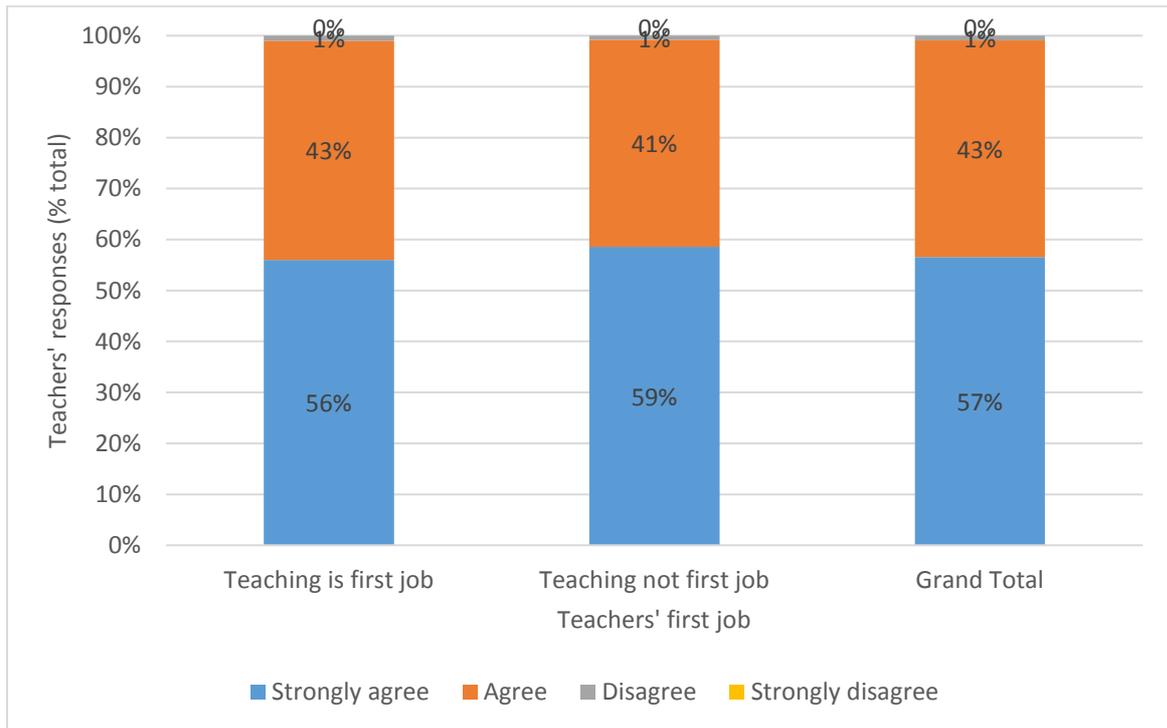


FIGURE 163. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES ME WITH OPPORTUNITIES TO CONTINUOUSLY LEARN" VIZ. TEACHERS' FIRST JOB (N=1,075; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Likewise, regardless of sex, school location, and teaching position, teachers across different demographics generally agreed with the statement, “I continue to teach because teaching provides me with opportunities to grow professionally.” Further, more than half of teachers across said demographics expressed strong agreement with the statement (See Figures 164-166).

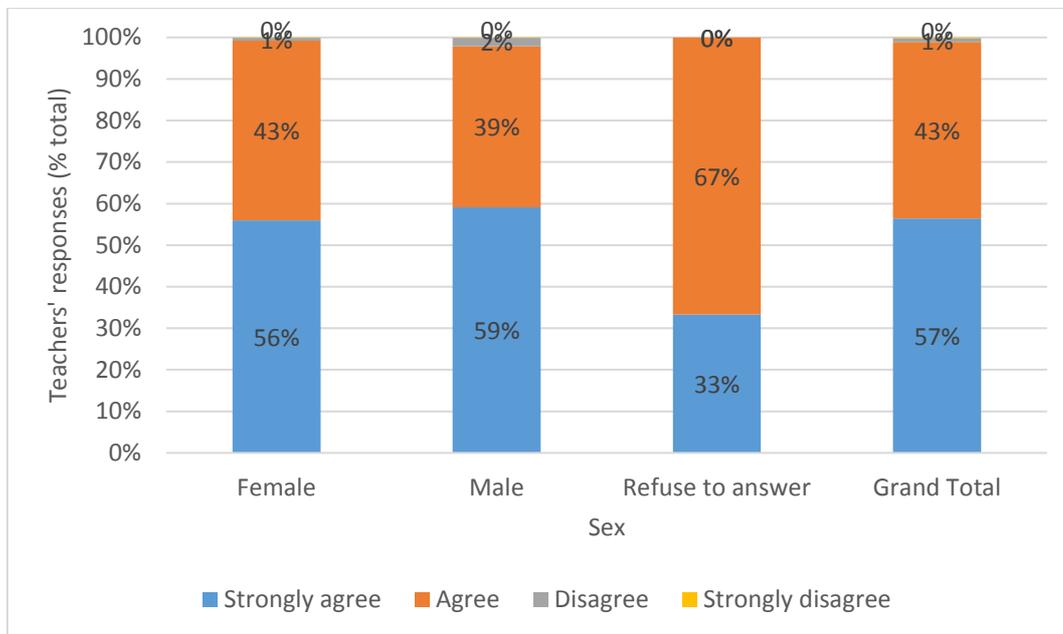


FIGURE 164. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES OPPORTUNITIES FOR ME TO GROW PROFESSIONALLY” VIZ. SEX (N=1,070; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

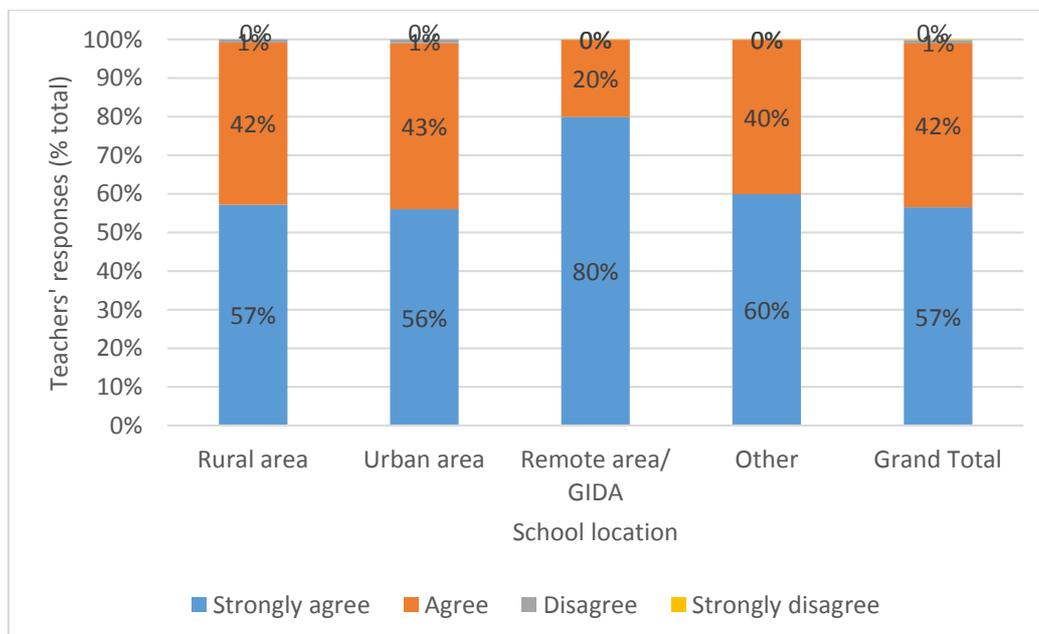


FIGURE 165. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES OPPORTUNITIES FOR ME TO GROW PROFESSIONALLY” VIZ. SCHOOL LOCATION (N=1,066; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

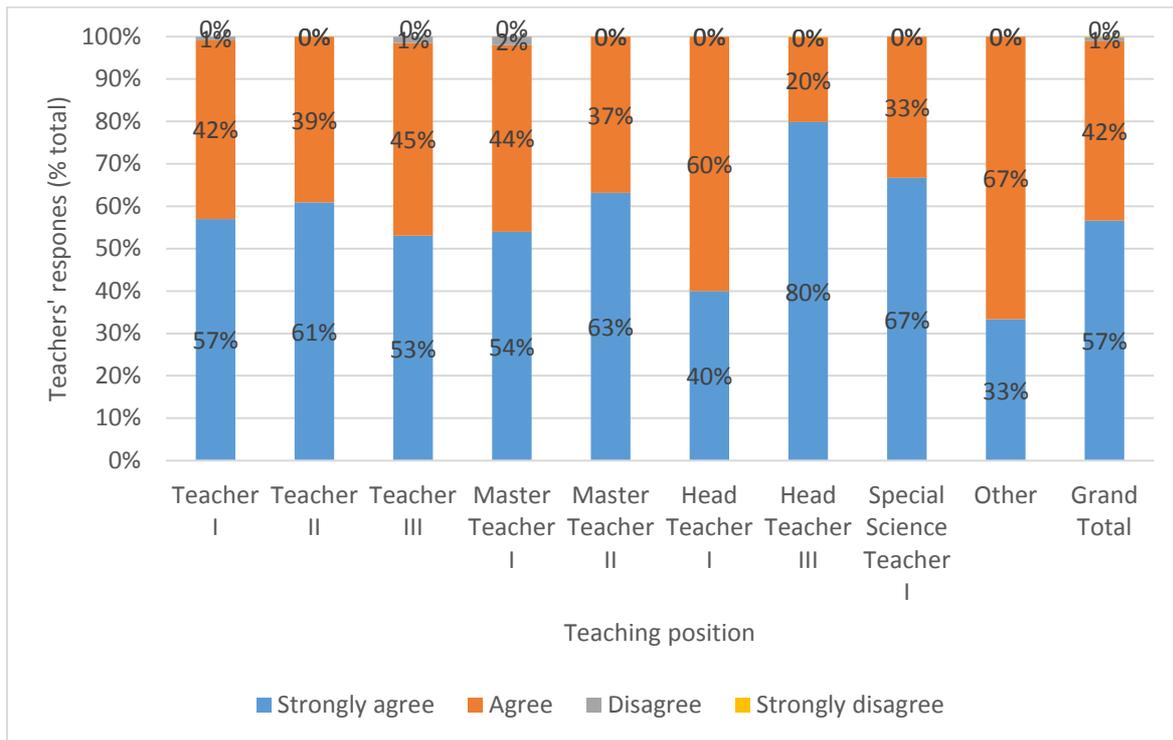


FIGURE 166. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES OPPORTUNITIES FOR ME TO GROW PROFESSIONALLY" VIZ. TEACHING POSITION (N=1,039; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Also worth noting is that while there were generally high proportions of agreement that teachers continued to teach because of opportunities for professional growth, there were patterns of stronger agreement among those who did not originally choose Education as their course and those who shifted careers, compared with their counterparts who originally chose a teaching path (See Figures 167-168).

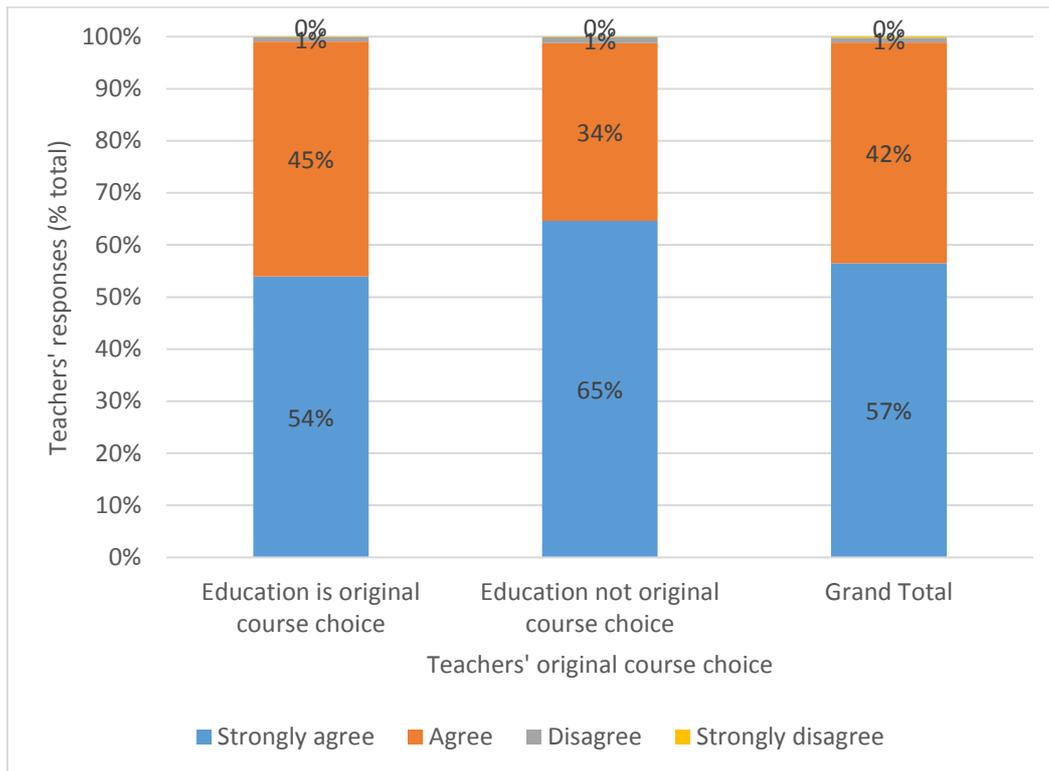


FIGURE 167. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES OPPORTUNITIES FOR ME TO GROW PROFESSIONALLY" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,073; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

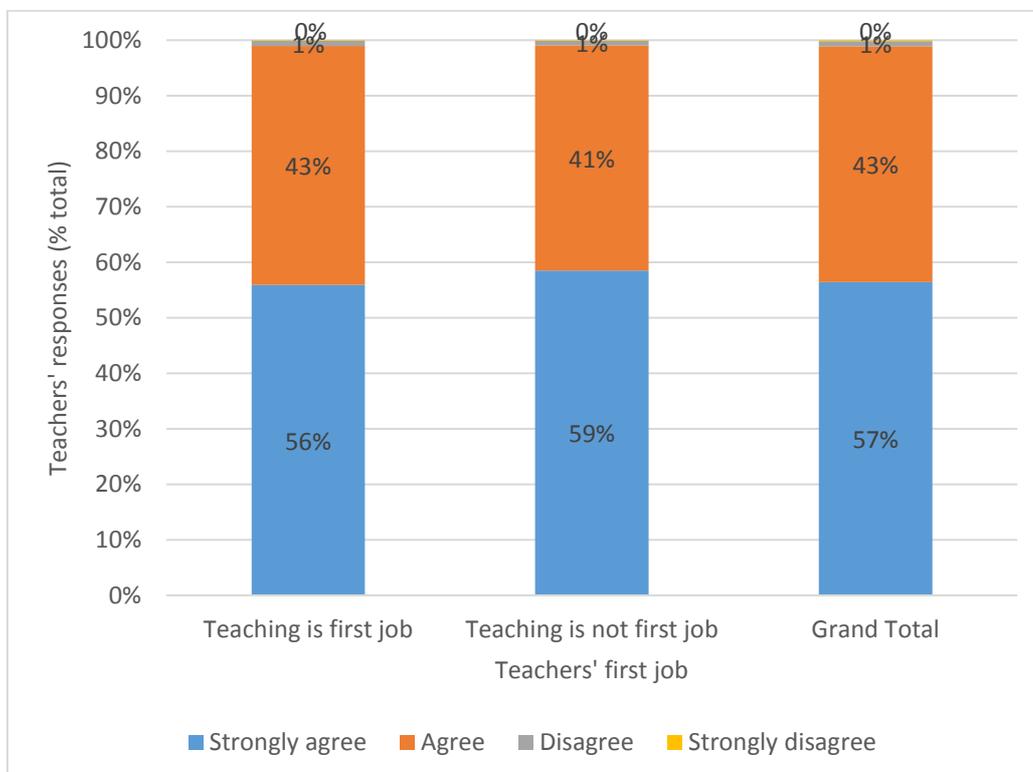


FIGURE 168. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE TEACHING PROVIDES OPPORTUNITIES FOR ME TO GROW PROFESSIONALLY" VIZ. TEACHERS' FIRST JOB (N=1,062; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Strong support systems

Strong support systems at different levels are also important components of an *enabling environment* that encourage teachers to continue teaching. Peer support and a strong, supportive and nurturing school leadership figure in teachers' decisions to remain teaching. Teachers look to their supervisors for coaching and support, and appreciate it when they see that the school administration values them and addresses their concerns.

Peer support was a highly popular reason for teachers to continue teaching, with 94% of respondents agreeing with the statement, "I continue to teach because I have colleagues who are very supportive of fellow teachers like me." Looking at the responses across the demographics of sex, location and teaching position, at least 90% of teachers consistently agree that they stay because they have supportive colleagues. It is only among the few teachers from remote areas and those holding Master Teacher II positions where proportions of agreement were at around 80%, which was also still quite high (See Figures 169-171).

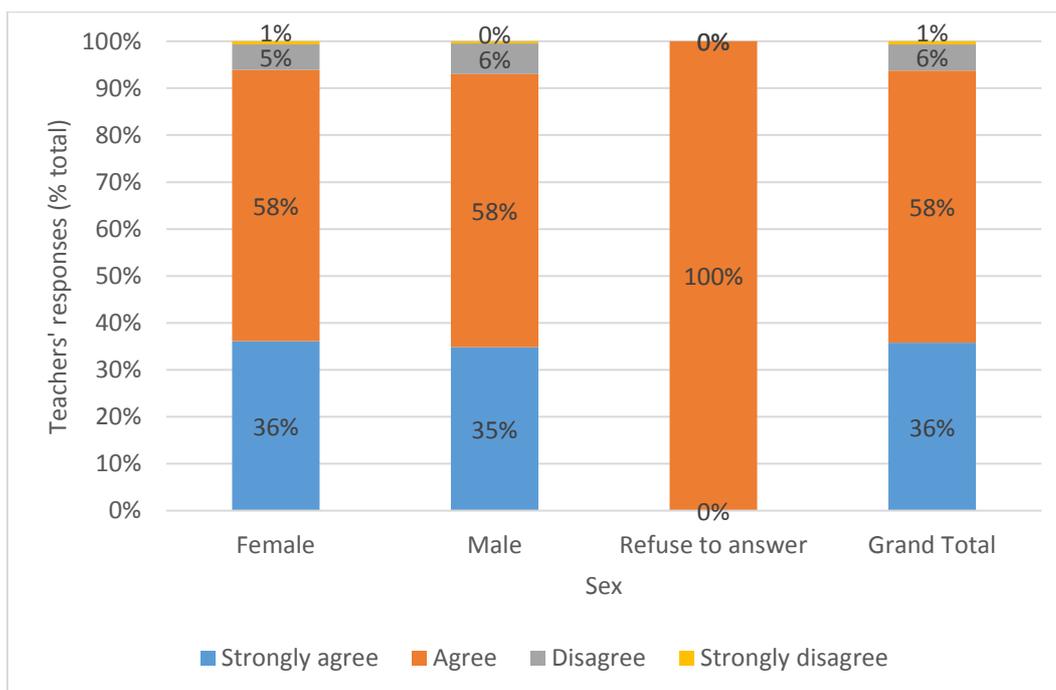


FIGURE 169. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE COLLEAGUES WHO ARE VERY SUPPORTIVE OF TEACHERS LIKE ME" VIZ. SEX (N=1,059; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

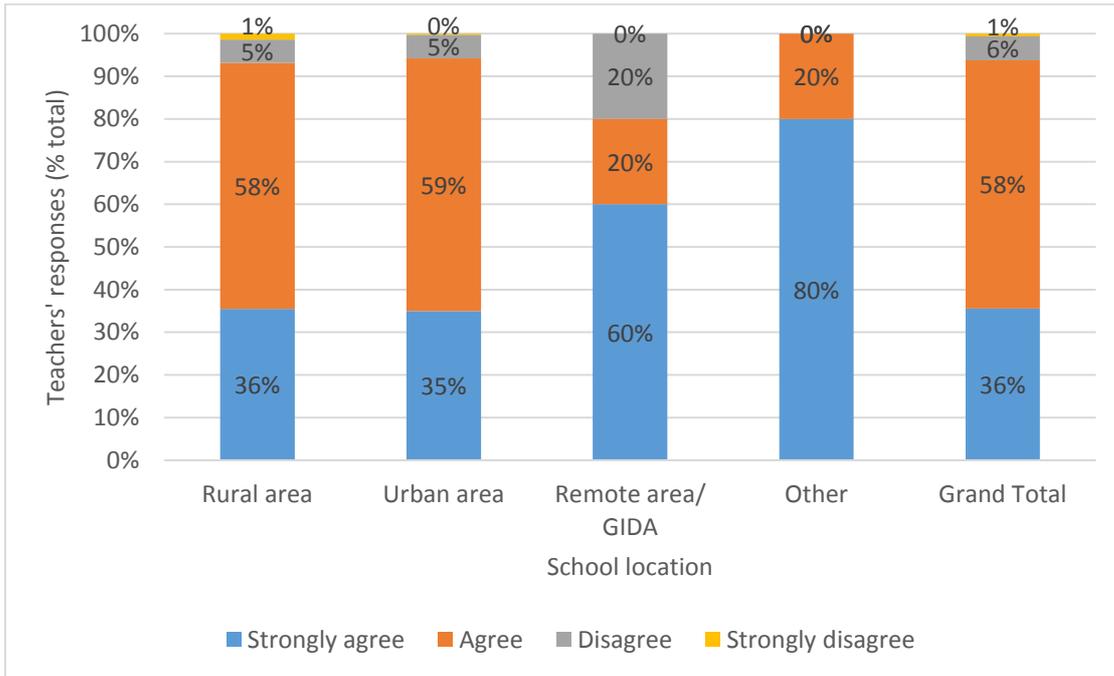


FIGURE 170. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE COLLEAGUES WHO ARE VERY SUPPORTIVE OF TEACHERS LIKE ME" VIZ.SCHOOL LOCATION (N=1,056; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

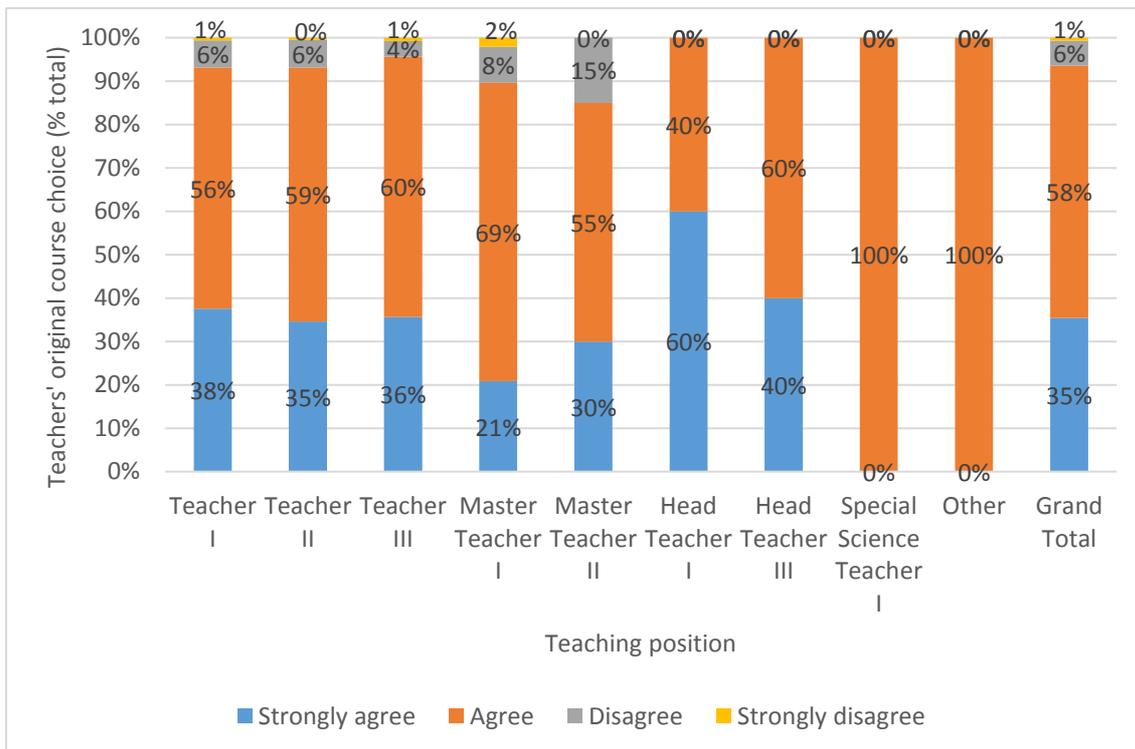


FIGURE 171. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE COLLEAGUES WHO ARE VERY SUPPORTIVE OF TEACHERS LIKE ME" VIZ.TEACHING POSITION (N=1,030; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Likewise, there did not seem to be much of a difference between the responses of teachers, regardless of their original course choice, and whether they were originally teachers or career shifters (See Figures 172-173).

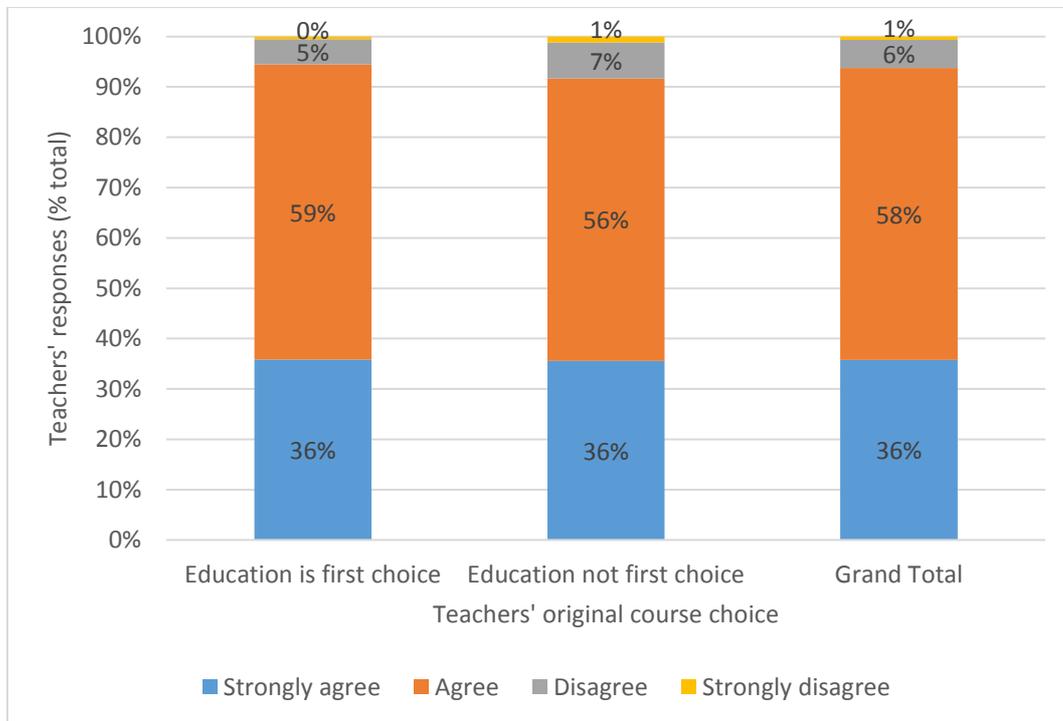


FIGURE 172. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE COLLEAGUES WHO ARE VERY SUPPORTIVE OF TEACHERS LIKE ME" VIZ.ORIGINAL COURSE CHOICE (N=1,063; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

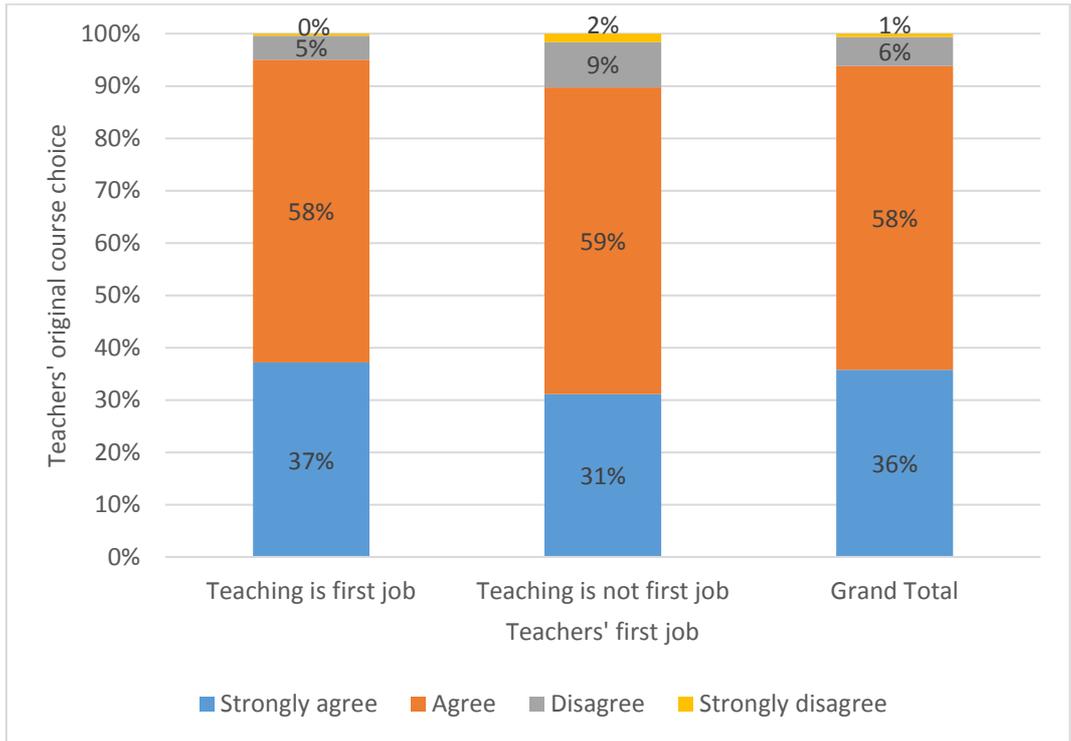


FIGURE 173. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE COLLEAGUES WHO ARE VERY SUPPORTIVE OF TEACHERS LIKE ME" VIZ. TEACHERS' FIRST JOB (N=1,065; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Meanwhile, nine out of every ten teachers agreed with the statement "*I continue to teach because I have very supportive supervisors*" (See Figures 174-176). Looking at the responses of male and female teachers, while a greater proportion of females expressed agreement with the statement, a slightly greater proportion of male teachers expressed stronger conviction that this was a reason why they remained as teachers.

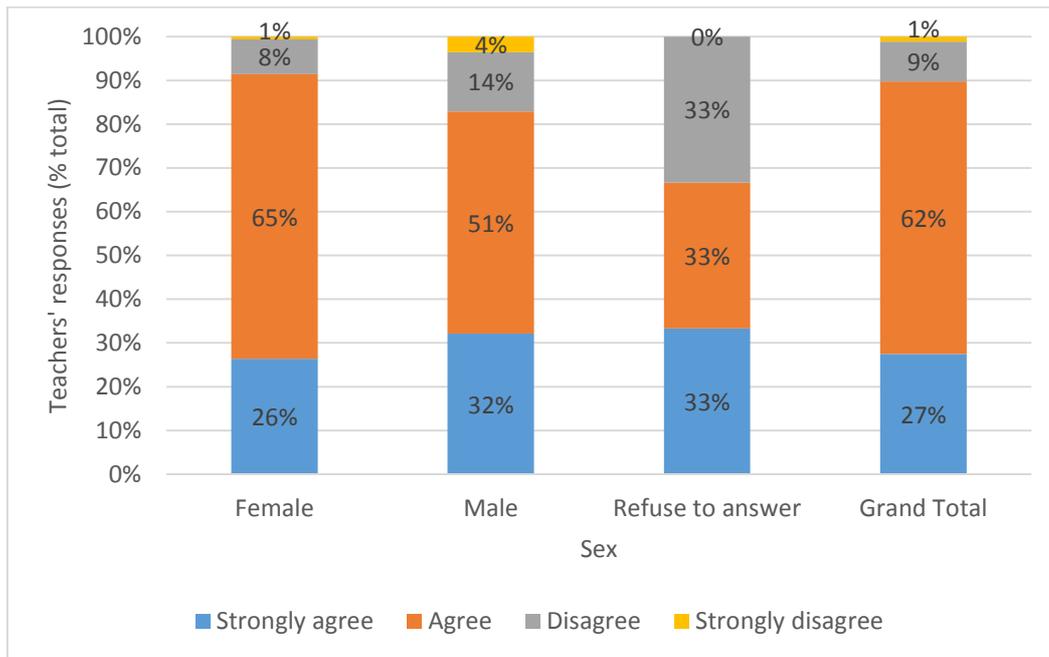


FIGURE 174. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE VERY SUPPORTIVE SUPERVISORS" VIZ. SEX (N=1,055)

In terms of school location, nine of ten teachers from both rural and urban locations agreed that they continued teaching because of supportive supervisors. It should be noted, however, that while there were only a few respondents who came from remote areas, the proportion of those who disagreed that they continued to teach because of supportive supervisors was higher than those from urban and rural areas.

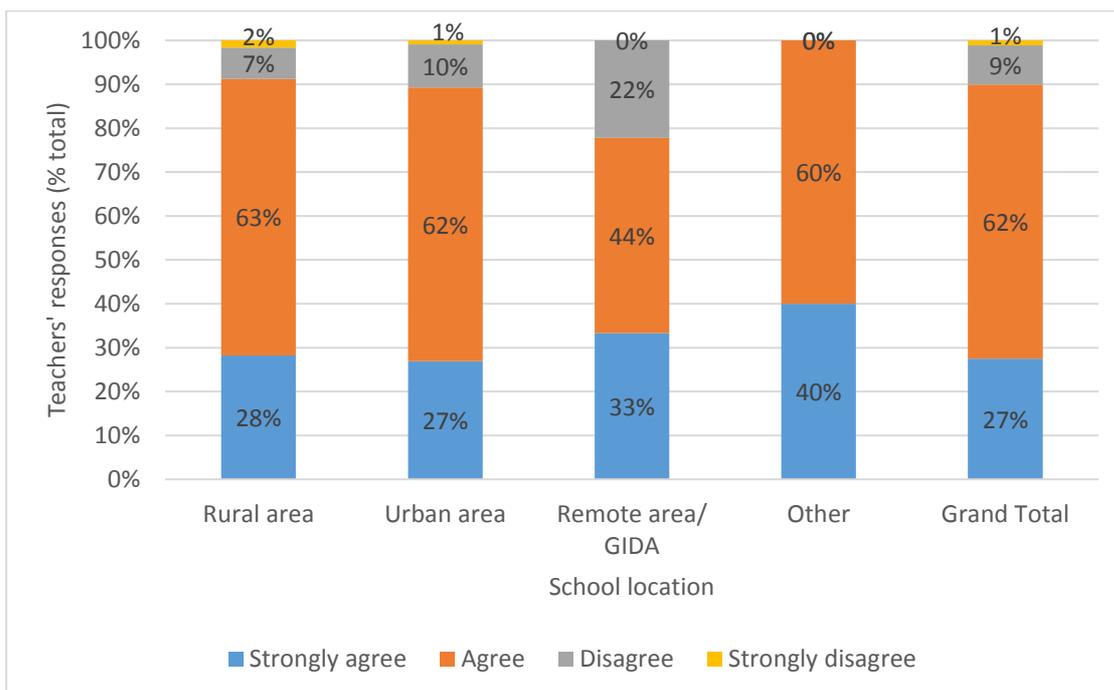


FIGURE 175. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE VERY SUPPORTIVE SUPERVISORS" VIZ. SCHOOL LOCATION (N=1,052; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

As shown in Figure 176, teachers holding different teaching positions also generally had high proportions of agreement with the statement. The relatively small number of respondents holding Master Teacher posts were among those who expressed higher proportions of disagreement that they remained in teaching because of supportive supervisors. Around 10% of teachers who were holding Teacher I to III posts disagreed with the statement, while between 20 to 30% expressed strong agreement. Except for those holding Master Teacher I positions, among the few teachers holding higher positions, there were greater proportions who expressed stronger agreement, compared with counterparts holding Teacher I to III positions.

With the importance of having supportive supervisors in maintaining an enabling environment to encourage teachers to stay, due attention should also be given to figures that show that among those holding Teacher I to III and Master Teacher positions, there was disagreement that they continue to teach because of supportive supervisors.

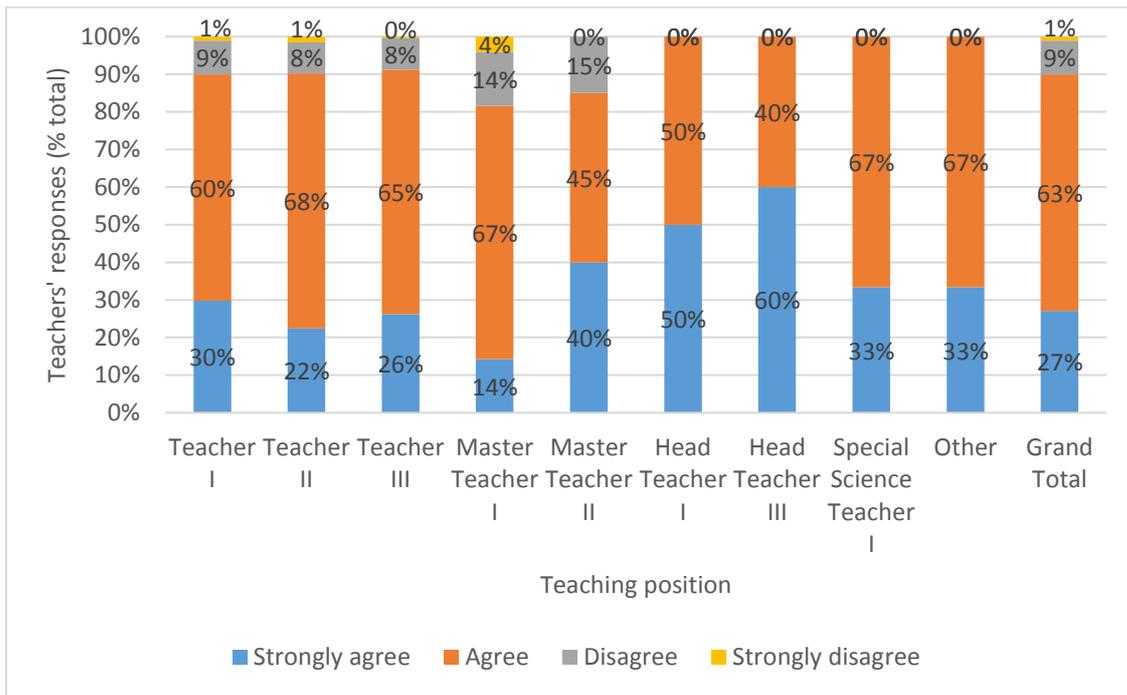


FIGURE 176. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE VERY SUPPORTIVE SUPERVISORS" VIZ. TEACHING POSITION (N=1,026; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Meanwhile, there did not seem to be any differences in terms of teachers' original course and job choices, on whether they continued to teach because of supportive supervisors. Regardless of teachers' educational background and whether or not they were originally teachers, a steady 90% agreed that they remained in teaching because of supportive supervisors (See Figures 177-178).

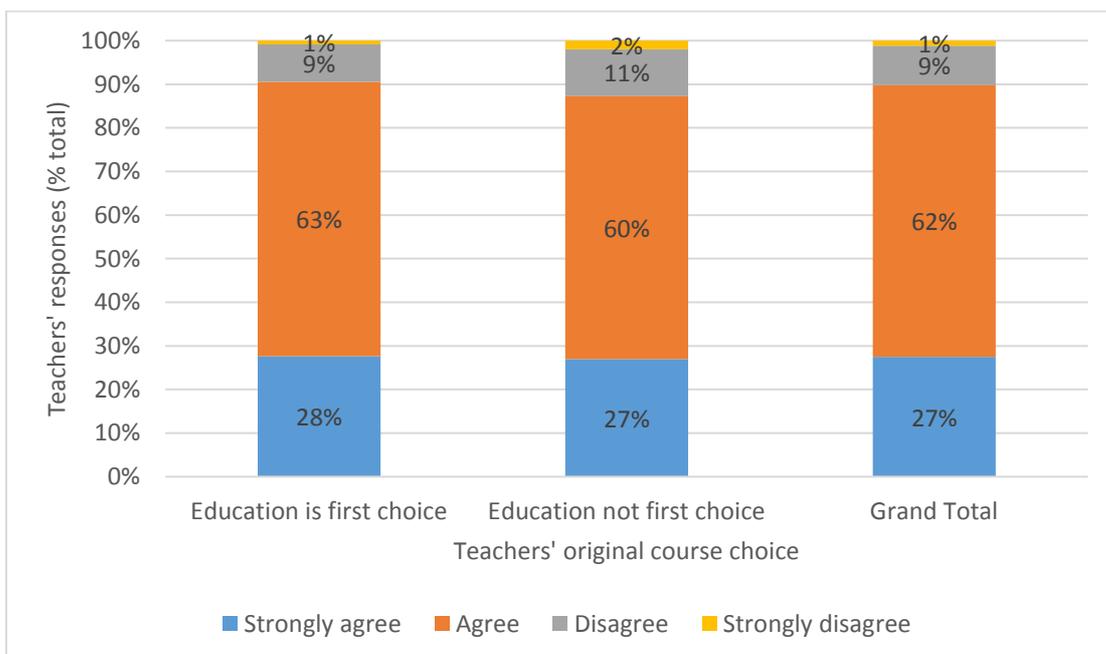


FIGURE 177. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE VERY SUPPORTIVE SUPERVISORS" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,059)

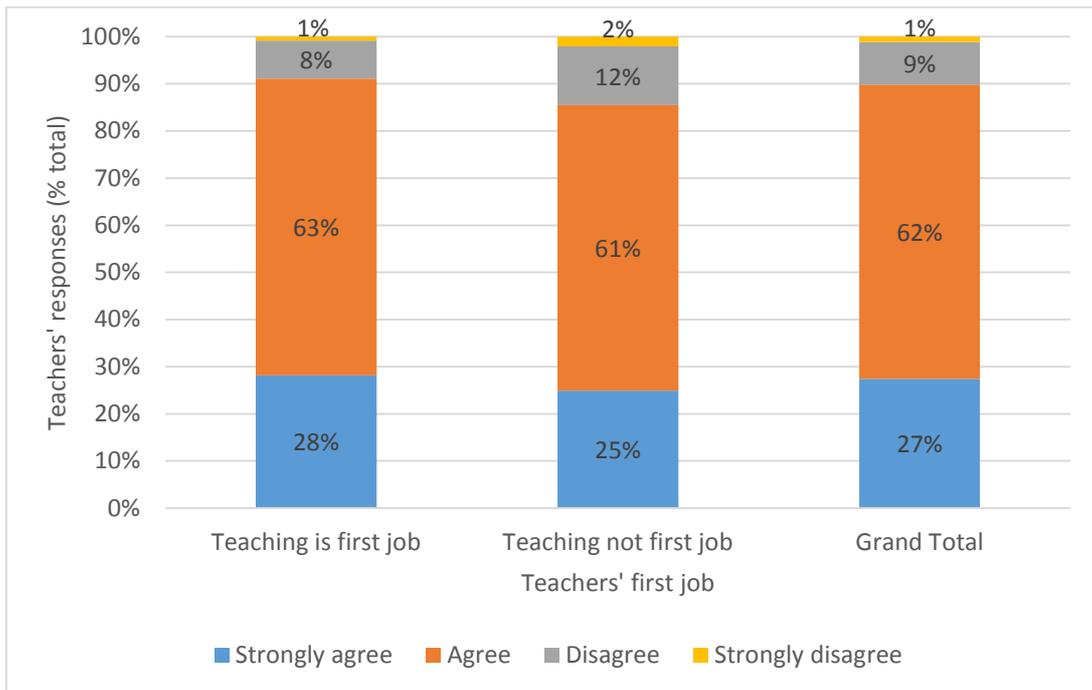


FIGURE 178. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE VERY SUPPORTIVE SUPERVISORS" VIZ. TEACHERS' FIRST JOB (N=1,061)

A third component of teachers' support systems relates to the support that they receive from the school administration. Ninety-one percent (91%) of teachers agreed with the statement, *"I continue to teach because I feel that our school administration recognizes the value of teachers like me,"* while 82% agreed with the statement, *"I continue to teach because I feel that the school administration truly supports teachers' needs."*

As shown in Figures 179-180, when it came to teachers' sex and school location, around nine of ten teachers generally agreed that they continued to teach because they felt valued by the school administration. A slightly greater proportion of males, compared to their female counterparts, expressed strong agreement with the said statement. Respondents from rural areas, meanwhile, registered a slightly higher proportion of strong agreement, compared to their counterparts from urban and remote areas.

In terms of teaching position, the same proportions of agreement were evident among those holding Teacher I to Teacher III positions. It was among those holding Master Teacher posts where there was a slight dip in the proportions of those who said they continued to teach because they felt valued by the school administration (See Figure 181).

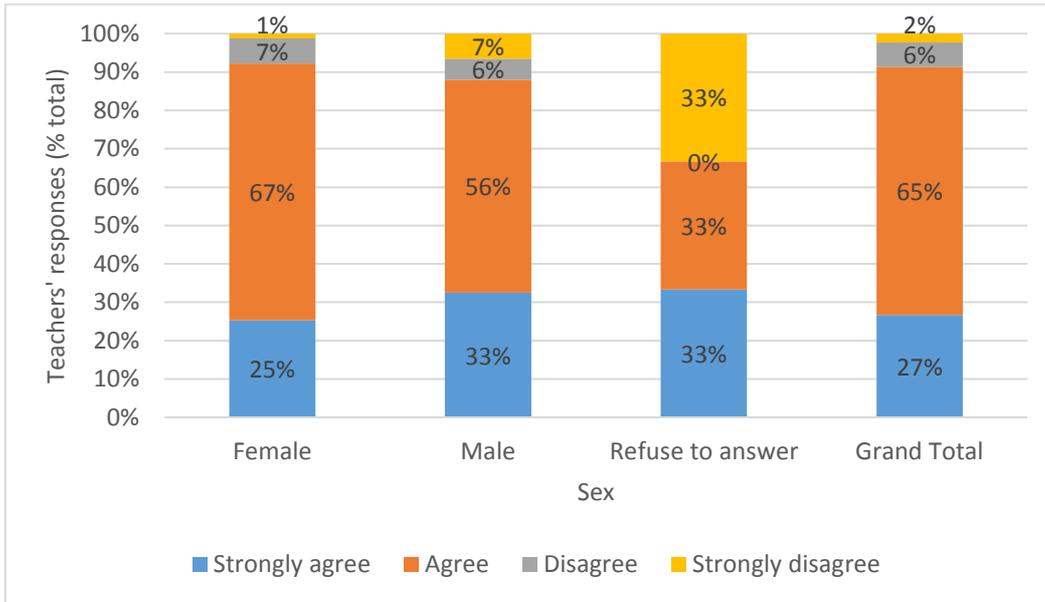


FIGURE 179. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION RECOGNIZES THE VALUE OF TEACHERS LIKE ME" VIZ. SEX (N=1,052)

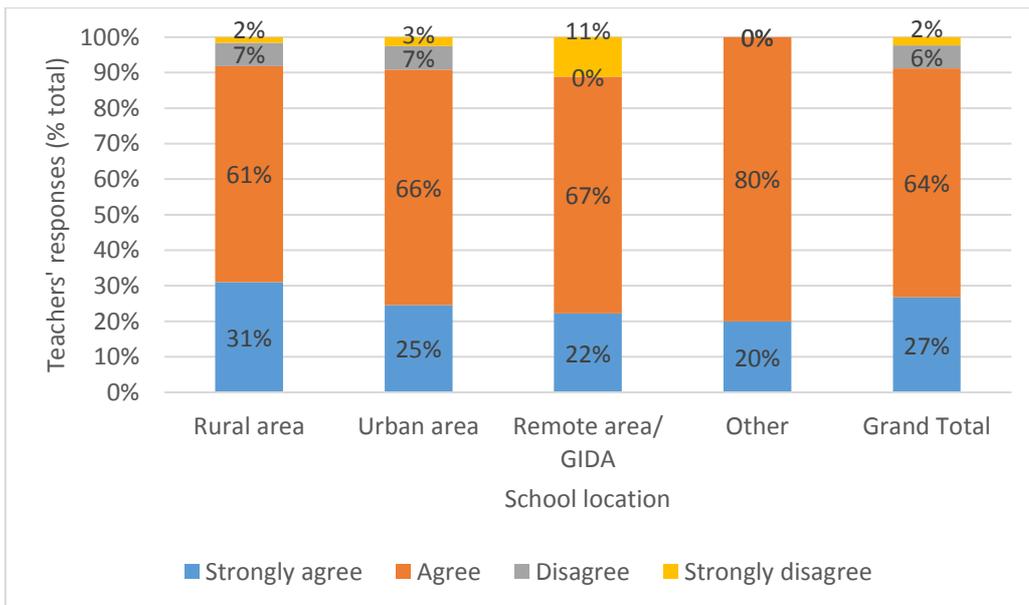


FIGURE 180. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION RECOGNIZES THE VALUE OF TEACHERS LIKE ME" VIZ. SCHOOL LOCATION (N=1,049; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

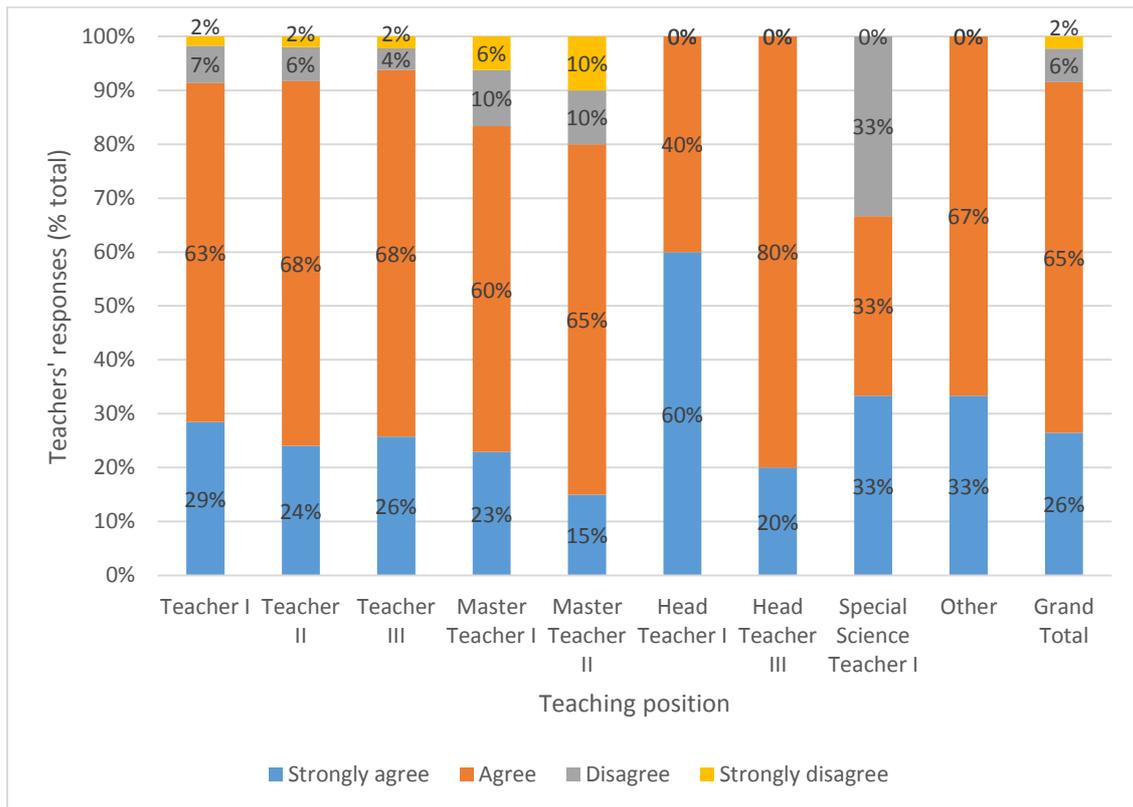


FIGURE 181. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION RECOGNIZES THE VALUE OF TEACHERS LIKE ME” VIZ. TEACHING POSITION (N=1,023; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Similar to the pattern of responses in other statements pertaining to the *enabling environment* as an extrinsic motivator, there seemed to be little difference in responses among teachers, regardless of course choice and first job. Those whose first choice was Education and those who were originally teachers registered slightly higher proportions of agreement that they continued to teach because they felt valued by their school administration (See Figures 182-183).

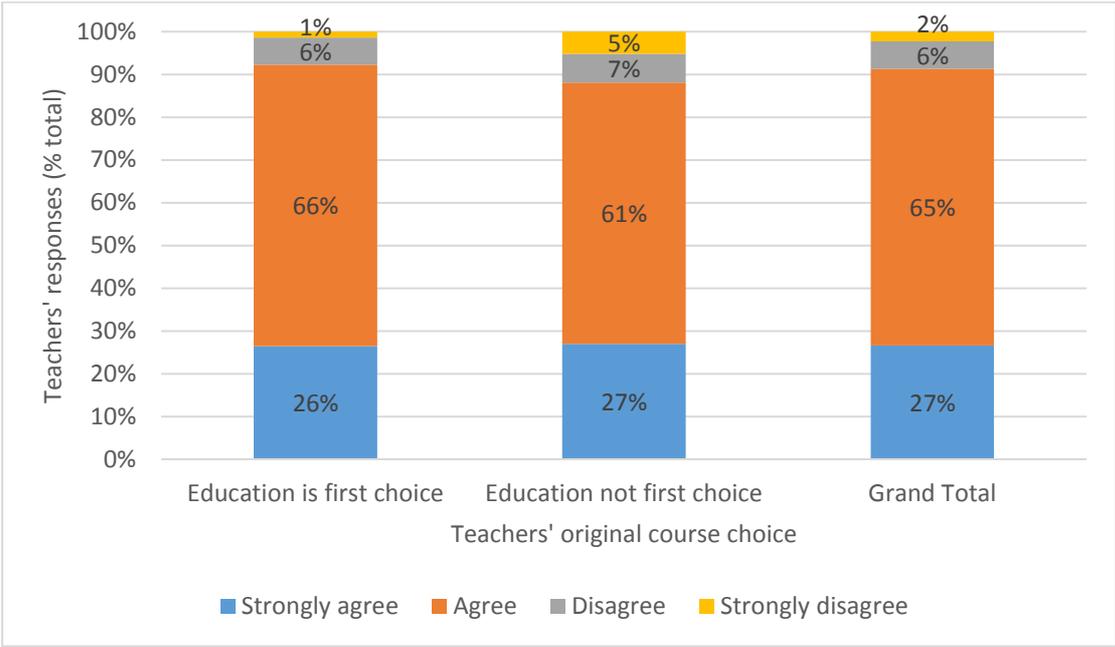


FIGURE 182. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION RECOGNIZES THE VALUE OF TEACHERS LIKE ME" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,056)

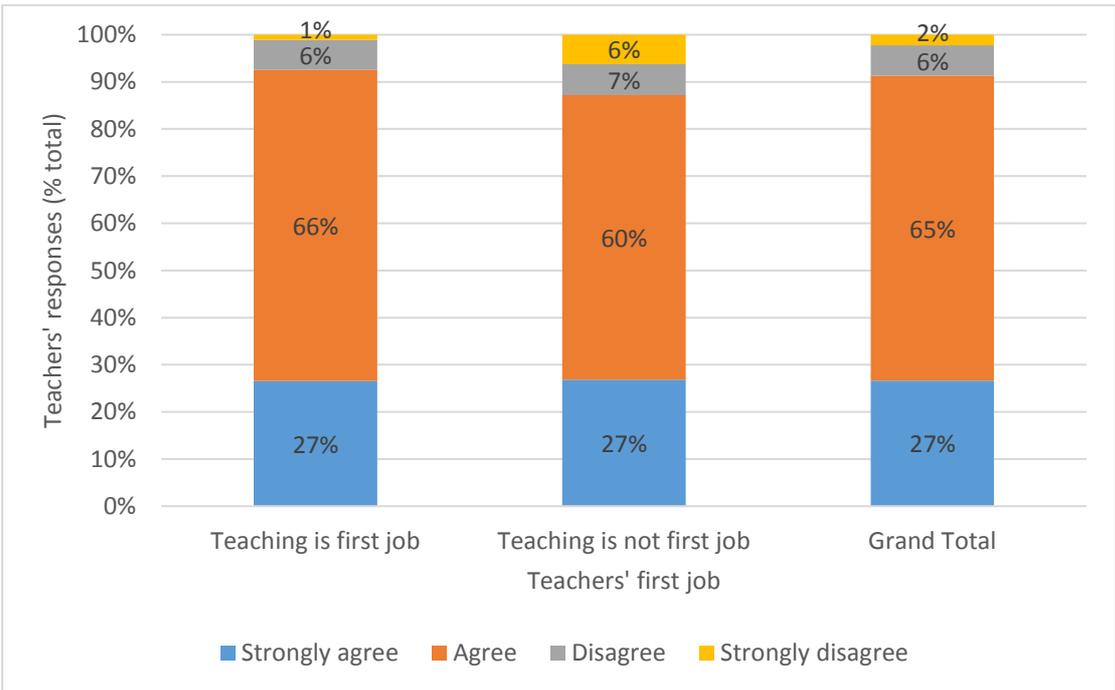


FIGURE 183. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION RECOGNIZES THE VALUE OF TEACHERS LIKE ME" VIZ. TEACHERS' FIRST JOB (N=1,058)

While around nine of ten teachers continued to teach because they felt that their school administration valued them as teachers, a slightly lower yet still high proportion of teachers (around 80%) did so because they felt that the school administration supported their needs. These patterns seemed to hold when looking at the responses across the demographics of sex, school location, and teaching position (See Figures 184-185).

While it could be argued that teachers' disagreement with the statement *"I continue to teach because I feel that the school administration truly supports teachers' needs"* could mean that teachers had in fact other motivations for continuing to teach, it could likewise be taken as a reflection of gaps in administrative support that teachers receive from their schools.

The consistent finding that between 15 to 20% of teachers across different demographics disagreed that they continued to teach because they felt that their school administration supported teachers' needs should be noted, particularly since a perceived lack of support could eventually contribute to teachers' demotivations, and considerably impact the quality of education that learners receive. These results support findings of research done by the Philippine Institute for Development Studies (PIDS), which revealed that teachers felt that the administrative support they receive was not enough to lighten their workload, keeping them from devoting their attention to their core functions as teachers (David, Albert, & Vizmanos, 2019).

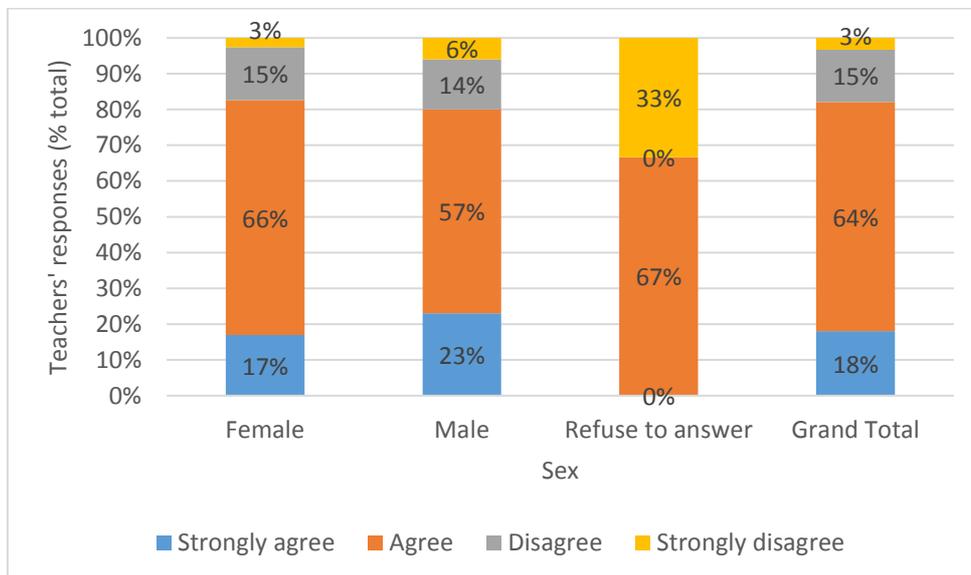


FIGURE 184. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION TRULY SUPPORTS TEACHERS' NEEDS" VIZ. SEX (N=1,052; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

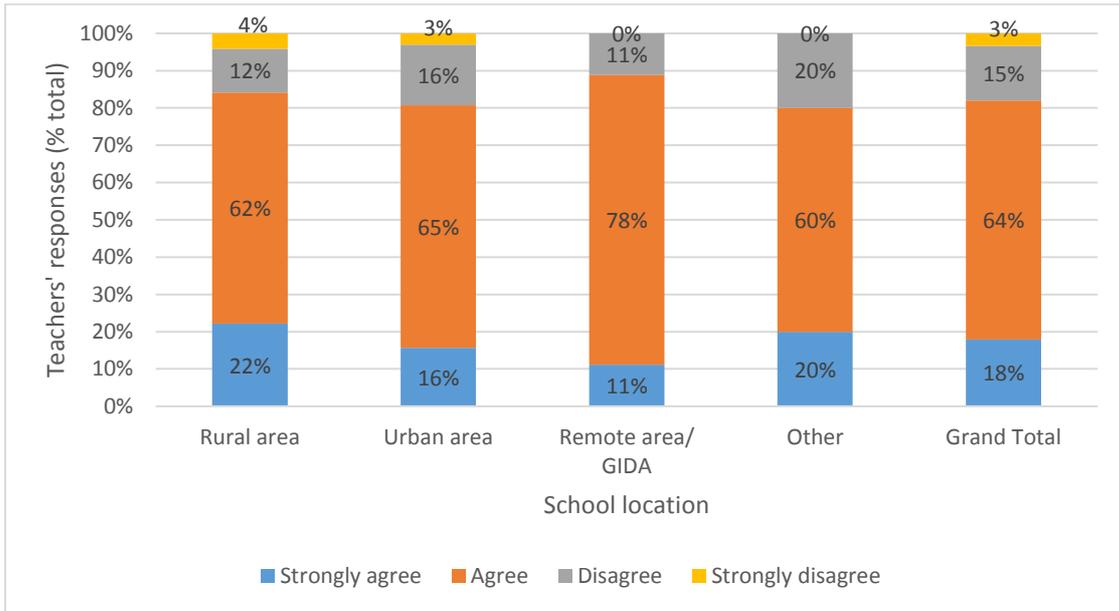


FIGURE 185. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION TRULY SUPPORTS TEACHERS' NEEDS" VIZ. SCHOOL LOCATION (N=1,048; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

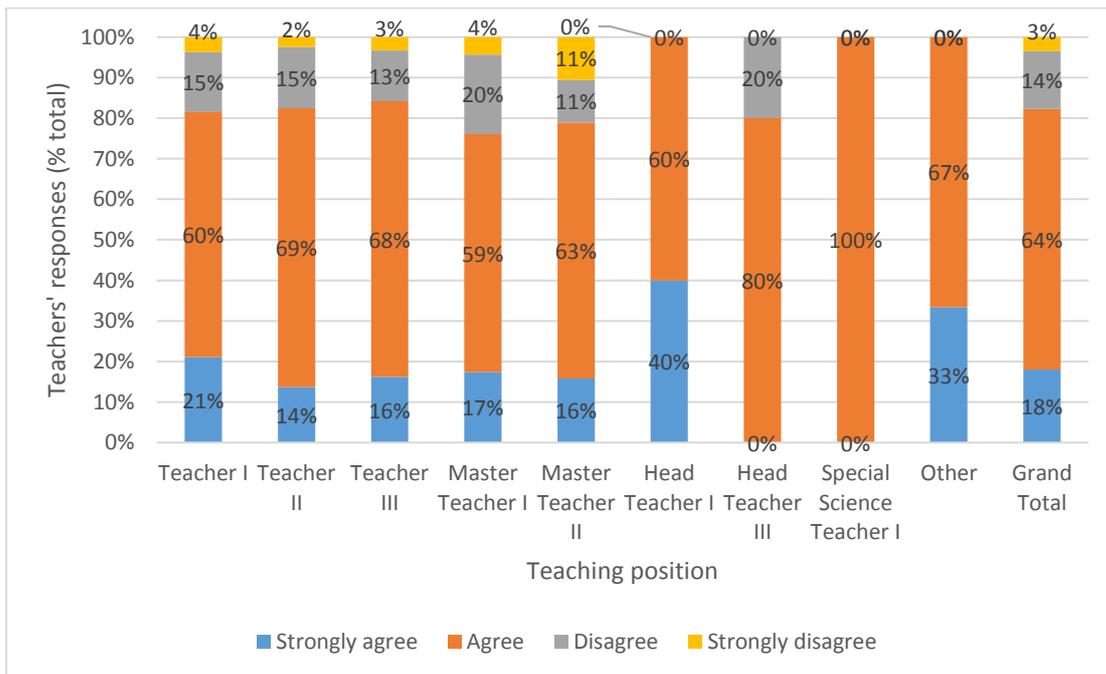


FIGURE 186. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION TRULY SUPPORTS TEACHERS' NEEDS" VIZ. TEACHING POSITION (N=1,023; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Respondents who originally chose Education, as well as those whose first jobs were as teachers, registered slightly higher proportions of agreement that they remained in teaching because they felt that the school administration supports their needs. More than 20% of those who did not originally choose Education and those who shifted careers disagreed that they continued to teach because of

the school administration's support (See Figures 187-188). Again, due attention should be given to these numbers, particularly since knowing that there is strong support from the administration contributes to a supportive enabling environment that could encourage teachers to stay.

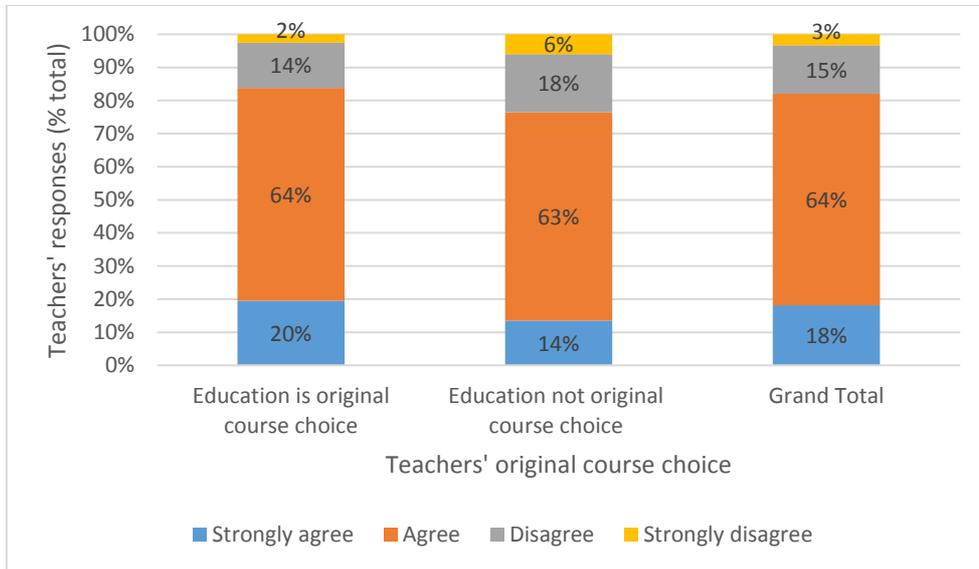


FIGURE 187. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION TRULY SUPPORTS TEACHERS' NEEDS" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,055)

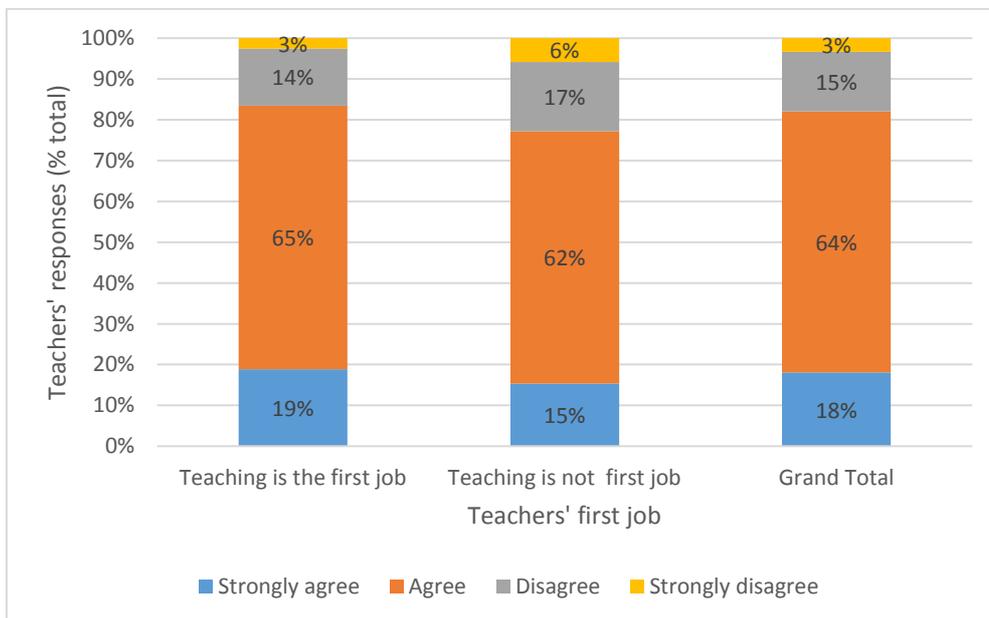


FIGURE 188. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I FEEL THAT THE SCHOOL ADMINISTRATION TRULY SUPPORTS TEACHERS' NEEDS" VIZ. TEACHERS' FIRST JOB (N=1,057)

Economic considerations

While intrinsic drivers such as commitment to the profession and various teaching profession-related benefits proved to be popular drivers to remain in teaching, more practical, *economic considerations* likewise figure in teachers' decisions to continue teaching. These *economic considerations* cover a range of aspects, such as the *income-earning aspect of the profession, especially for the family's needs; possibilities for promotion and salary increase; loan payment commitments; workplace accessibility; and job availability*. As may be seen in Table 6.5, there were more popular perceived economic considerations than others for remaining as teachers. This section will discuss how the respondents answered some of the statements based on selected socio-demographic variables.

Table 6.5 *Economic considerations as motivations for remaining in the teaching profession*

Item	Statement (I continue to teach because...)	Percentage of Strongly Agree/Agree responses
4	I have to provide for my family's needs.	96
15	There is a chance that I will get promoted if I continue teaching.	90
16	This is what I am paid to do.	87
1	This is my only source of income.	85
23	My salary might increase if I stay as a teacher.	83
31	I still need to pay off loans that I have incurred.	79
13	The school is very near my home.	67
18	I am satisfied with the income that I get from teaching.	50
10	There is no other available job for me.	34

Income and financial obligations

One of the most popular reasons for teachers to continue teaching is that teaching is their bread and butter, their source of income. Of the five statements pertaining to financial obligations and the income-earning aspect of the profession (Items 1, 4, 16, 18, and 31), the statement "*I continue to teach because I have to provide for my family's needs*" generated the highest percentage of agreement (96%). Respondents were meanwhile equally split when it came to the statement, "*I continue to teach because I am satisfied with the income that I get from teaching.*" Loan repayment also figured among teachers' financial obligations, with nearly eight out of every ten teachers agreeing with the statement, "*I continue to teach because I still need to pay off loans that I have incurred.*" These three statements will be broken down in the succeeding discussion.

Teachers across different demographic variables such as sex, school location, civil status, and teaching position seemed to consistently agree with the statement, “*I continue to teach because I have to provide for my family’s needs*”. In terms of responses vis-à-vis sex (Figure 189) and school location (Figure 190), at least half of the teachers strongly agreed that this was a reason why they continued teaching.

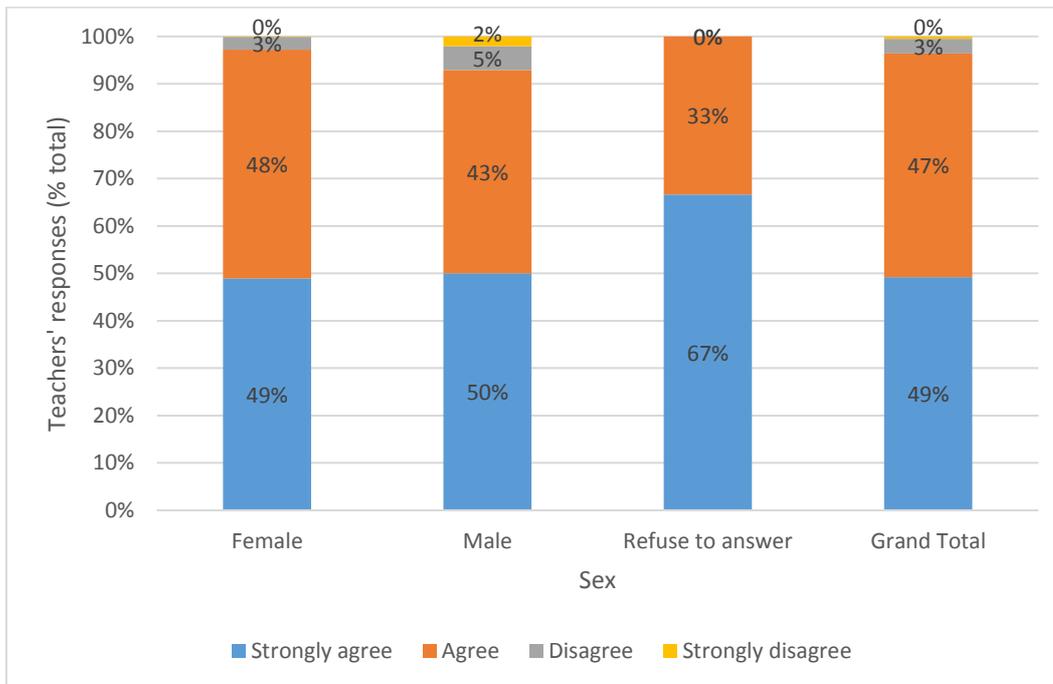


FIGURE 189. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I HAVE TO PROVIDE FOR MY FAMILY’S NEEDS” VIZ. SEX (N=1,063; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Although only a few teachers in remote areas participated in the survey, compared to their counterparts in the rural and urban areas, they registered higher proportions of strong agreement that they continued to teach so they could provide for their family’s needs (Figure 190).

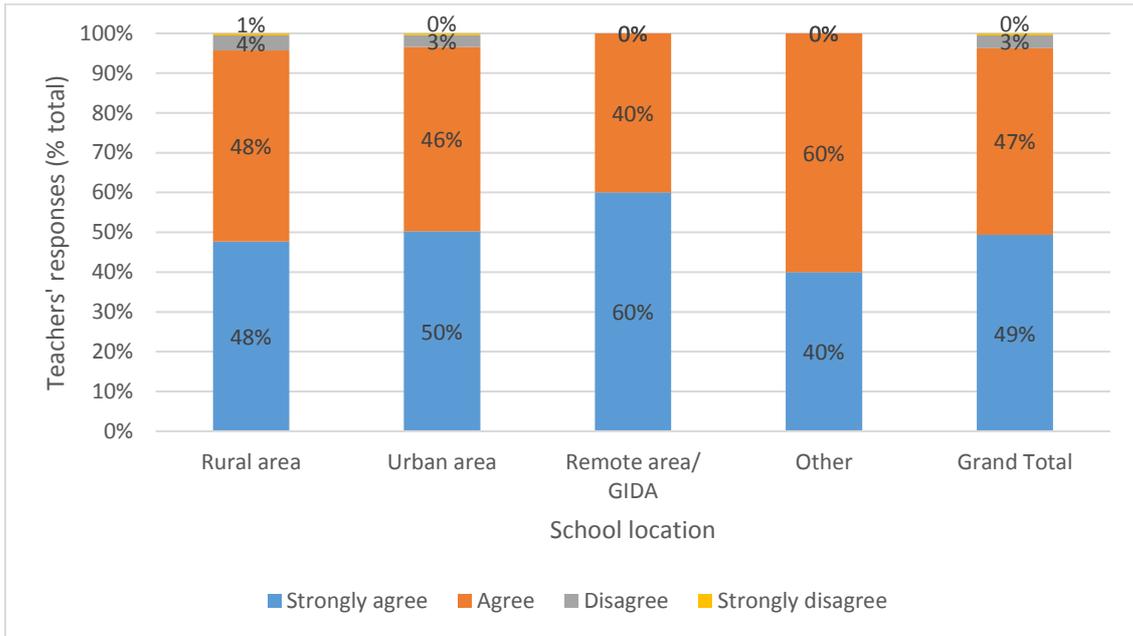


FIGURE 190. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE TO PROVIDE FOR MY FAMILY'S NEEDS" VIZ. SCHOOL LOCATION (N=1,059; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

In terms of civil status, it is noteworthy that even among teachers who were unmarried, this reason rated high. Teachers who were single and separated registered slightly higher proportions of strong agreement, compared with their married counterparts (Figure 191). Generally, across teaching positions, teachers consistently agreed that they continued to teach because of the need to provide for their family (Figure 192).

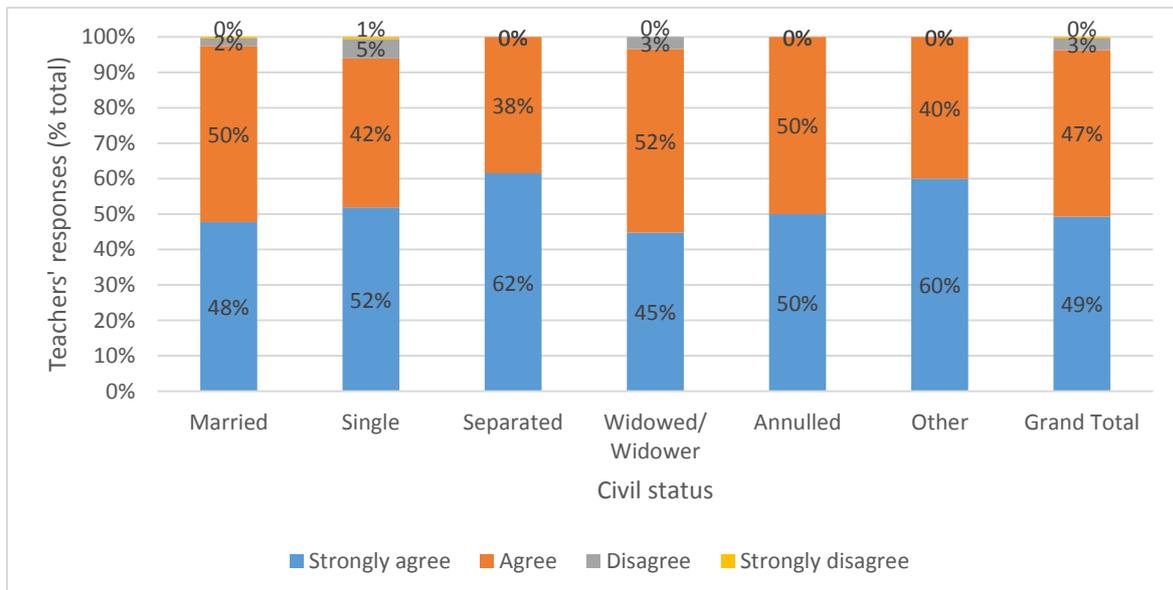


FIGURE 191. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE TO PROVIDE FOR MY FAMILY'S NEEDS" VIZ. CIVIL STATUS (N=1,066; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

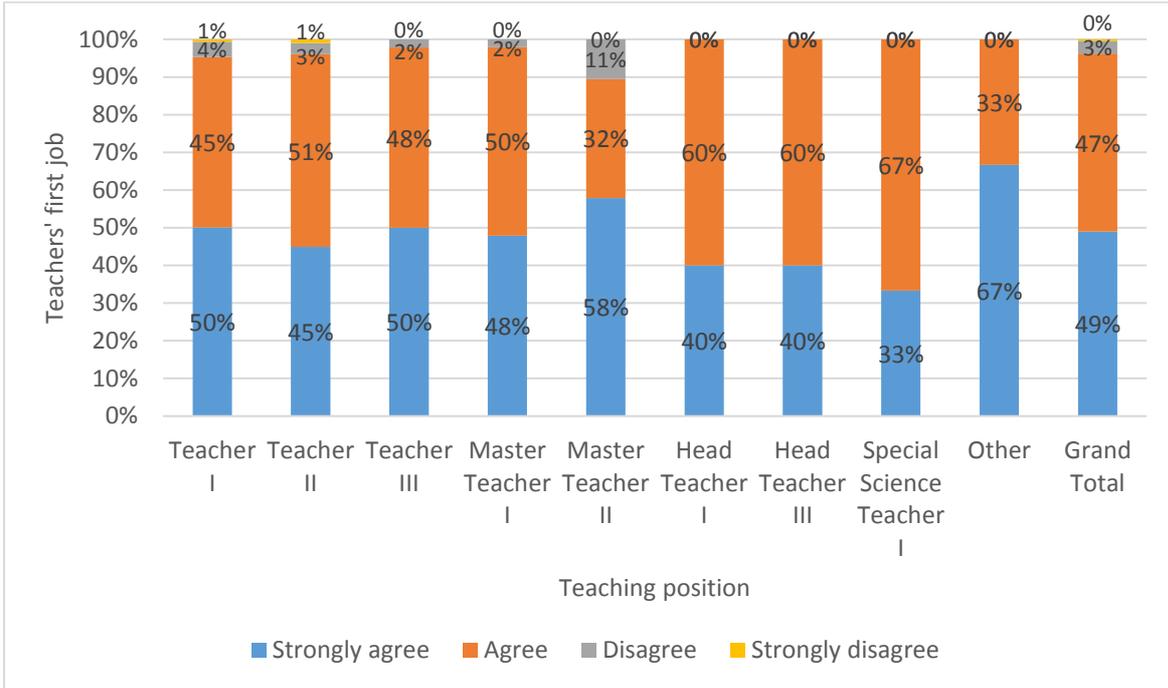


FIGURE 192. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE TO PROVIDE FOR MY FAMILY'S NEEDS" VIZ. TEACHING POSITION (N=1,033; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Regardless of original course choice and first job, more than 90% of teachers generally agreed that they continued to teach because of the need to provide for their families. There was, however a slightly higher proportion among those who did not originally choose Education who expressed strong agreement (See Figures 193-194).

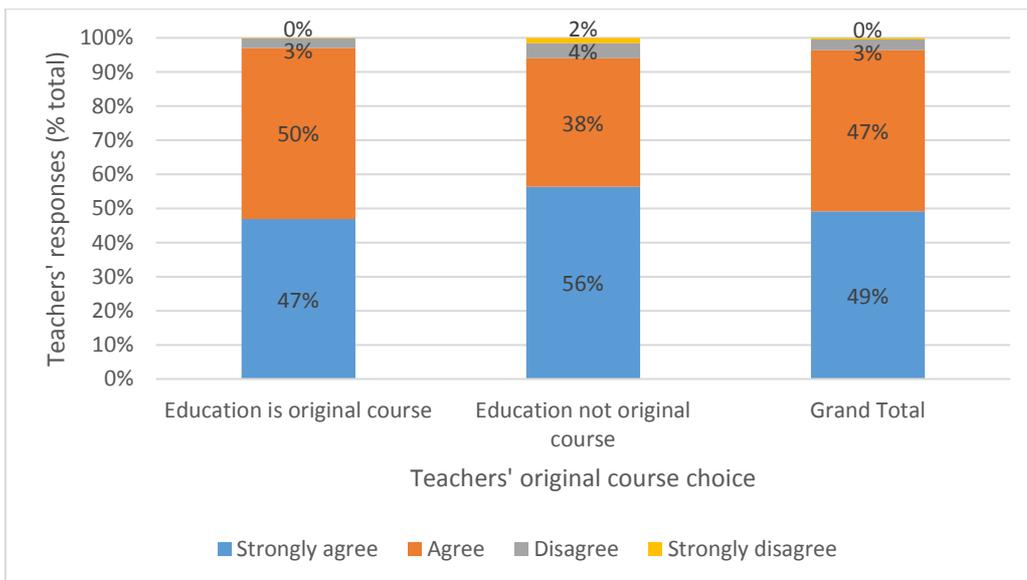


FIGURE 193. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE TO PROVIDE FOR MY FAMILY'S NEEDS" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,066; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

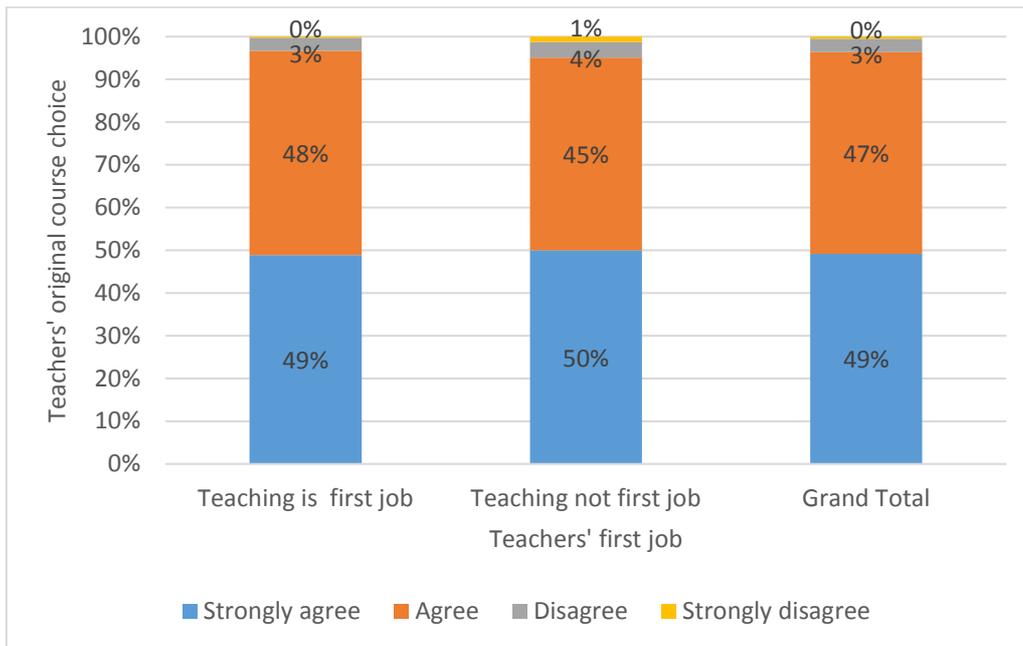


FIGURE 194. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I HAVE TO PROVIDE FOR MY FAMILY'S NEEDS" VIZ. TEACHERS' FIRST JOB (N=1,068; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Also worth probing is the statement, "I continue to teach because I am satisfied with the income that I get from teaching." Teachers were split about this statement, with half saying that income satisfaction was the reason why they continued to teach. While there were some variations in how teachers responded, this was consistent across the demographics of sex, school location, civil status, and teaching position (See Figures 195-197).

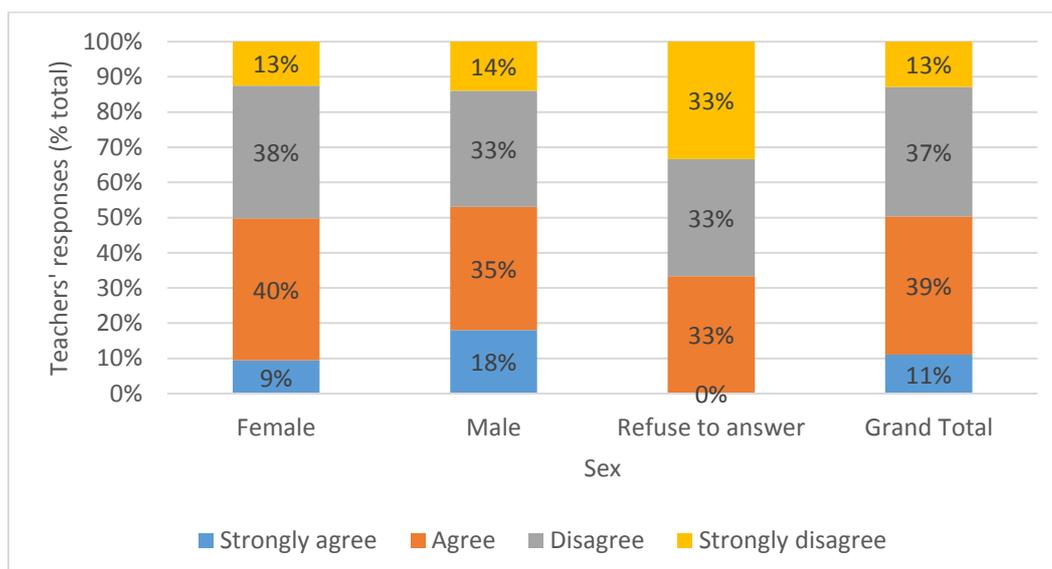


FIGURE 195. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM SATISFIED WITH THE INCOME THAT I GET FROM TEACHING" VIZ. SEX (N=1,051)

It should be noted that compared with the responses of their counterparts from urban (48%) and rural (54%) areas, a greater proportion of teachers from remote areas (67%) agreed that they continued to teach because of income satisfaction (Figure 196). Findings regarding an earlier statement about income satisfaction showed that only 42% of teachers in urban and 45% of teachers in rural areas were satisfied with the income that they received. However, for the few teachers (eight) in remote areas, an even lower proportion (38%) was satisfied with the income that they receive as teachers (Figure 33).

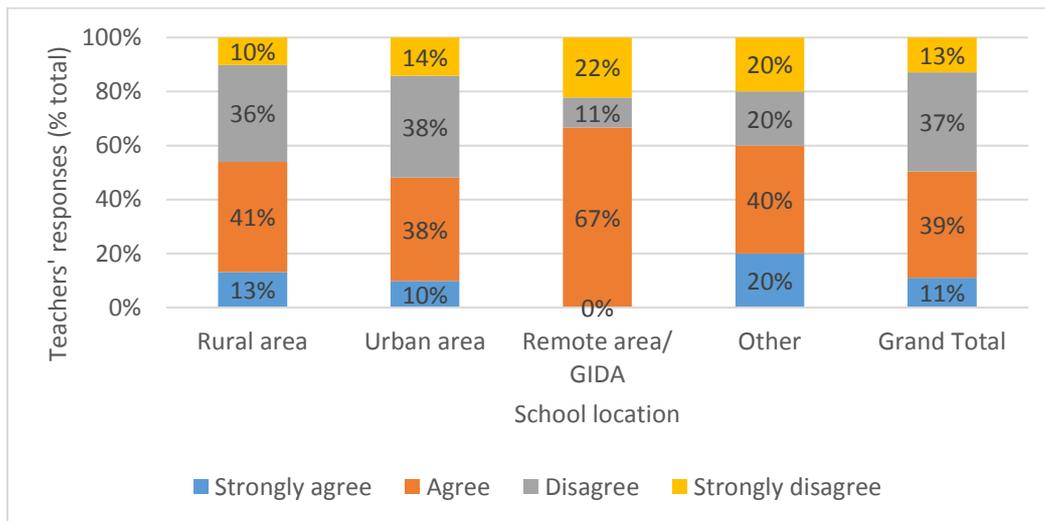


FIGURE 196. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM SATISFIED WITH THE INCOME THAT I GET FROM TEACHING" VIZ. SCHOOL LOCATION (N=1,048; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

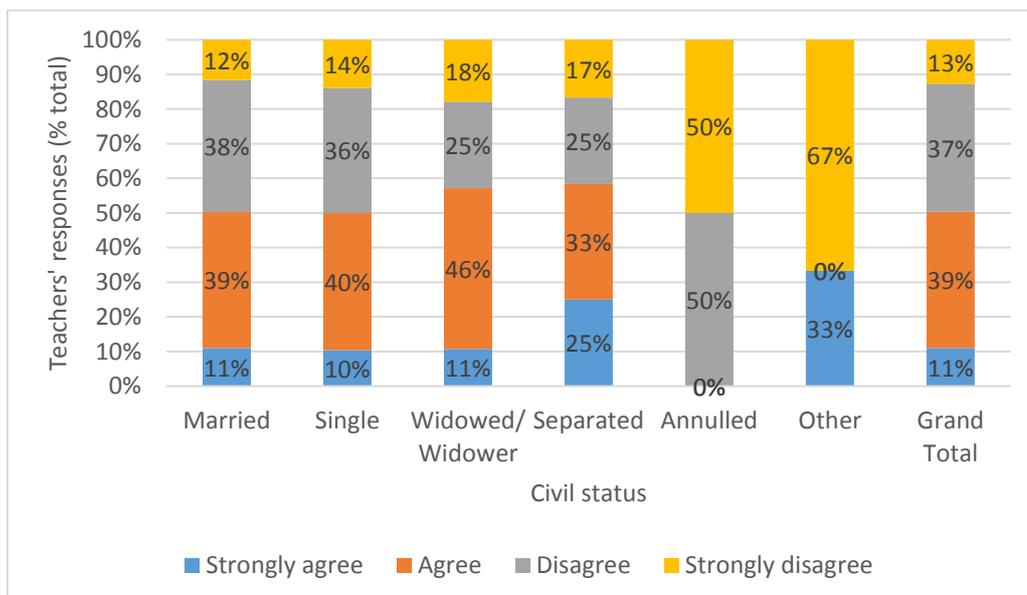


FIGURE 197. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM SATISFIED WITH THE INCOME THAT I GET FROM TEACHING" VIZ. CIVIL STATUS (N=1,055; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Across teaching positions, those who were holding higher positions, and thus also receiving higher pay (e.g., Master Teacher I, Master Teacher II, and Head Teacher II), were among those who expressed higher levels of agreement that they continued to teach because of income satisfaction.

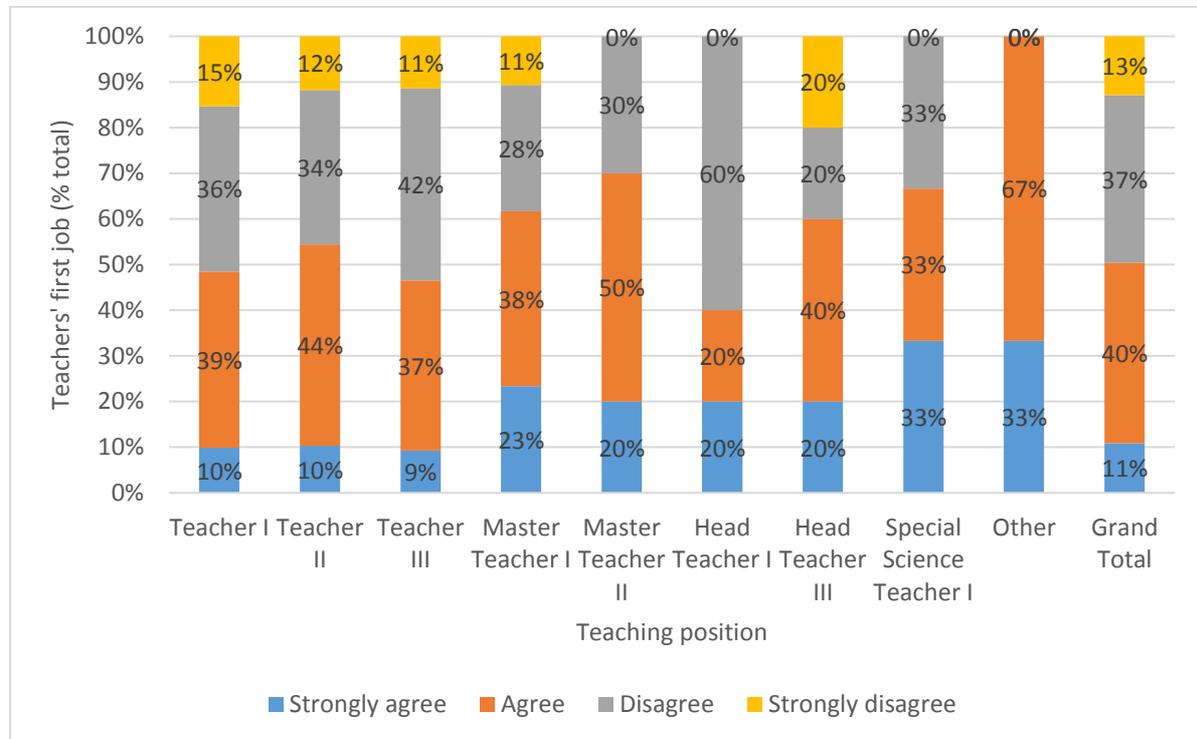


FIGURE 198. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I AM SATISFIED WITH THE INCOME THAT I GET FROM TEACHING” VIZ. TEACHING POSITION (N=1,022; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

This trend was likewise consistent, regardless of teachers’ education background and first job. There were only slightly higher proportions of those who originally took up Education courses and those who were originally teachers who agreed that they continued to teach because they were satisfied with the income that they got from teaching (See Figures 199-200).

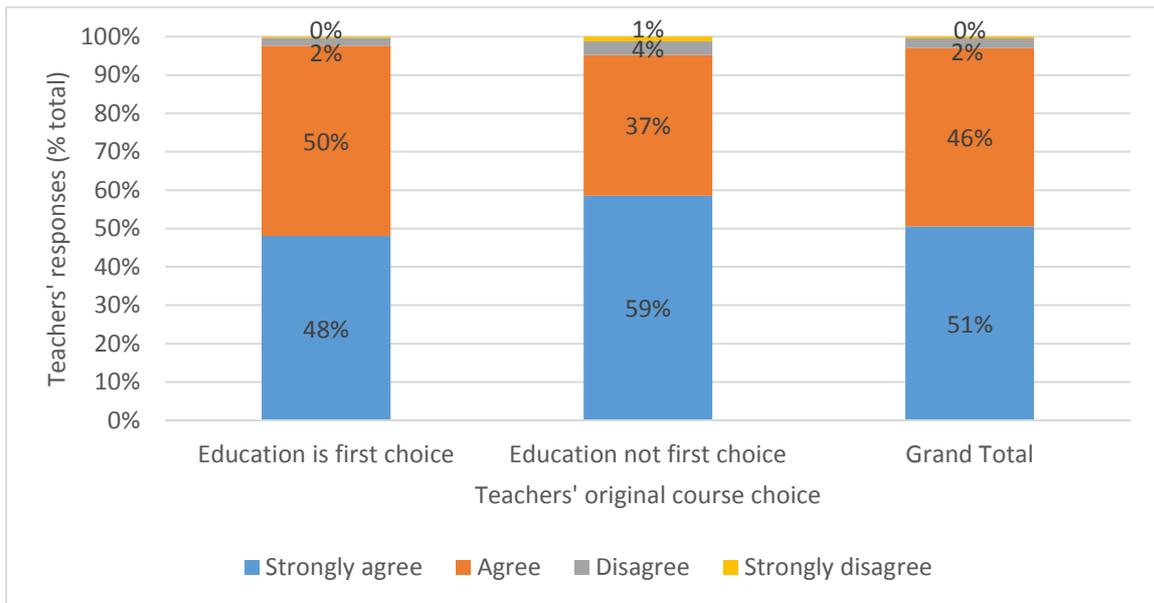


FIGURE 199. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM SATISFIED WITH THE INCOME THAT I GET FROM TEACHING" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,055)

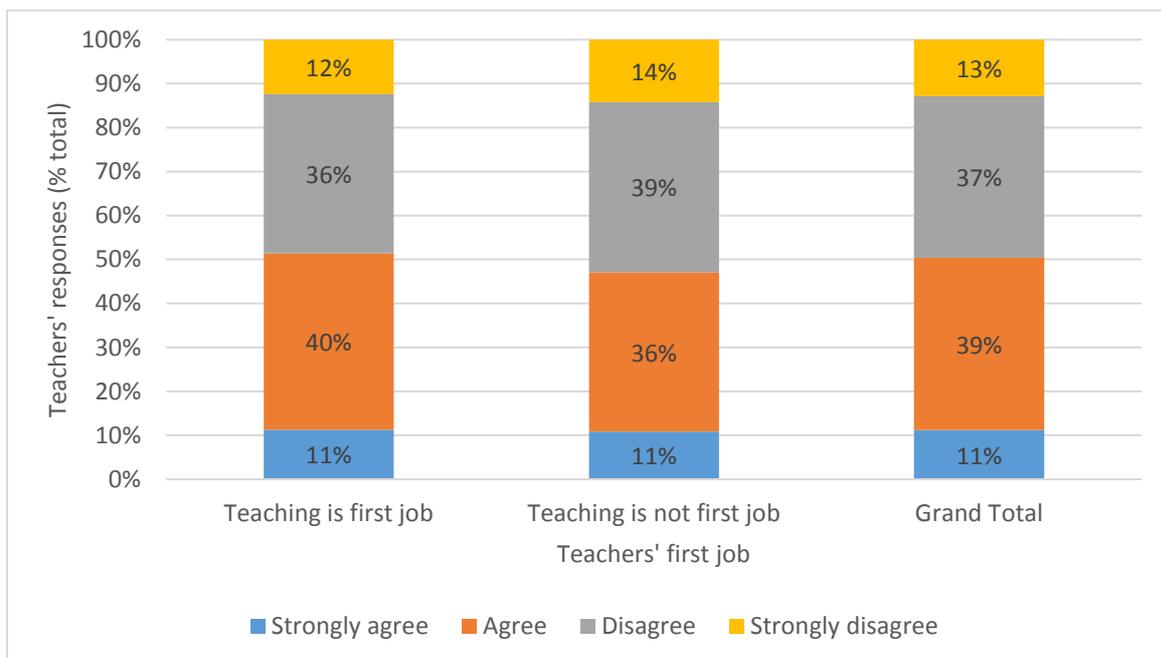


FIGURE 200. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I AM SATISFIED WITH THE INCOME THAT I GET FROM TEACHING" VIZ. TEACHERS' FIRST JOB (N=1,057)

Another important *economic consideration* for remaining as teachers pertains to teachers' financial obligations, particularly loan repayment. Nearly eight of ten teachers (79%) agreed that they continued to teach because they still needed to pay off loans. In terms of sex, slightly more females than males tended to agree more with the statement. There were, however, slightly more males who expressed strong agreement that loan repayment was a reason for them to continue teaching (See Figure 201).

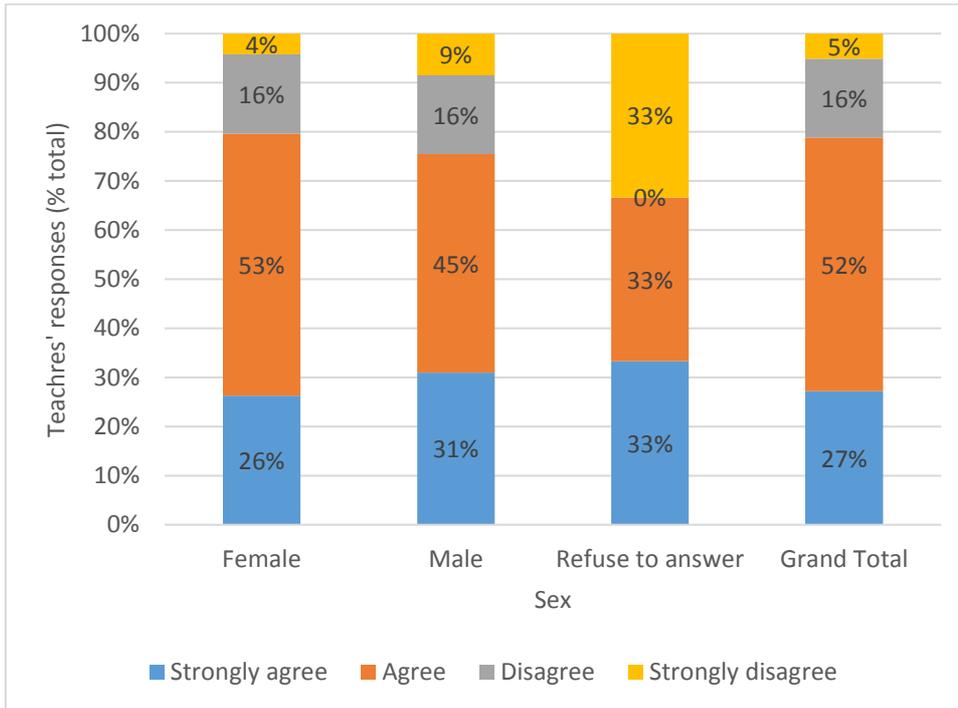


FIGURE 201. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I STILL HAVE TO PAY OFF LOANS THAT I HAVE INCURRED" VIZ. SEX (N=1,058)

As illustrated in Figure 202, in terms of location, compared with their counterparts in urban (77%) and remote (66%) areas, a greater proportion of teachers in rural areas (84%) agreed that they continued to teach because they need to pay off loans.

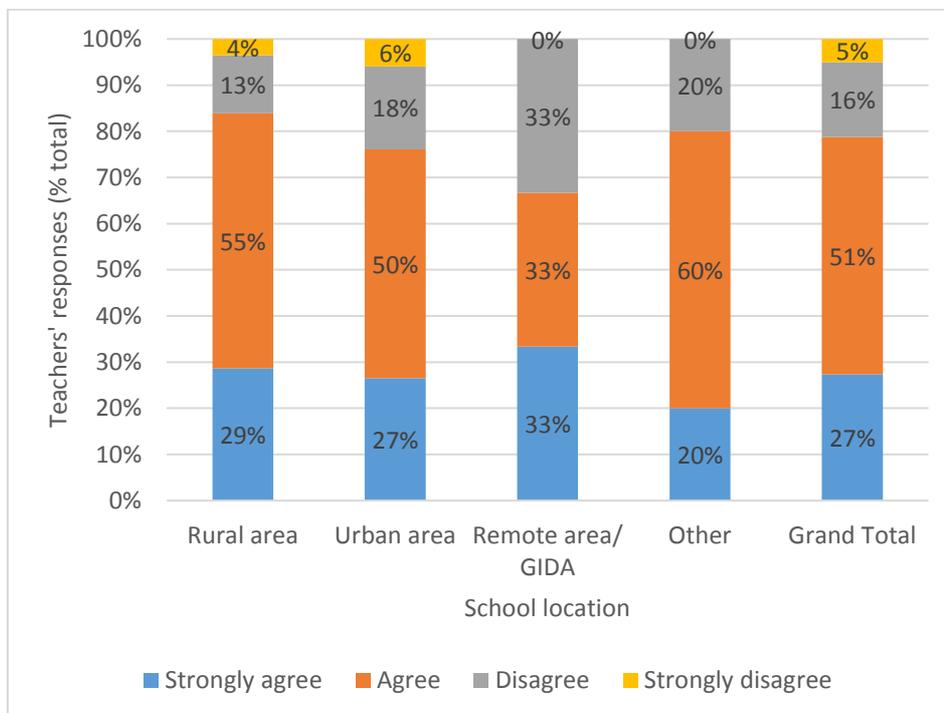


FIGURE 202. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I STILL HAVE TO PAY OFF LOANS THAT I HAVE INCURRED" VIZ. SCHOOL LOCATION (N=1,054; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Meanwhile, among the few respondents who were separated, annulled, or solo parents (*others*) having to pay off loans was a strong reason for staying in the profession. The lowest proportion of those who agreed that they continued to teach because of the need to pay off loans were single teachers. Nevertheless, there was still a good number of single teachers—nearly 70%—who said that loan repayment was a reason for them to continue teaching (See Figure 203).

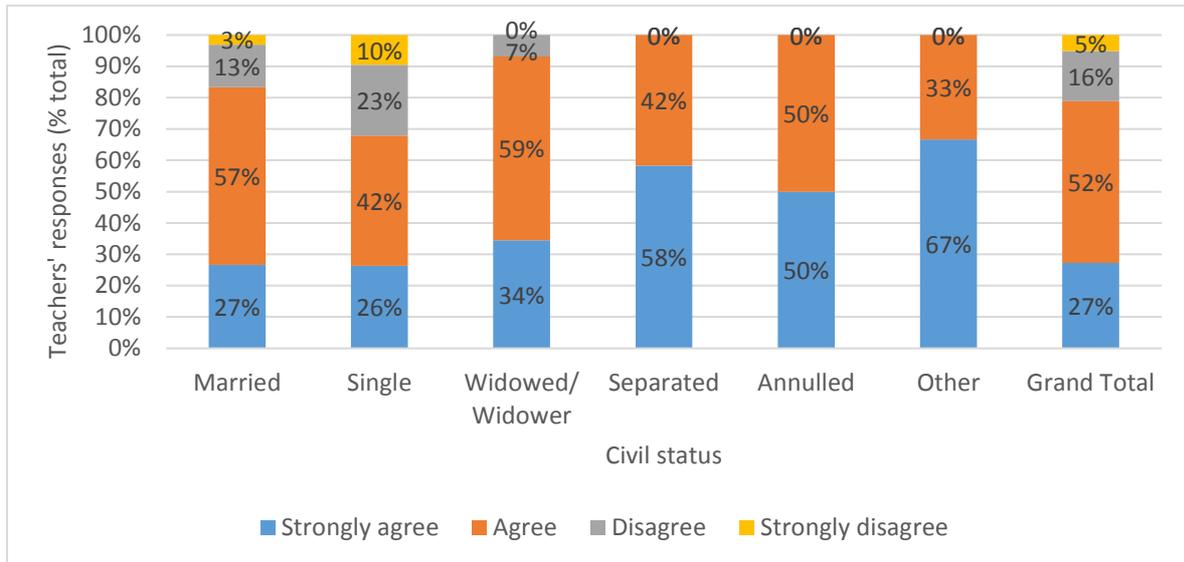


FIGURE 203. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE I STILL HAVE TO PAY OFF LOANS THAT I HAVE INCURRED” VIZ. CIVIL STATUS (N=1,061; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Except for the few Special Science teachers who responded to the survey, teachers holding different teaching positions agreed that they continue to teach because they still need to pay off loans they have incurred. Those holding Teacher III positions accounted for the highest proportion of those who agreed that loan obligations were a reason for them to keep on teaching, whereas those holding Teacher I positions and the few Master Teachers II registered a higher proportion of those who disagreed that paying off loans was a reason for them to continue teaching (See Figure 204).

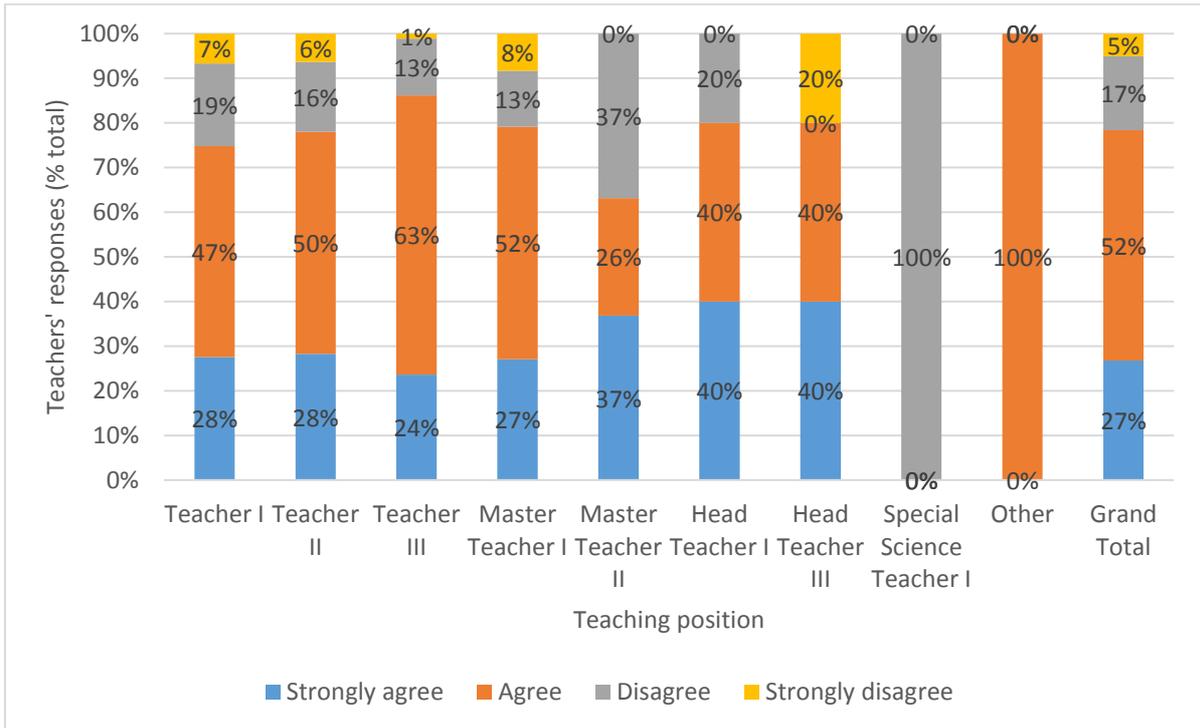


FIGURE 204. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I STILL HAVE TO PAY OFF LOANS THAT I HAVE INCURRED" VIZ. TEACHING POSITION (N=1,027; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Finally, looking at the responses of teachers vis-à-vis their original course choice and profession, nearly 80% of teachers consistently agreed that they continued to teach because of loan obligations. Teachers who did not originally choose Education courses, as well as those who were not originally teachers, tended to strongly agree that paying off loans was a reason for them to continue teaching (See Figures 205-206).

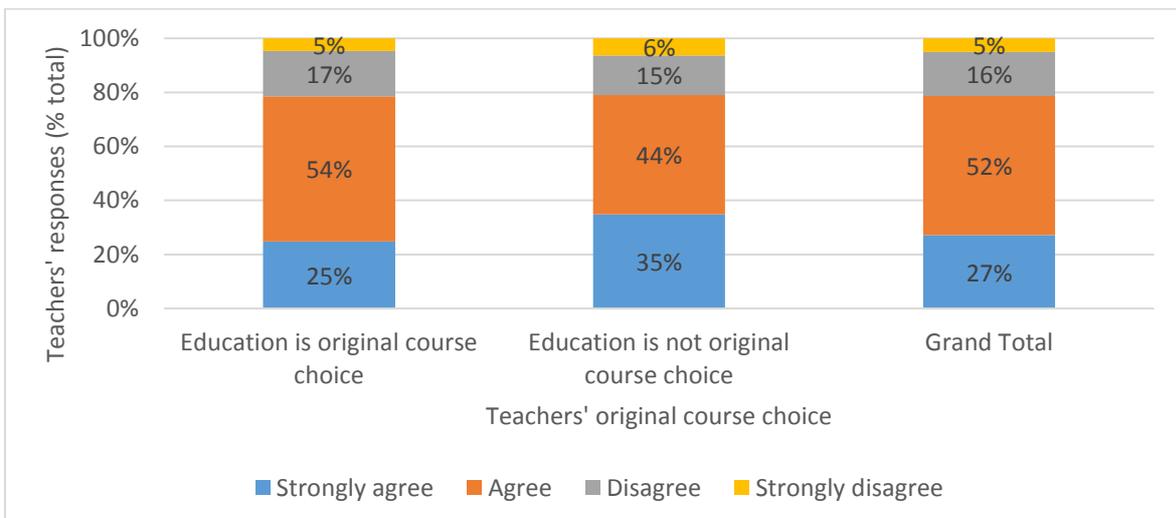


FIGURE 205. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I STILL HAVE TO PAY OFF LOANS THAT I HAVE INCURRED" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,061)

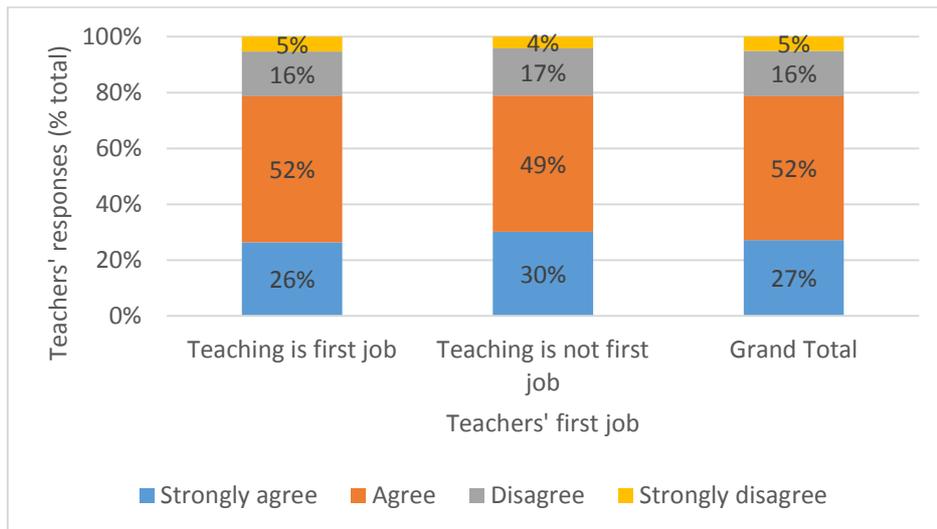


FIGURE 206. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE I STILL HAVE TO PAY OFF LOANS THAT I HAVE INCURRED" VIZ. TEACHERS' FIRST JOB (N=1,063)

Possibilities for promotion and salary increase

Part of the *economic considerations* teachers have for remaining in the profession are linked to career aspirations that they have. Nine of ten teachers continue to teach because of the chance to be promoted, while more than eight of ten teachers continue to teach because of the promise of salary increases if they stay on as teachers.

Across different demographics, teachers generally agreed with the statement, "*I continue to teach because there is a chance that I will get promoted if I continue teaching.*" In terms of sex, males tended to strongly agree that they continued to teach because of the chance to be promoted (Figure 207).

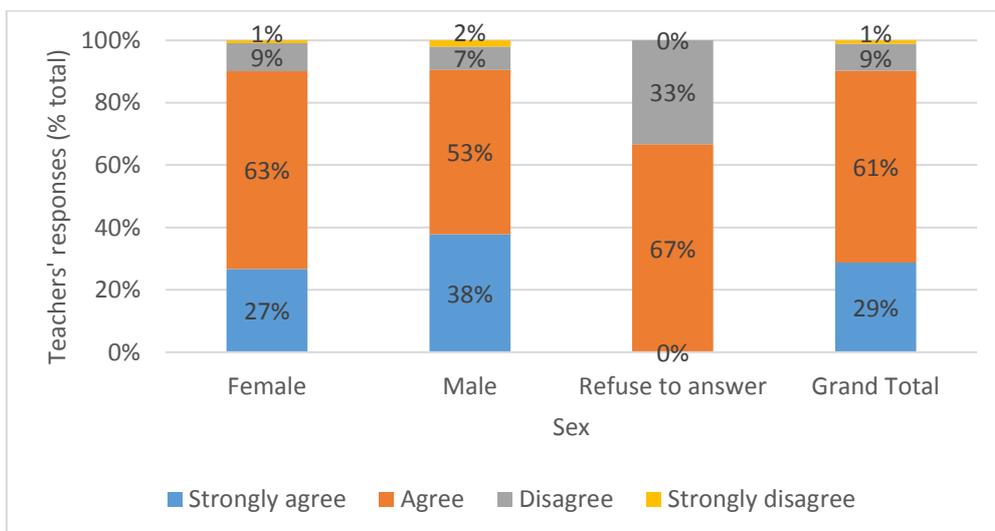


FIGURE 207. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS A CHANCE I WILL GET PROMOTED IF I CONTINUE TEACHING" VIZ. SEX (N=1,057)

In terms of school location, while teachers in remote areas unanimously agreed that they continue to teach because of the possibility of promotion, some teachers from urban (12%) and rural (7%) areas disagreed that this was a reason for them to continue teaching. Moreover, teachers from remote areas and rural areas expressed slightly stronger agreement with the statement, compared with their counterparts in urban areas (Figure 208).

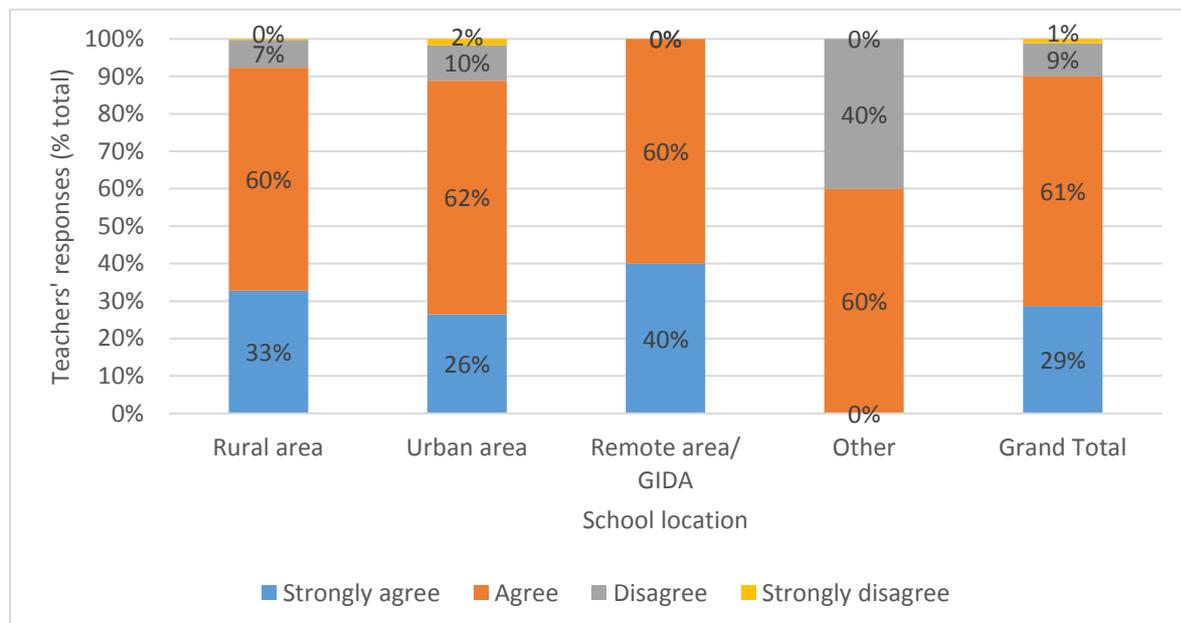


FIGURE 208. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS A CHANCE I WILL GET PROMOTED IF I CONTINUE TEACHING" VIZ. SCHOOL LOCATION (N=1,053; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

When it came to teaching position, around 90% of those holding Teacher I to Teacher III positions agreed that they stayed on because of the possibility of promotion. Around three out of every ten of these teachers expressed strong agreement that this possibility was a reason why they continued to teach. It is also worth noting that even those holding higher teaching positions (Master Teacher II, Head Teacher I, and Head Teacher III) continue to teach because of aspirations of getting promoted further. Also of interest is how there are some teachers across different teaching positions who do not find possibilities of promotion as reasons to continue teaching (Figure 209).

Going back to some narratives on promotion discussed in an earlier section of this report, there were indeed teachers who seemed content with their current position, such that aspiring for promotion was not a strong reason for them to continue teaching. Moreover, there were teachers who expressed that they wanted to focus on teaching in the classroom, and not the administrative side of the profession. These could perhaps be among the reasons why some teachers disagree that they stay because of possibilities of promotion.

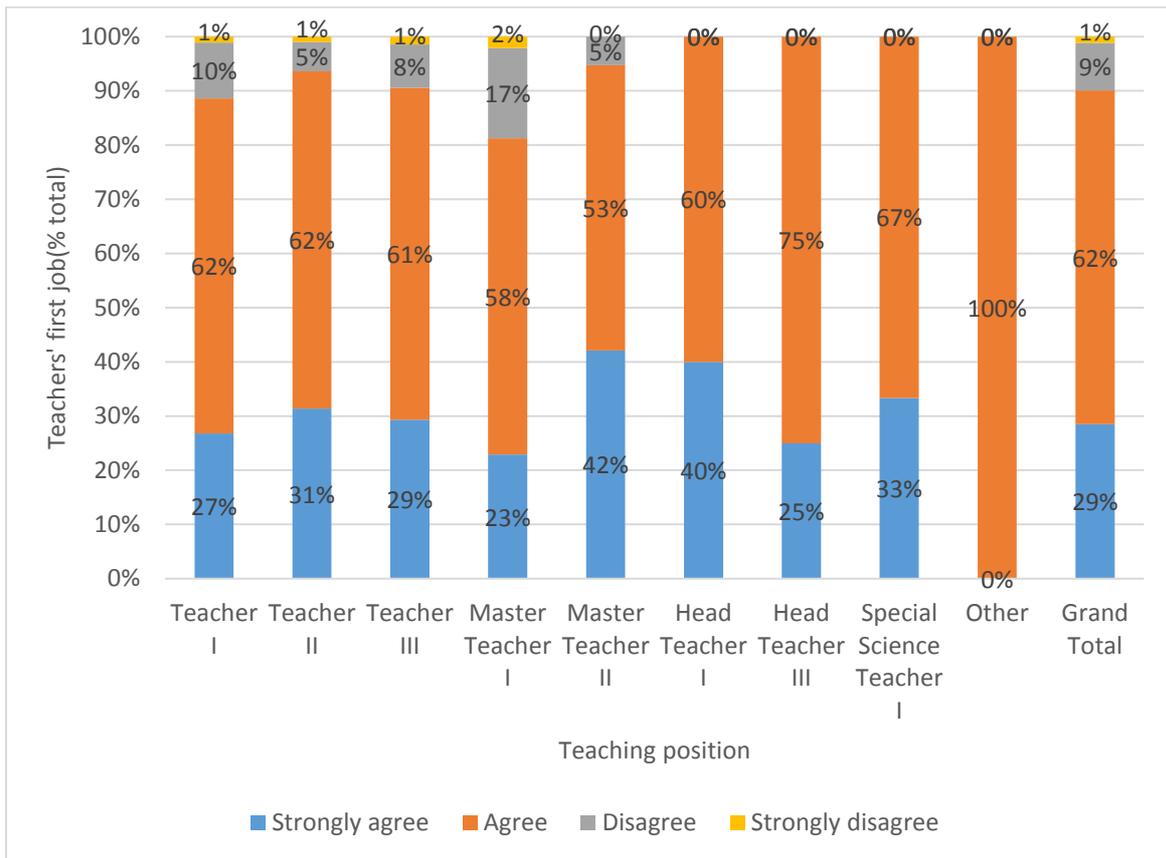


FIGURE 209. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE THERE IS A CHANCE I WILL GET PROMOTED IF I CONTINUE TEACHING” VIZ. TEACHING POSITION (N=1,028; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Meanwhile, regardless of original course choices and first jobs, teachers generally agreed that they continued to teach because of the chance of getting promoted. Slightly greater proportions of those who did not originally choose Education, and those who were not originally teachers, expressed stronger agreement than those who originally planned careers as teachers (See Figures 210-211).

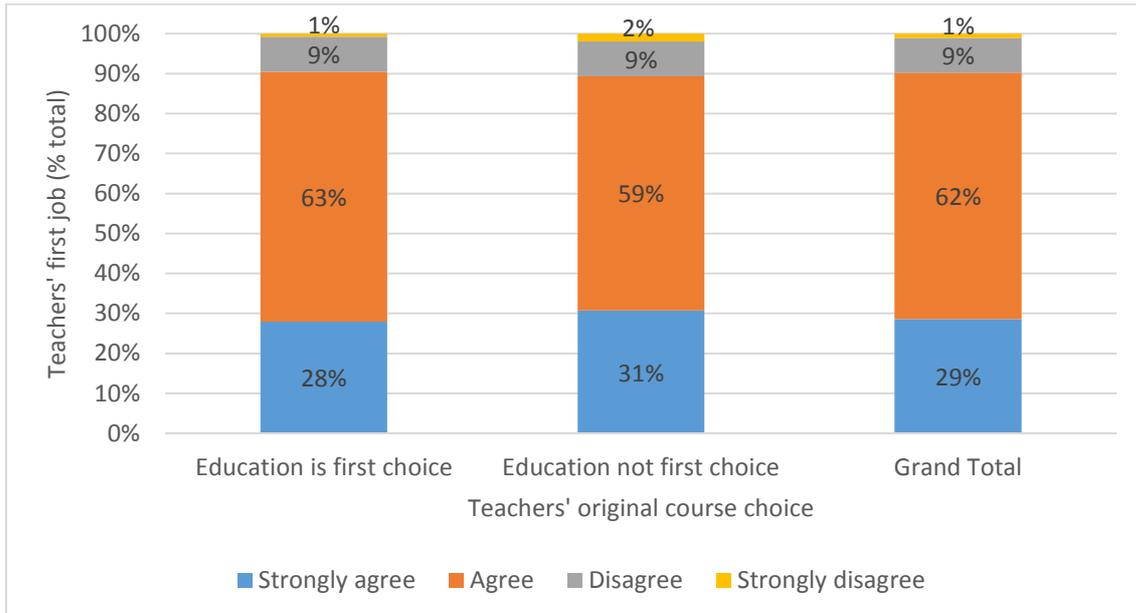


FIGURE 210. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS A CHANCE I WILL GET PROMOTED IF I CONTINUE TEACHING" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,060)

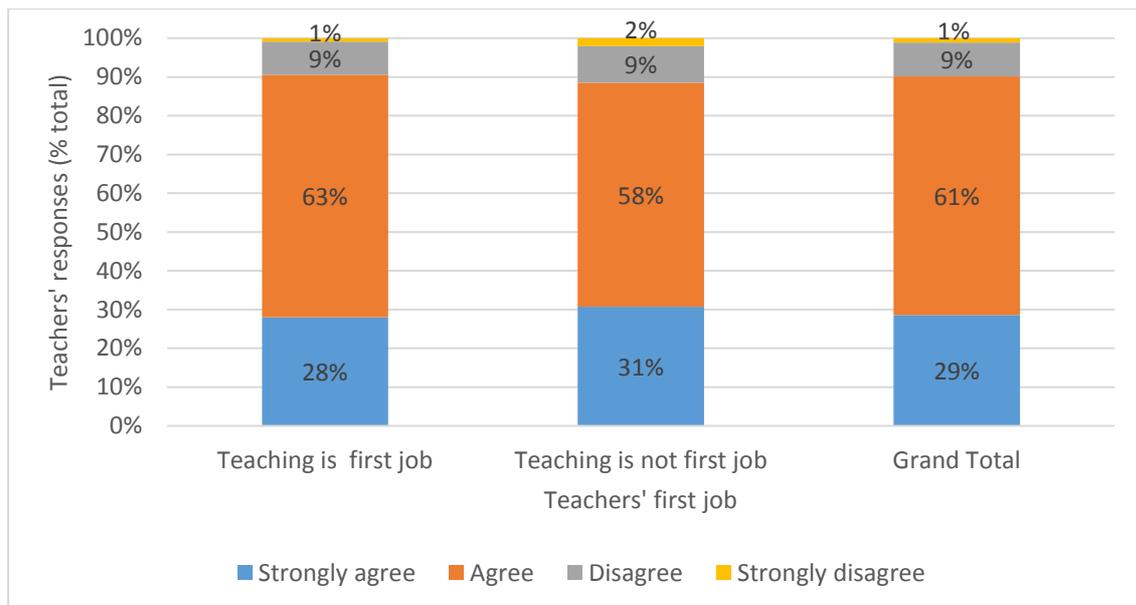


FIGURE 211. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS A CHANCE I WILL GET PROMOTED IF I CONTINUE TEACHING" VIZ. TEACHERS' FIRST JOB (N=1,062)

Reflecting the sentiments of teachers who were interviewed, more than eight of ten teachers agreed with the statement, "I continue to teach because my salary might increase if I stay as a teacher." Slightly greater proportions of males generally agreed that this was a reason for them to continue teaching, compared with their female counterparts (See Figure 212). In terms of location, while around 80% of teachers coming from rural, urban and remote locations consistently agreed that the promise of salary increases encouraged them to remain as teachers, slightly greater proportions of teachers from rural and remote areas agreed with this reason (See Figure 213).

Meanwhile, teachers who were unmarried accounted for slightly lower proportions of agreement that they continued to teach because of the possibility of salary increase, compared to their counterparts who were married (See Figure 214).

In terms of teaching position, among those holding Teacher I posts, nearly 80% agreed that they remained teaching because of the possibility of salary increases. There were slightly greater proportions of those holding Teacher II, Teacher III and Master Teacher II positions who agreed that this was a reason for them to continue teaching (See Figure 215).

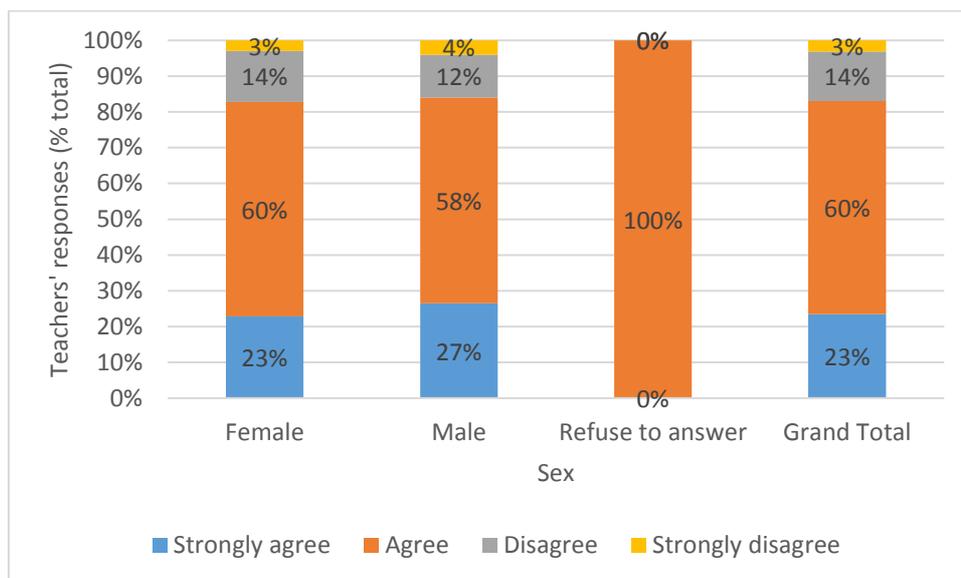


FIGURE 212. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY SALARY MIGHT INCREASE IF I STAY AS A TEACHER" VIZ. SEX (N=1,056)

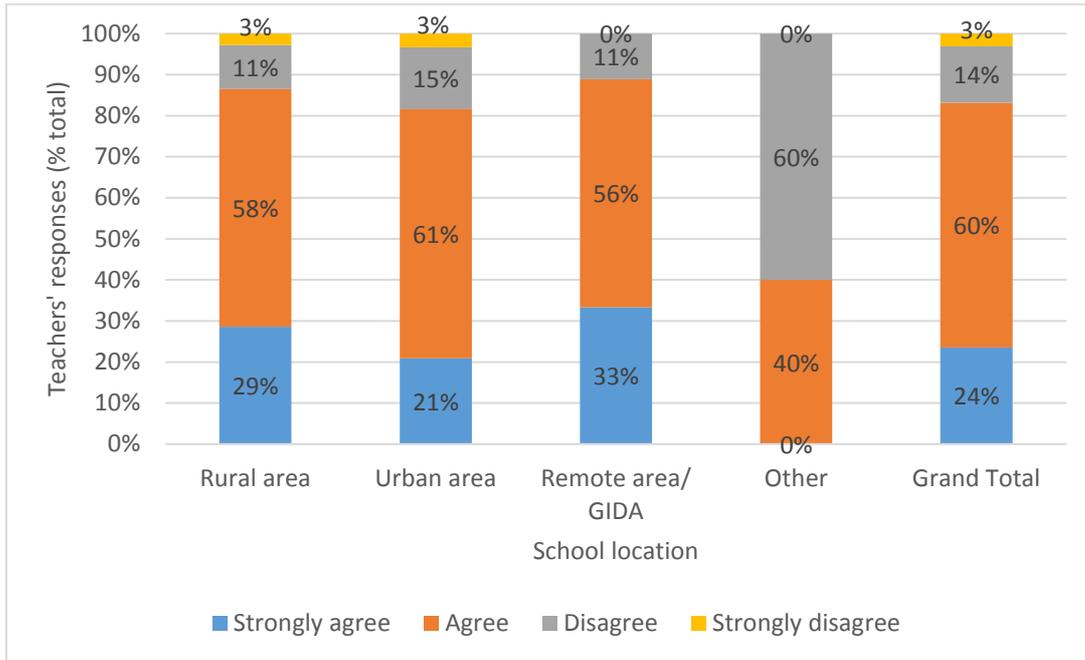


FIGURE 213. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY SALARY MIGHT INCREASE IF I STAY AS A TEACHER" VIZ. SCHOOL LOCATION (N=1,052; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

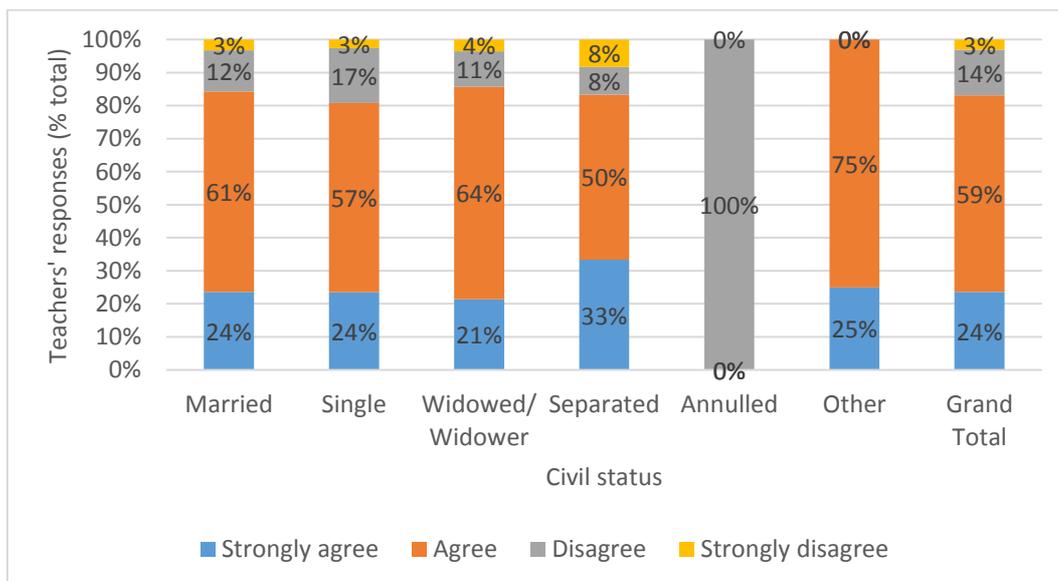


FIGURE 214. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY SALARY MIGHT INCREASE IF I STAY AS A TEACHER" VIZ. CIVIL STATUS (N=1,059; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

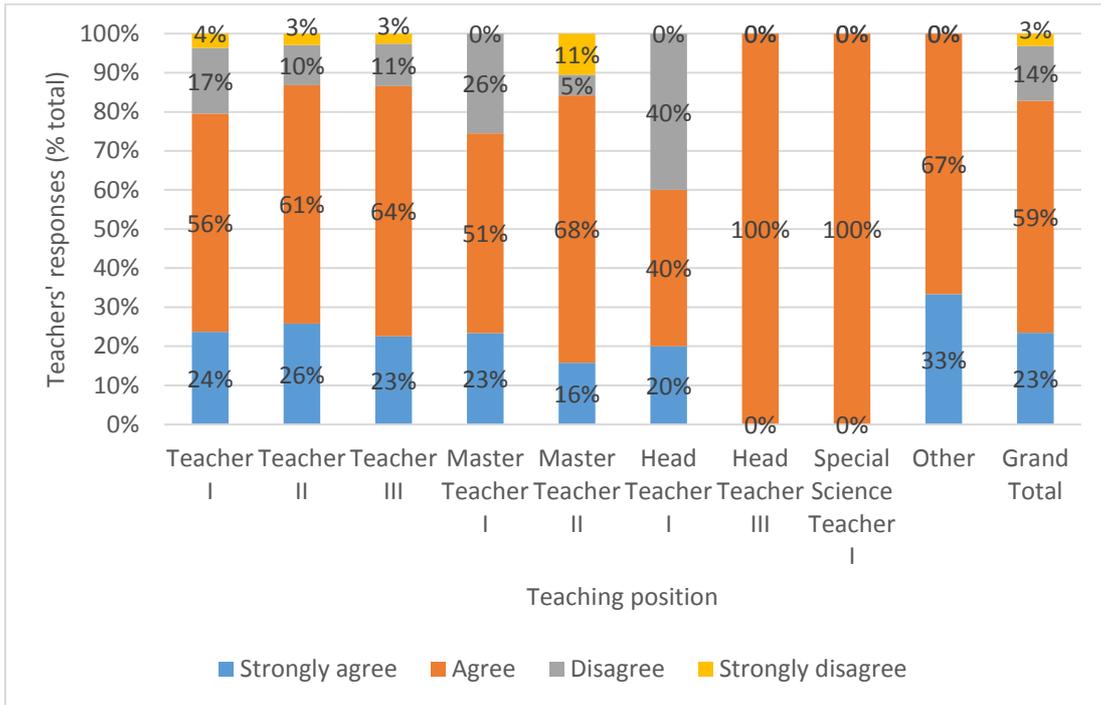


FIGURE 215. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY SALARY MIGHT INCREASE IF I STAY AS A TEACHER", VIZ. TEACHING POSITION (N=1,026; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

While consistently 80% of teachers generally agreed that they continued to teach because of potential salary increases, those who did not originally choose Education accounted for slightly higher proportions of strong agreement than their counterparts who originally chose Education. Meanwhile, a slightly greater proportion of respondents who were originally teachers agreed that they continued to teach because of possible salary increases if they remained as teachers (See Figures 216-217).

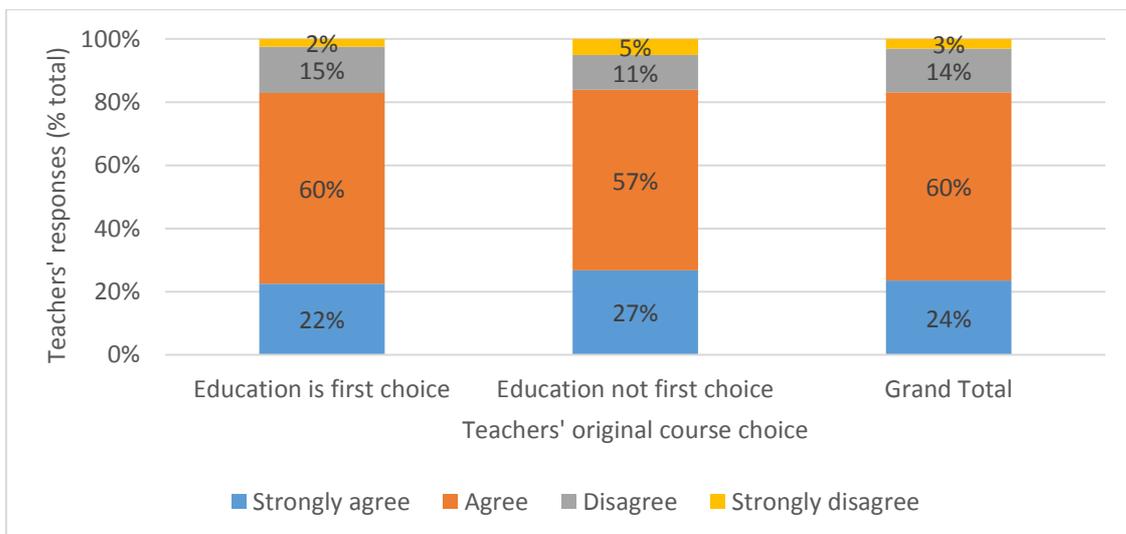


FIGURE 216. TEACHERS' PERCEPTIONS TOWARDS THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY SALARY MIGHT INCREASE IF I STAY AS A TEACHER", VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,059)

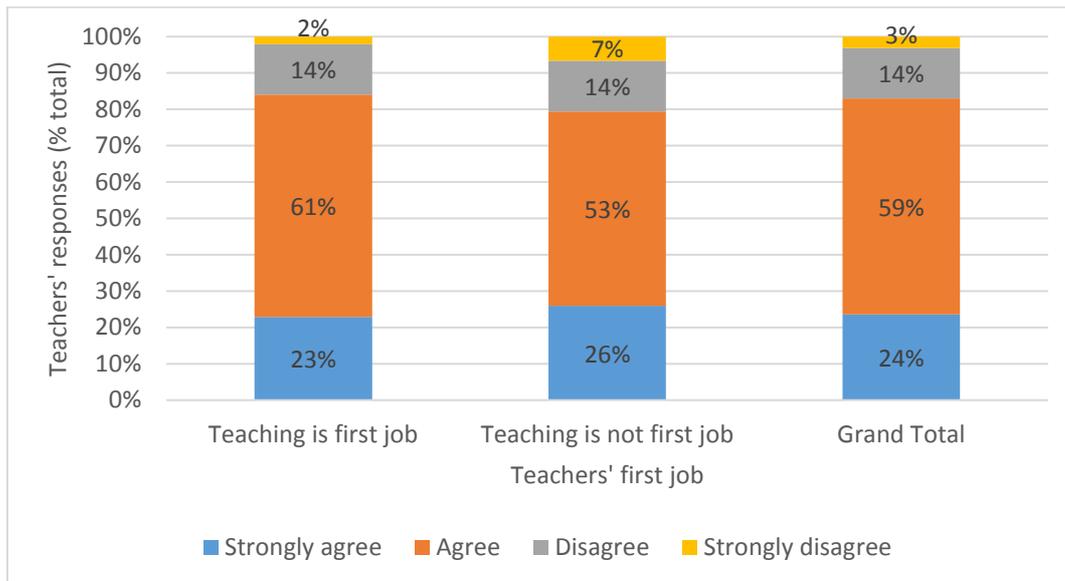


FIGURE 217. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE MY SALARY MIGHT INCREASE IF I STAY AS A TEACHER" VIZ. TEACHERS' FIRST JOB (N=1,061)

Workplace accessibility and job availability

While not among the more popular reasons for remaining as teachers, it would also be worthwhile to look at how teachers viewed workplace accessibility and job availability as reasons for continuing with their teaching journey. Nearly 70% of teachers generally agreed with the statement, "*I continue to teach because the school is very near my home.*" While this is an issue of accessibility, it could likewise be included as an *economic consideration*, since working near one's home allows for more efficient use of time and resources, and possible savings in terms of expenses for rent and commute.

Looking at the breakdown of responses, throughout most selected demographic variables, more than six out of ten teachers agreed that they continued teaching because of the proximity of their homes to their schools. While slightly more females generally agreed, a slightly higher proportion of males registered strong agreement with the statement (See Figure 218).

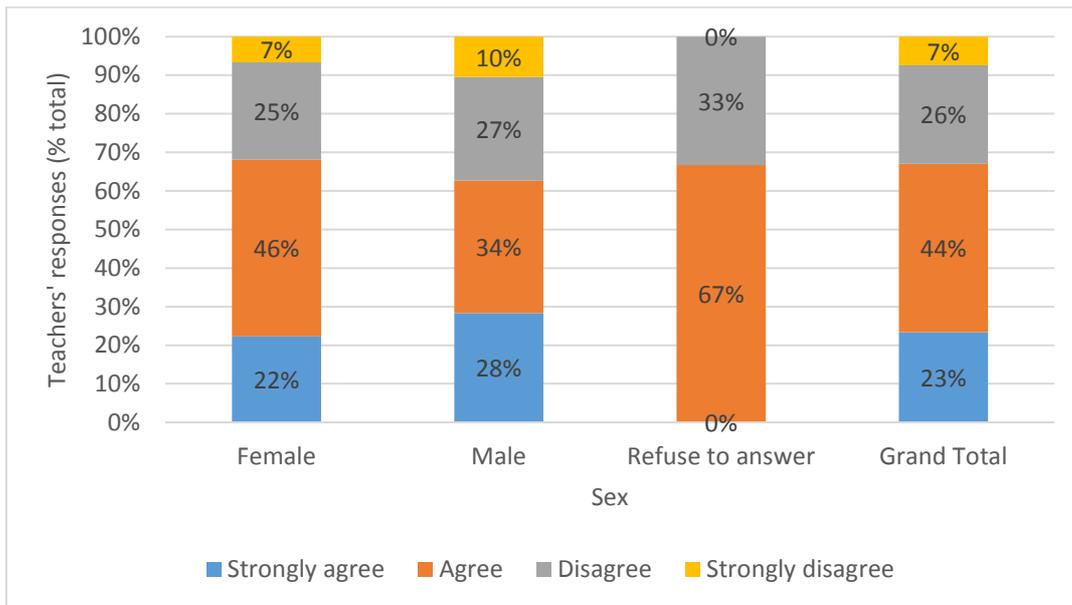


FIGURE 218. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THE SCHOOL IS VERY NEAR MY HOME" VIZ. SEX (N=1,057)

In terms of location, while there were nearly equal proportions of teachers from rural and urban areas who generally agreed that they continued to teach because of the nearness of their homes to their schools, a slightly greater proportion of teachers from rural areas strongly agreed that this was the case. Not surprisingly, among the few respondents from remote areas, 80% of teachers generally disagreed that they continued to teach because of proximity (See Figure 219).

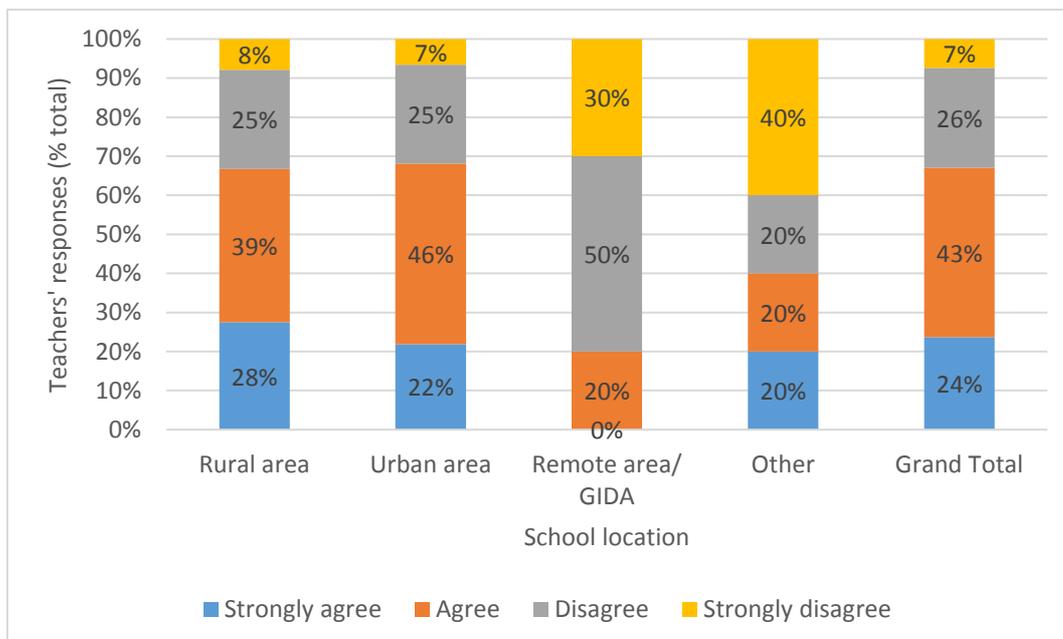


FIGURE 219. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THE SCHOOL IS VERY NEAR MY HOME" VIZ. SCHOOL LOCATION (N=1,053)

Further looking at how teachers responded vis-à-vis their civil status, teachers who were married and those who were widowed/widowers registered the highest proportions of agreement that proximity of the school to their homes was a reason for them to continue teaching. Teachers who were single tended to disagree more, compared with their other counterparts (See Figure 220). This could be because teachers with families could make use of the time and resources that they would have used for commuting to and from their schools for responsibilities related to family and household responsibilities.

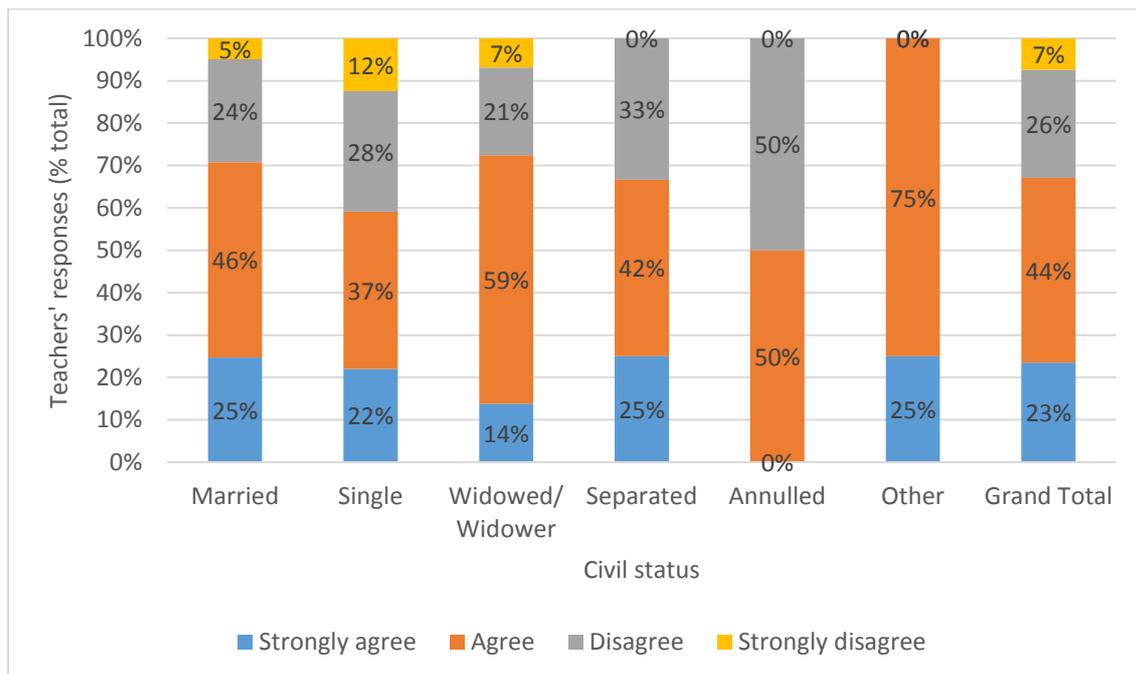


FIGURE 220. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THE SCHOOL IS VERY NEAR MY HOME" VIZ. CIVIL STATUS (N=1,060; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Meanwhile, in terms of teaching position, those holding Teacher I and Teacher II positions were those who disagreed most that they continued to teach because of the nearness of schools to their homes (See Figure 221).

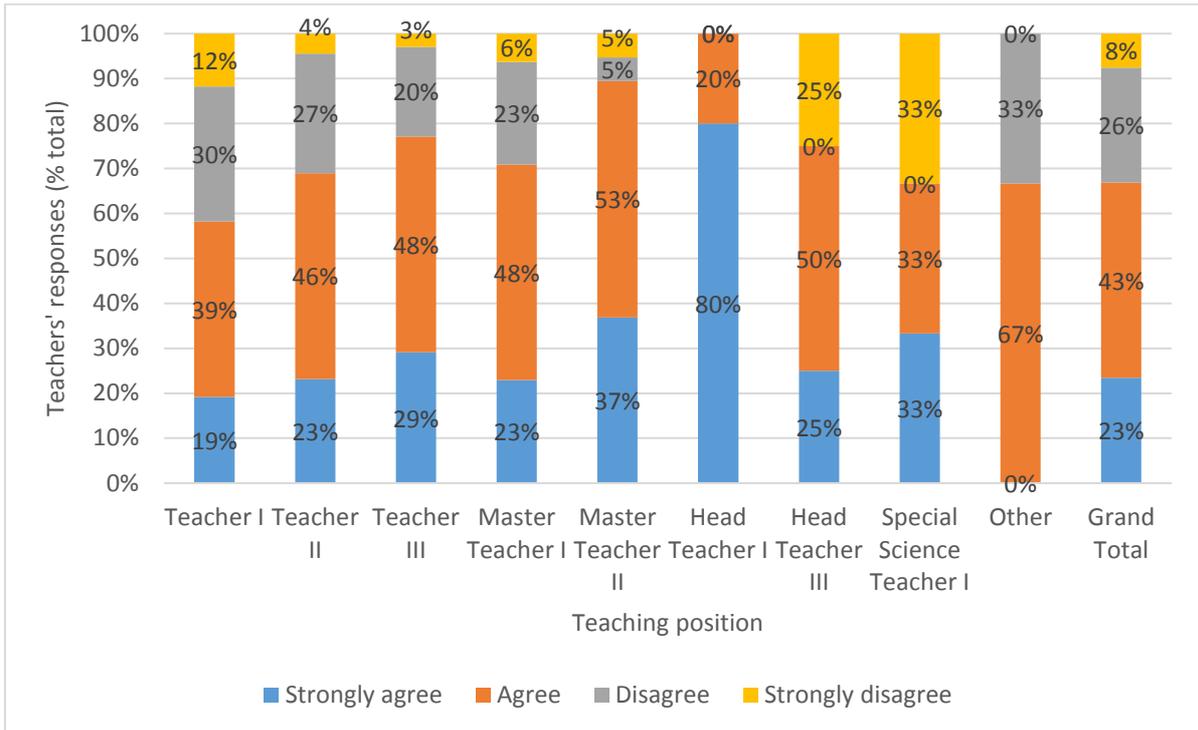


FIGURE 221. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THE SCHOOL IS VERY NEAR MY HOME" VIZ. TEACHING POSITION (N=1,029; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Teachers whose first course choice was Education, and teachers who were originally teachers, tended to agree more that they continued to teach because of the proximity of their homes to their schools (See Figures 222-223).

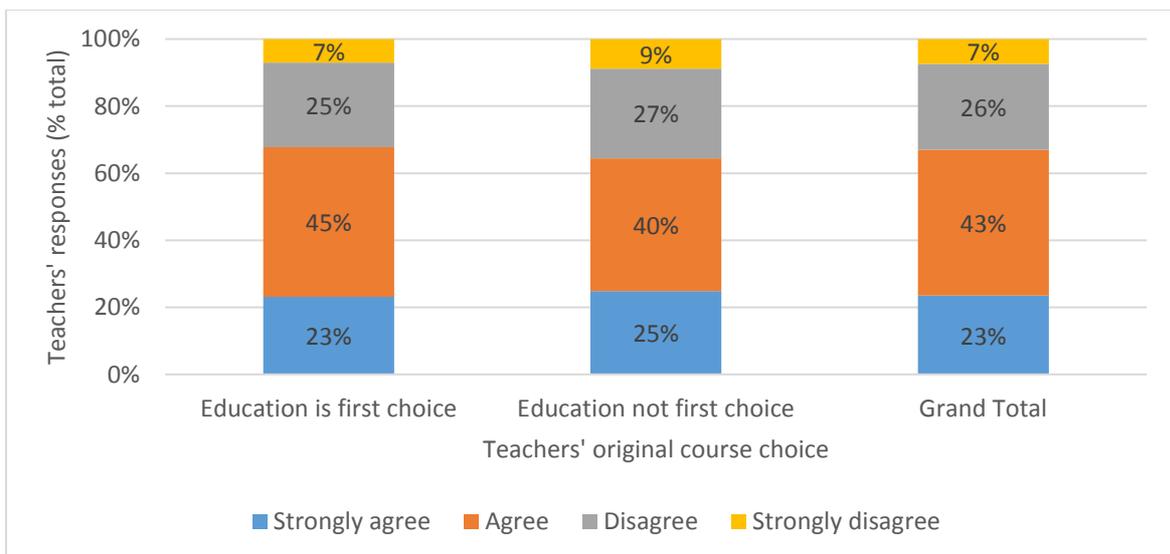


FIGURE 222. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THE SCHOOL IS VERY NEAR MY HOME" VIZ. TEACHERS' ORIGINAL COURSE CHOICE (N=1,060)

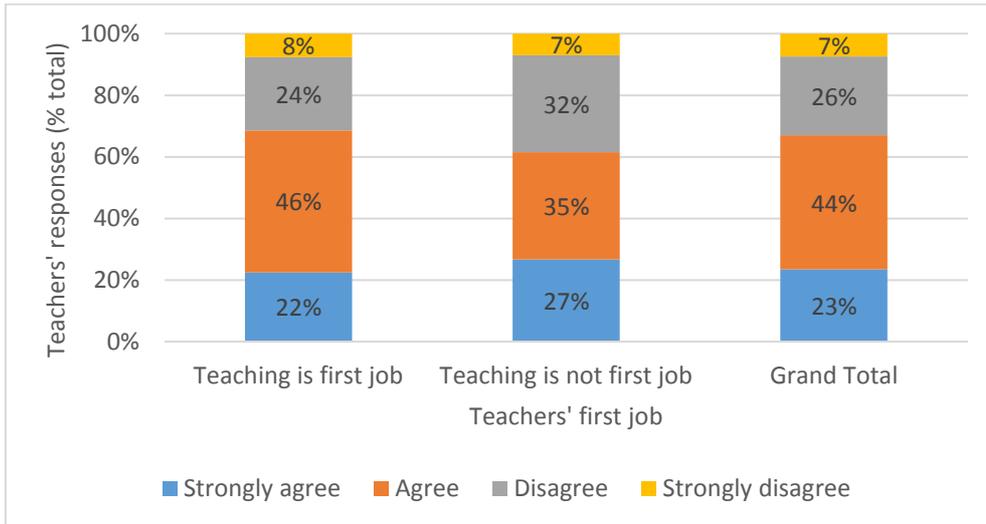


FIGURE 223. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THE SCHOOL IS VERY NEAR MY HOME" VIZ. TEACHERS' FIRST JOB (N=1,062)

Meanwhile, only over three of ten teachers generally agreed with the statement, "I continue to teach because there is no other available job for me." Among all 40 statements on the scale, this was ranked at the bottom, which could mean that this was not a strong reason for teachers to continue teaching, or even if there were other available jobs, teachers would still continue to choose teaching. Looking at how teachers responded to the statement across different demographic variables, such as sex, school location, civil status and teaching position, there were consistently greater proportions who disagreed that they continued to teach because of the lack of other available jobs for them (See Figures 224-227).

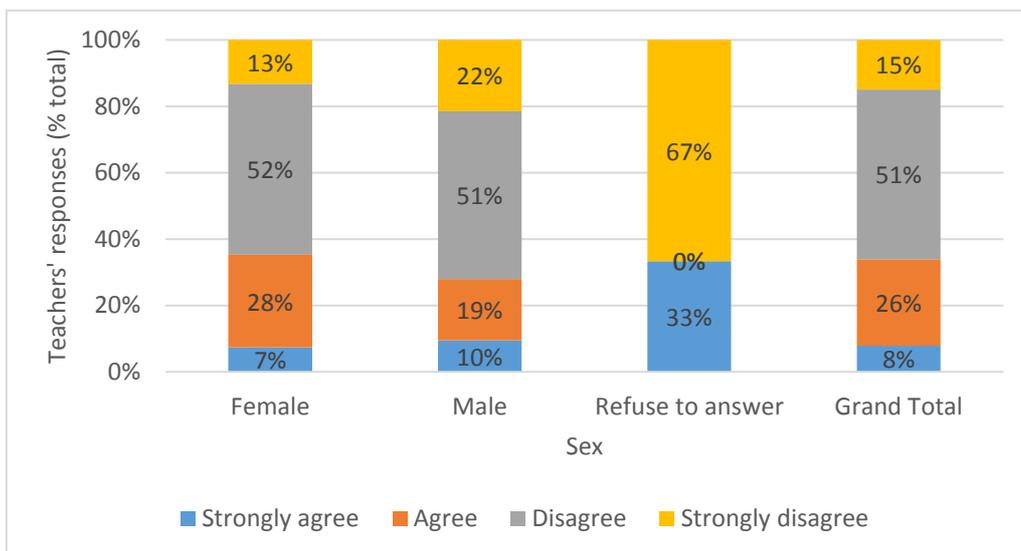


FIGURE 224. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS NO OTHER AVAILABLE JOB FOR ME" VIZ. SEX (N=1,060)

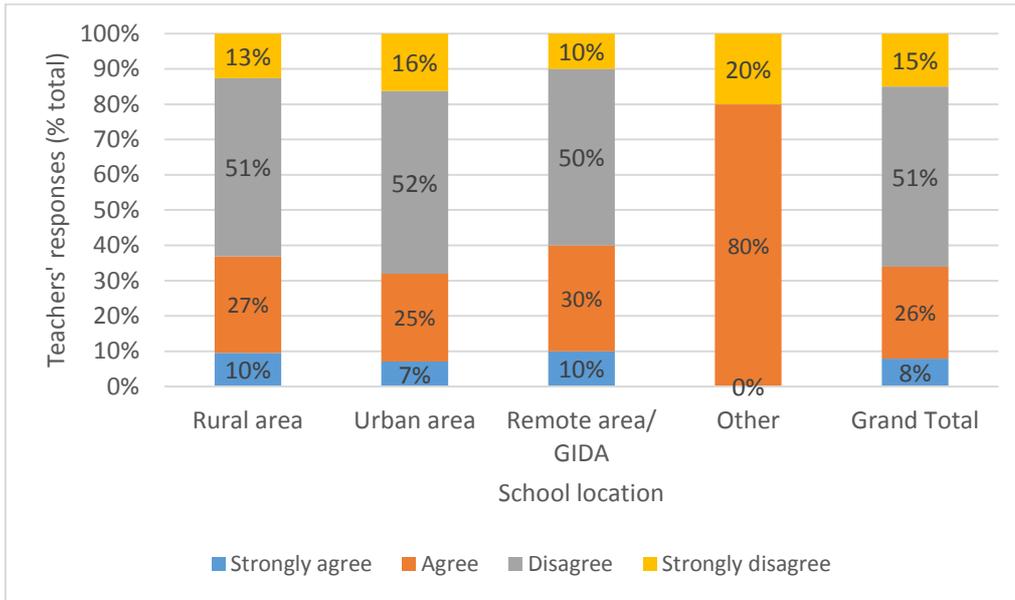


FIGURE 225. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS NO OTHER AVAILABLE JOB FOR ME" VIZ. SCHOOL LOCATION (N=1,057)

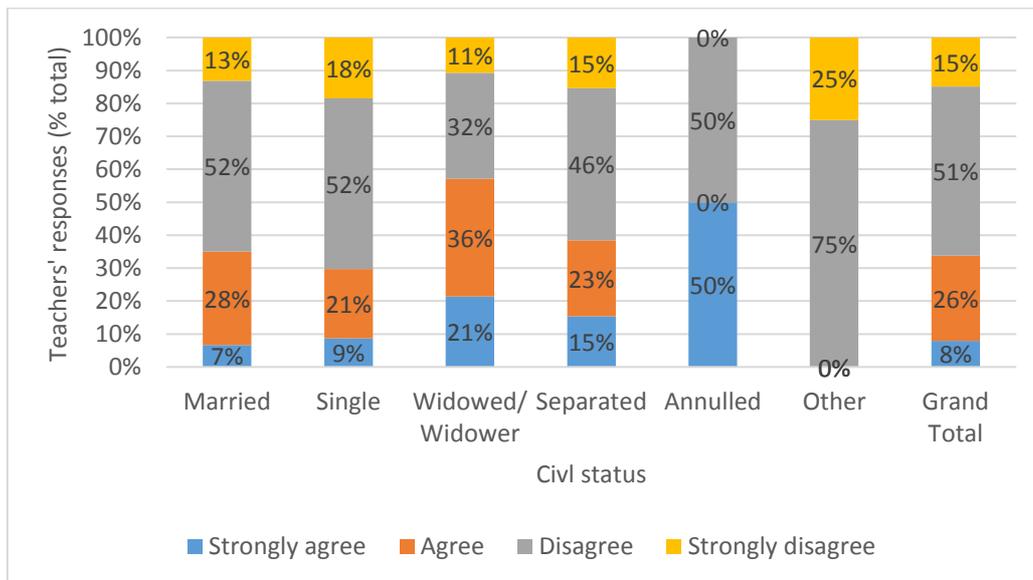


FIGURE 226. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS NO OTHER AVAILABLE JOB FOR ME" VIZ. CIVIL STATUS (N=1,064; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

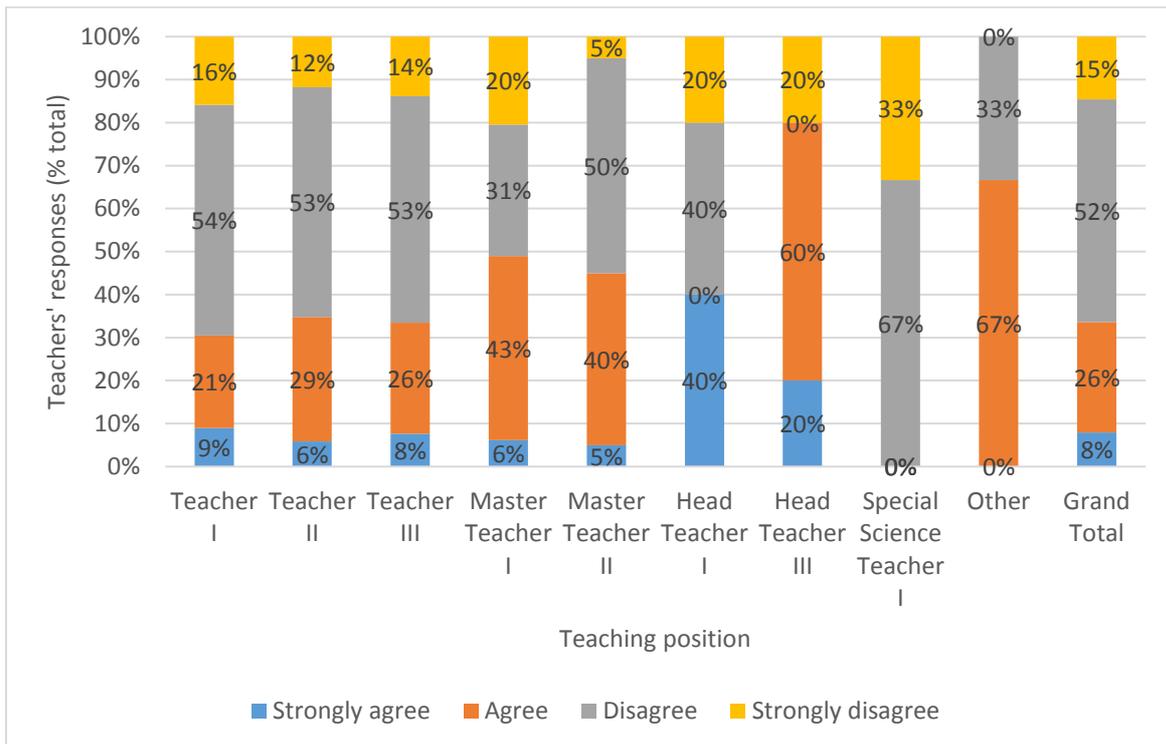


FIGURE 227. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE THERE IS NO OTHER AVAILABLE JOB FOR ME” VIZ. TEACHING POSITION (N=1,030; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

Finally, regardless of original course choice and first job, around three out of ten teachers consistently agreed that they continued to teach because of the lack of other available jobs for them. Among career shifters, the proportion of those who agreed that the lack of other jobs was a reason for them to keep on teaching was even lower, or only around 20% (See Figures 228-229).

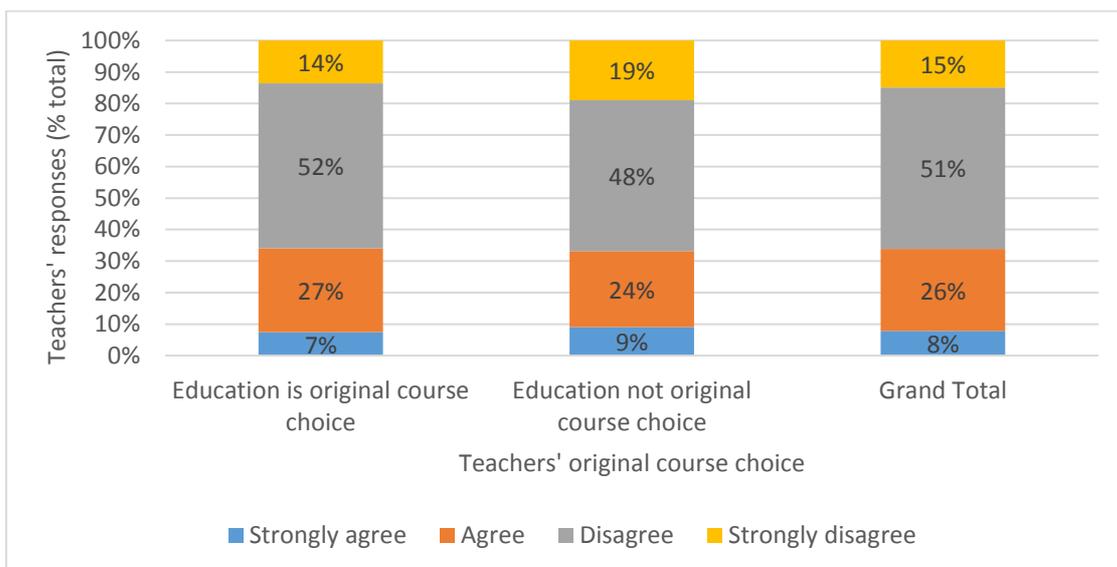


FIGURE 228. TEACHERS’ PERCEPTIONS TOWARD THE STATEMENT “I CONTINUE TO TEACH BECAUSE THERE IS NO OTHER AVAILABLE JOB FOR ME” VIZ. TEACHERS’ ORIGINAL COURSE CHOICE (N=1,064)

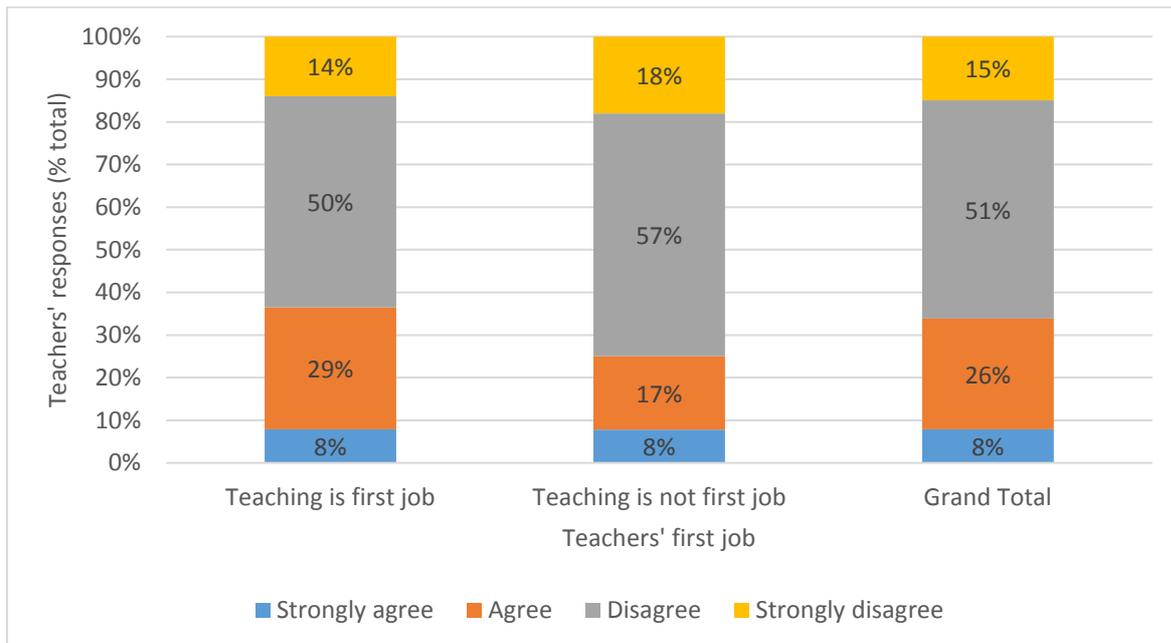


FIGURE 229. TEACHERS' PERCEPTIONS TOWARD THE STATEMENT "I CONTINUE TO TEACH BECAUSE THERE IS NO OTHER AVAILABLE JOB FOR ME" VIZ. TEACHERS' FIRST JOB (N=1,066)

Extrinsic drivers: Is it all about the money?

As the survey results showed, teachers also stay because of external influences. Looking back at the survey results summarized in Table 6 and Figure 76, *intrinsic drivers* were mostly among the statements that garnered higher percentages of agreement. Statements about having an *enabling environment* for teaching, including opportunities for continuous learning and professional development, were among the few that were popular among the survey respondents.

However, when asked to enumerate the top three reasons for remaining as teachers, *extrinsic factors* also figured strongly in the teacher-informants' responses. *Economic considerations* such as those related to income and the practicalities related to job availability were important for teachers, both for those who were single and had their own families to feed. Those who had families of their own were consistent in saying that they continued to teach because this was their source of income, and teaching provided a sense of security so that they could provide for the needs of their families.

Moreover, when asked about what could encourage teachers like them to continue teaching, a consistent response was the desire for teachers' salaries to be increased. Most of the teachers interviewed felt that their salaries were inadequate, especially in terms of the workload that they had and the relative importance of their professions. There were often comparisons in terms of the jobs that doctors, police officers, and military personnel received.

Teachers were seen as frontliners, not necessarily saving lives, but saving futures. Thus, while recognizing that having massive salary increases would put a strain on government resources, one of the informants—a public school teacher in the National Capital Region (NCR)— shared her perceptions about the salaries teachers receive:

Sobrang kulang. We don't save lives like doctors but we save futures. It's the future of the kid, 'di ba? I have 200, 300 students a day. And (I get around)... PhP 23,000? If I am a consultant-- and I don't have to be in front of a client everyday-- I get PhP 80,000... But I also understand that we are a lot, there are a lot of teachers. Hindi yun kaya ng budget. Saan yun kukunin ng gobyerno? So, unless malaki yung kinikita natin, ang hirap.... (Umali, 2018)

Aside from comparing their salaries with those from other professions, teachers likewise tended to compare salaries with other colleagues in different employment contexts. For instance, one informant teaching in the private school would usually “compare notes” with his contemporaries who were teaching in public schools. Whereas indeed, teachers in the public school setting also felt that their salaries were insufficient, those in private schools had even lower salaries.

For some, like Mr. Ernan Castro, an informant who was teaching in a private high school in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), one of the reasons why he continued to teach in the private school setting was that he was waiting for opportunities to open up in public schools. This, for him, was a greener pasture, in terms of higher pay and benefits. As he articulated, passion and compassion were not the only drivers of motivation—higher salaries were likewise important.

Kasi yung Principal namin before nya kami ni-hire, sinasabi nya sa amin na, “I know you are here for experience for the DepEd position and I am open for that at hindi ko kayo pipigilan sa ganyang desisyon ninyo.” Naiintindihan niya kasi teacher din sya. All teachers in the private school always look for the greener pasture, that's why umaalis sila kasi gusto talaga nila ng mataas na sahod. Sa DepEd ka, maraming privilege tsaka malaki yung sahod mo... Yan yung palaging ano, pag tanungin ako ng Principal would you look for that kasi pag ganito lang yung sahod namin dito, wala na sigurong aalis.

Kung same as DepEd, same lang sa kanila. Kasi may kasama din kami na private school din tapos yung sahod nila napapantayan yung sa DepEd, mag- PhP 18,000 sila ganyan okay naman din sa kanila. Sa DepEd, sa Teacher I nila, Ph 19,000 so di na umaalis yung iba kasi yung sahod nila dyan 20+ so mas lamang pa sila sa DepEd... Oo important kahit

sabihin mo pa na you have passion and compassion for your students, iisipin mo pa rin yung welfare mo na kapag wala kang sahod, mahihirapan ka talaga. Iisipin talaga siya as a teacher. (Castro, 2019)

Teachers also had friends who were teaching abroad, so they knew that teaching prospects were more financially rewarding. There was one teacher who expressed disappointment that one of her contemporaries had decided to take on a teaching job in the United States, but she knew that she couldn't influence her colleague's decision, since the job offered better financial rewards.

Interestingly, among the informants, teachers who remained single seemed more inclined to entertain job prospects abroad. Those who had families, especially those who were in rural areas, seemed content to stay in the province and just wait for the promised salary increases. Ms. Lyn Santos, a public school teacher on an island in MIMAROPA, the primary breadwinner of her family, and a mother of three kids succinctly expressed her aspirations, which also seemed to be a common desire among other teachers:

Naniniwala po ako na baka tumaas pa ang sweldo ko. Kaya nandiyan pa din po, baka mapansin, ang sweldo ay tumaas. (Santos, 2018)

Moreover, aside from teachers' salaries, non-monetary benefits (*teaching profession-related extrinsic rewards*) are also among reasons why teachers stay. Privileges such as free parking space, a prime commodity especially among city dwellers, as well as paid vacations leaves when students were also on break, were some of the benefits that some of the informants from private schools mentioned. Even while seemingly minor perks, these were among the concrete reasons informants have for deciding to keep their teaching jobs.

Further, while the survey results relayed that majority of teachers disagreed that they continued to teach because of limited job opportunities, one of the interview informants, a private school teacher who had been teaching for less than a year, talked about the practicality of staying on as a teacher. Still unmarried, Mr. Balboa helped out with some household expenses of his farmer-father and homemaker-mother. He realized how difficult it was to find a job, and deemed it more practical to earn and learn as much from his current job as a teacher.

Number 2 (reason for staying) is my family. When I go out from the job that I have right now, it's very difficult to find another one, it's very hard to find another one. Meaning, if it's hard why don't you stay lang muna to boost what you have right now and to give the greatest, to improve your potential? So as of now I cannot see that potential so much, I need more improvements. Kasi finding another job is costly again

so you will invest a lot of money, and at the same time a lot of time, so parang mahirap siya. It is not economical naman to go out and not being able to get a certain parang sure ka na talaga of a decision to make and you're very sure na you're ready for a job. It's a very difficult decision to make so as of now in my first year it's like more of developing myself pa, it's more to develop myself first then to go out when I already have the capacity to compete with people outside the job. (Balboa, 2019)

Also among the important *extrinsic drivers* for remaining as teachers is the presence of an *enabling environment* that provides teachers ample support mechanisms and opportunities for professional development. Continuing Mr. Balboa's sentiments, another reason that he continued to teach was that he felt that a strong support system, what he called his "family" in school, could eventually help him form solid networks that he could benefit from in his future career path.

And then number three (reason for staying), is the family that I developed and formed in the school. It's very hard to leave them, in a very short while of staying with them. So kahit papaano, nakabuo ka ng relationship with them why not give them a chance to be part of your family? Why not develop it more, and then also parang may connections ka pa na kailangan i-build especially that when you go out in that particular environment, you will use the networks you have inside.

So meaning also in applying for a job, especially if you're looking to public schools, the networks that you have inside will give you so much leverage against the others. For example the head of the school could be one of the determining factors in order for you to be hired, your co-teachers inside the school would be one of your references. And then if you will not invest on them, it might be one of the reasons why you're not be hired, because they will not give you good comments. So it's like building good networks before going out (Balboa, 2019)

A long-time teacher who was a Manila-based private school teacher before she decided to relocate to a public school in the province meanwhile shared that one of the reasons that she kept on teaching was that she continued to learn, even as a teacher.

While only a few teacher-informants explicitly mentioned that they continued to teach because they had a supportive, *enabling environment*, when asked to enumerate the reasons why they continued to teach, this was something that was implied throughout other discussions. Teachers talked about the support of peers and colleagues, and also the roles that their supervisors played in promoting an environment where teachers could flourish.

The merits of having career-shifters who had experienced working in other organizational structures became evident in the context of this discussion of enabling environments to keep on teaching, as these later-entrants to the profession shared observations that they felt could be applied to fostering an *enabling environment* in the teaching profession.

For instance, a public school teacher who spent years working in a private institution had a mentor whom she closely worked with and learned from before she decided to shift to public school teaching. Further, a former business process outsourcing (BPO) employee who also shifted to the public school system shared that as he observed, relationships among teachers and supervisors were at times, based on seniority, personal relationships, and not a results-based and people management orientation. While some supervisors and school administrators received proper training as teachers and were really adept in terms of pedagogy and classroom management, they may not be as equipped with the skills and training to lead and mentor other teachers.

As he further observed, since these supervisors usually rose from the ranks, sometimes in a span of several decades, their knowledge of how to lead subordinates may not be updated. He felt that teachers could get more support and be encouraged to keep on teaching if supervisors were properly trained to effectively lead junior members of their teaching team. A concrete suggestion that he shared was for supervisors to come from private industries, where there was a deeper appreciation of leading teams, so they could effectively contribute to key results areas (KRAs).

In fact, another career shifter who had several decades of experience as a supervisor in different industries shared that while he did not receive proper training in terms of teaching pedagogies and school administration, he applied what he had learned from his experience, since his responsibilities as an administrator of a private school system included leading and encouraging teachers.

Section Summary: Why do teachers stay?

Similar to teachers' reasons for joining the teaching profession, teachers decide to stay due to a host of intrinsic and extrinsic reasons. Among the more prominent intrinsic reasons for staying are teachers' commitment to the teaching profession and the teaching profession-related intrinsic benefits that they derive from teaching. These include a range of benefits such as finding meaning, fulfillment, and enjoyment in teaching; the freedom and autonomy that teaching provides; and enjoyment in being with students throughout the learning process.

As with the motivations for joining the teaching profession, it is noteworthy that Divine Providence, or God's will, was also a reason for remaining in teaching mentioned by nearly all (97%). This particular reason, described in this study as *belief in Divine Providence*, is something that did not

come out in the literature surveyed as part of this research. Han and Hongbiao, however emphasized the need to understand motivation within specific country and cultural contexts (Han & Hongbiao, 2016). Continuing to teach for reasons related to Divine Providence is something that could very well be something specific to Filipino teachers' context and motivations for teaching.

Teachers also stay because of extrinsic drivers, with economic considerations also figuring among these drivers. Closely linked with economic motivations for staying are the teachers' perceived responsibilities as income earners who need to provide for their families' needs. This came out strongly in the interviews and in the survey, with 96% of teachers saying that this was a reason for them to continue teaching. While other research consistently links low salaries with teacher attrition (Podolsky, Kini, Bishop, & Darling-Hammond, 2016), attention should be given to the importance of teaching as a primary source of income, as what teachers in the study have often referred to as their "bread and butter," as their means of sustaining their families' needs.

Likewise worth highlighting are the findings that teachers continue to teach because of loan obligations. Survey results showed that nearly eight out of every ten teachers continue to teach because of such obligations. This was also mentioned during the interviews, with almost all public school teachers having outstanding loans, and one explicitly saying that she could not leave the profession because of these obligations. It should likewise be noted that the study disclosed different reasons why teachers take out loans, the top-most including essentials such as education-related expenses, household-related expenses, and medical-related expenses. Again, these suggest that teachers' economic obligations are tied to their responsibilities as family members and income earners.

Finally, having an enabling environment for the teaching and learning context is another reason why teachers stay. Supportive colleagues, supervisors, and school administrators are among the elements of an enabling environment for teachers to continue teaching. These findings are supported by research earlier done by Podolsky and colleagues, which emphasized the importance of the quality of administrative—including emotional, environmental, and instructional—support as an important factor in teacher retention and attrition (Podolsky, Kini, Bishop, & Darling-Hammond, 2016).

While this current research did not focus on specific leadership styles, some of the narratives seemed to point to the importance of having democratic leadership styles in encouraging teachers to remain in the profession. Indeed, various studies support the finding that teachers working with principals with democratic leadership styles exhibited higher work motivation, compared to counterparts with autocratic leadership styles (Harish & Sonam, 2018) and authoritarian or laissez-faire styles (Shepherd-Jones & Salisbury-Glennon, 2018). The leadership roles of supervisors who provide guidance, mentorship, and support have also been identified as helpful in fostering an

environment that encourages teachers to stay. The teachers seemed to thrive when their supervisors provided a balance between autonomy that enabled teachers to independently perform their responsibilities, and guidance that would lead teachers to effectively accomplish their tasks. Supervisors who provided feedback in a constructive manner and those who knew how to recognize the work that teachers performed were also favored, compared to those who were among those who “brought teachers down.”

Teachers likewise expected their supervisors to exhibit fairness in dealing with teachers and demonstrate competence not only in terms of instructional leadership, but also in managerial supervision. Research among junior high school teachers in Indonesia supports this finding. The research looked at five dimensions of school principals’ competence—learning and achievement; instructional leadership; management of the learning environment; responsibility for learning and assessment; and social personality—and four dimensions of supervisors’ competence—personality and social; managerial supervision; academic supervision; evaluation of education; and research and development. The study found that in general, the competence of school supervisors and principals positively affected the motivation and performance of the teachers (Arman, Thalib, & Manda, 2016).

Moreover, still part of the enabling environment, even the wider societal context is something that could influence teachers’ decisions to remain in the teaching profession. As seen in the literature review, and in some of the interviews with teachers, the policy landscape for education has been consistently evolving, and initiatives abound that may influence teachers’ decisions to stay or to leave the teaching profession.

As the research results showed, teachers are not a homogenous group. While they may have the same motivations for deciding to continue teaching, the results exhibited variations when it came to teachers’ differing contexts and demographic characteristics. For instance, while teachers generally agreed that they continued to teach because of possibilities of promotion, teachers handling numerous positions responded differently, with some even disagreeing that this was a reason for them to continue teaching. Likewise, while loan repayment was cited as a reason why teachers continued to teach, there were variations in responses across demographics such as civil status and teachers’ locations.

In terms of staying in the profession because of the lack of other available job options, less than 40% agreed that this was a reason for them to continue teaching. However, perhaps with their experience in shifting jobs and changing careers, there were more career shifters (75%) who disagreed that they continued to teach because of the lack of job options, compared with their

counterparts who were originally teachers (64%). Nuances such as these became evident when the responses were broken down using selected variables, as well as when the responses of the interview informants were probed further.

Although articulated differently and occurring in varying contexts, most of these findings resonate with research that had previously been done on reasons why teachers remain in the teaching profession. As mentioned in other sections of this report, literature has consistently shown that often both intrinsic and extrinsic factors influence teachers' decisions to stay (Han & Hongbiao, 2016; Guajardo, 2011; Howes & Goodman-Delahunty, 2015; Podolsky, Kini, Bishop, & Darling-Hammond, 2016).

3. Leaving teaching: The other side of the spectrum

While this study originally intended to determine teachers' motivations for joining and remaining in the teaching profession, it is also worthwhile looking at their possible reasons for leaving, as these would also lend valuable insights and lessons into what could make them stay. Some of the literature used as references in this study discussed motivations for staying alongside possible reasons for leaving, or demotivation (Guajardo, 2011; Howes & Goodman-Delahunty, 2015; Podolsky, Kini, Bishop, & Darling-Hammond, 2016).

For instance, Dornyei and Ushioda noted how demotivating factors emanate from negative influences (Dornyei & Ushioda, 2011); Han and Hongbiao's study identified demotivators such as teachers' working environment, teacher autonomy, extrinsic values, and students' attitudes and behaviors (Han & Hongbiao, 2016); while work by Podolsky and colleagues identified family and personal reasons (e.g. pregnancy, childcare, and geographic movement), as well as teachers' salaries as reasons for both joining and leaving the profession (Podolsky, Kini, Bishop, & Darling-Hammond, 2016). Similarly, other researchers have identified external factors such as unpredictable and constant changes in the workload; feelings of devaluation because of criticisms on the educational system; poor administration; and unjust policies in the workplace as among those that demotivate teachers in the long run (Menyhart, 2008; Aydin, 2012; Scott, Cox, & Dinham, 1999)

Further, while teachers remain in teaching because this is their source of income, teachers' low salaries may also be reasons why teachers decide to leave the profession (Aydin, 2012; Kim D. , 2013). Moreover, as evident in the research findings, low salaries can also sometimes lead teachers to engage in part-time work in order to make ends meet, which could then contribute to teachers' low motivations (Iline, 2013; Menyhart, 2008).

In the Philippines, a study by the Philippine Institute of Development Studies likewise zeroed in on issues and pressures that public school teachers faced, including concerns about teacher workload and the institutional incentive system (David, Albert, & Vizmanos, 2019). Ortega dela Cruz, meanwhile, looked at teacher attrition and confirmed what other researches had found: that factors influencing teacher attrition include school administration and policies, pay and benefits, job security, interpersonal relationships, and work assignments. She likewise found that public and private school teachers differed in influences for leaving, on two important factors: job security and work conditions. While job security is a reason for private school teachers to leave the profession, public school teachers are more inclined to leave because of issues concerning workload (Ortega-Dela Cruz, 2016).

This current research confirms that indeed, the reasons that were identified by earlier research remain. When asked if they had ever thought about leaving the teaching profession, nearly four out of every ten teachers (38%) acknowledged that they had thought about leaving, while 18% of teachers had actually applied for a non-teaching job in the past year.

As may be seen in the figures that follow, there were slight differences in the proportions of responses to the question, “*Have you ever thought about leaving your current teaching job?*” when it came to different demographic variables. Males, urban dwellers, and teachers who were single tended to be the ones who thought more about leaving teaching (See Figures 230-232).

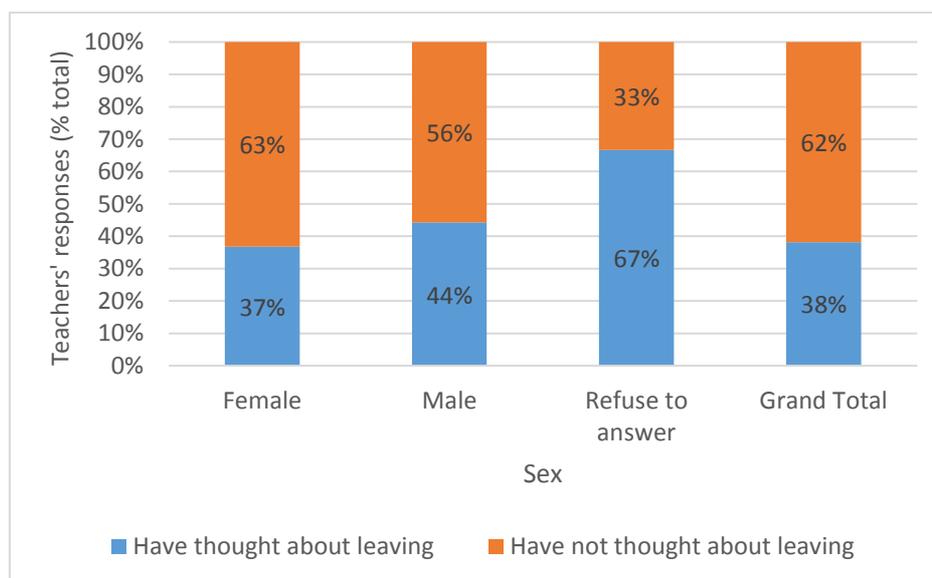


FIGURE 230. DISTRIBUTION OF RESPONSES TO THE QUESTION “HAVE YOU EVER THOUGHT ABOUT LEAVING YOUR CURRENT TEACHING JOB?” VIZ. SEX (N=1,076)

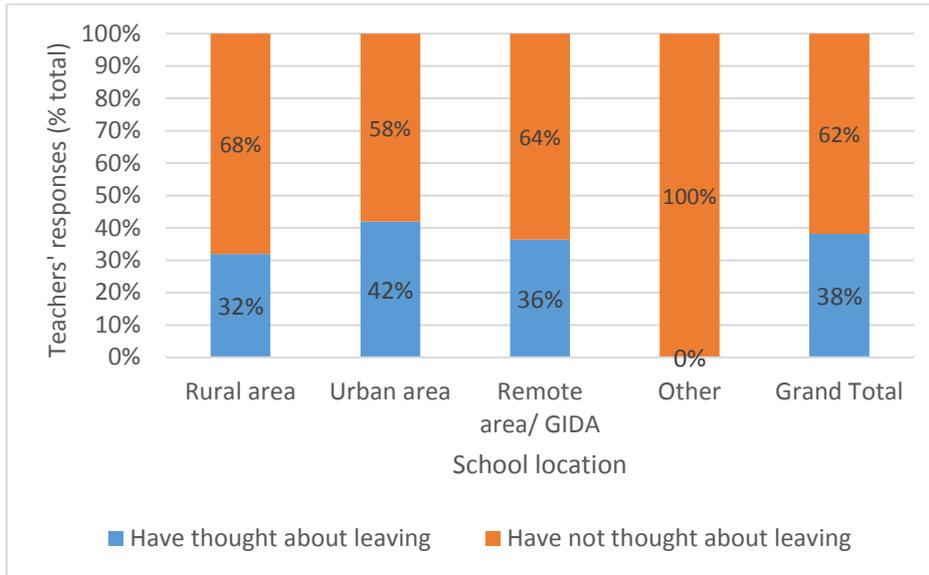


FIGURE 231. DISTRIBUTION OF RESPONSES TO THE QUESTION “HAVE YOU EVER THOUGHT ABOUT LEAVING YOUR CURRENT TEACHING JOB?” VIZ. SCHOOL LOCATION (N=1,074)

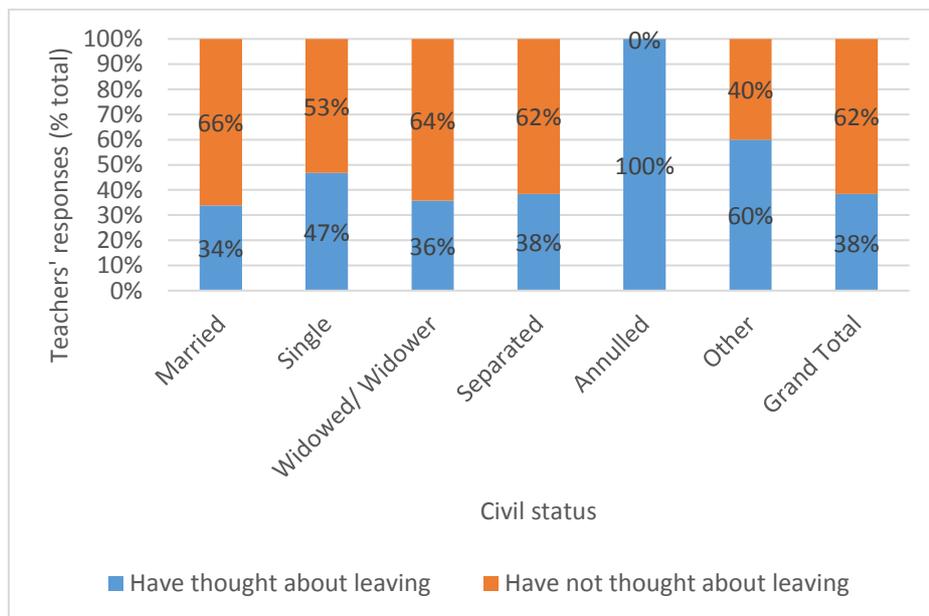


FIGURE 232. DISTRIBUTION OF RESPONSES TO THE QUESTION “HAVE YOU EVER THOUGHT ABOUT LEAVING YOUR CURRENT TEACHING JOB?” VIZ. CIVIL STATUS (N=1,079)

In terms of teaching position, those who held Master Teacher and Teacher III posts were among those who thought least about leaving their current teaching jobs. Although there were only a few respondents under these categories, those who held Head Teacher III (60%) and Special Science Teacher I (67%) positions were among those who registered the highest proportions of those who had considered leaving the profession. If experienced teachers holding highly-specialized positions decide to leave before training suitable replacements, these could create voids that need to be addressed (See Figure 233).

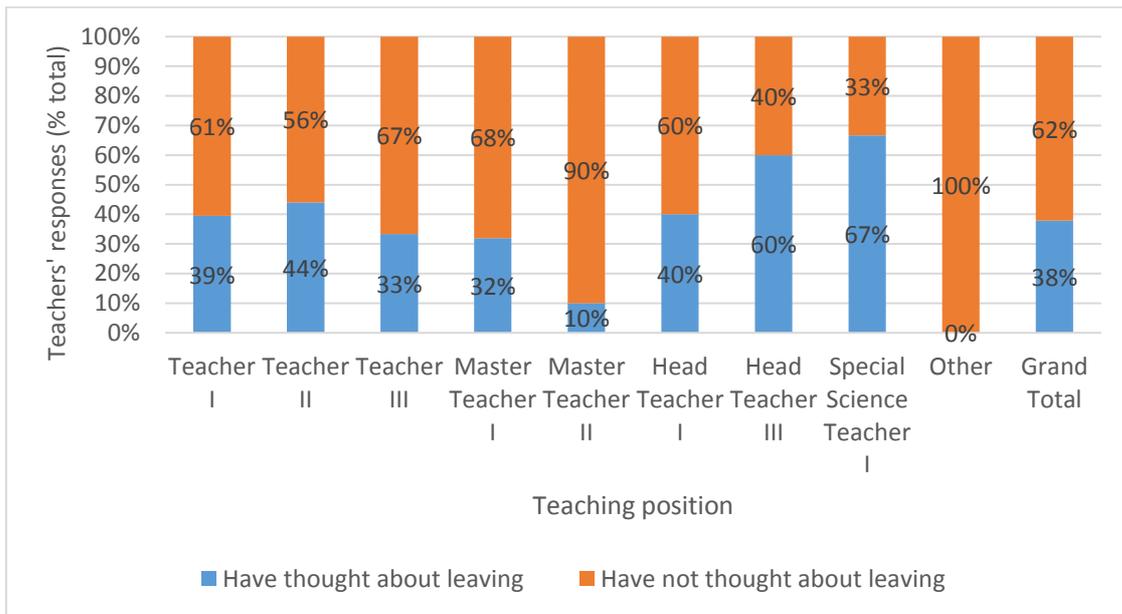


FIGURE 233. DISTRIBUTION OF RESPONSES TO THE QUESTION “HAVE YOU EVER THOUGHT ABOUT LEAVING YOUR CURRENT TEACHING JOB?” VIZ. TEACHING POSITION (N=1,045)

It is likewise worth noting that teachers who did not originally choose Education, as well as those who were not originally teachers, were those who tended to think more about leaving the teaching profession (See Figures 234-235).

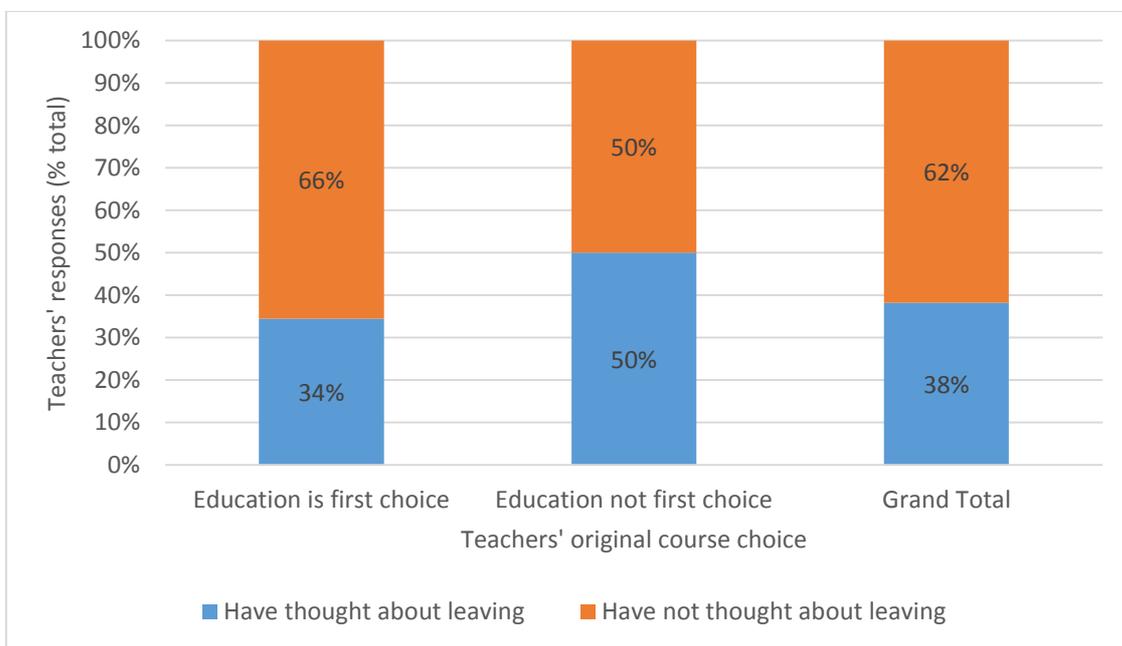


FIGURE 234. DISTRIBUTION OF RESPONSES TO THE QUESTION “HAVE YOU EVER THOUGHT ABOUT LEAVING YOUR CURRENT TEACHING JOB?” VIZ. TEACHERS’ ORIGINAL COURSE CHOICE (N=1,081; VALUES FOR RESPONSES ROUNDED OFF TO ZERO INCLUDED)

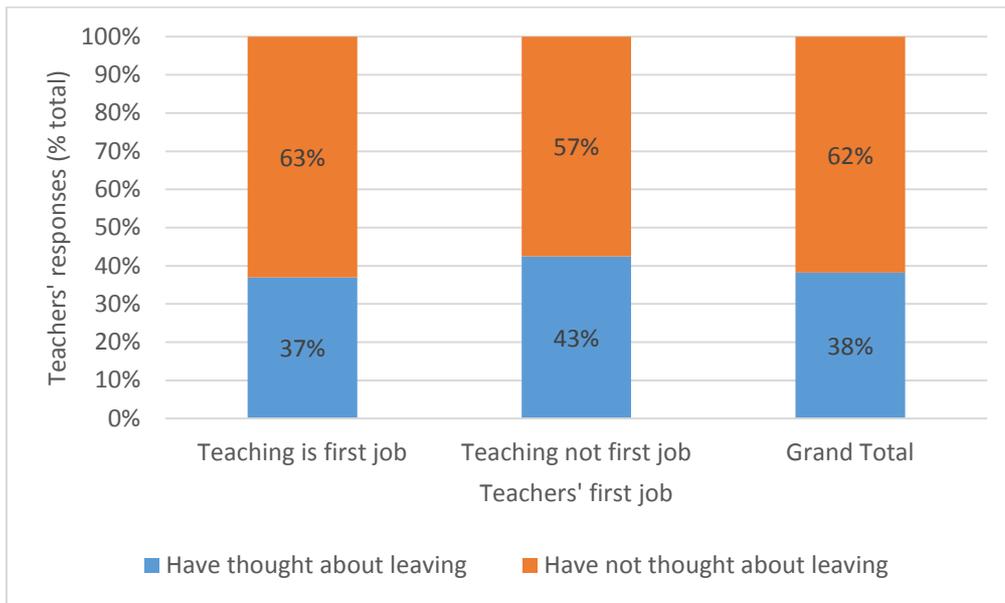


FIGURE 235. DISTRIBUTION OF RESPONSES TO THE QUESTION “HAVE YOU EVER THOUGHT ABOUT LEAVING YOUR CURRENT TEACHING JOB?” VIZ. TEACHERS’ FIRST JOB (N=1,083)

The population of teachers who answered that they had thought about leaving was also asked about their reasons for thinking about leaving. Going back to earlier discussions, these possible reasons for leaving teaching are what can be referred to as “demotivators,” which can be either extrinsic or intrinsic. These demotivators are similar to what have been identified in this research as possible reasons for leaving.

Table 7 presents what have been identified as teachers’ demotivators, which were derived from the interviews with teachers. The elements surfaced in the literature review were likewise used as references in coming up with the statements.

TABLE 7. TEACHERS' DEMOTIVATORS: FACTORS FOR POSSIBLY LEAVING TEACHING (N=1,539, MULTIPLE RESPONSES ALLOWED)

Item	Statement	Demotivator/Possible reason for leaving	Count	%
1	My salary as a teacher is not enough.	Economic considerations	296	19%
2	I need to find a job that can better support my family's financial needs.	Economic considerations	164	11%
3	There are too many requirements I need to comply with.	Workload demands	163	11%
4	I am thinking about looking for a job abroad.	Economic considerations	145	9%
5	I am thinking of exploring other teaching opportunities elsewhere.	Professional growth and development	131	9%
6	My workload as a teacher is tiring.	Workload demands	113	7%
7	I want to pursue other career goals.	Professional growth and development	111	7%
8	I want to have a change in work environment.	Professional growth and development	96	6%
9	I feel unhappy about being a teacher.	Teaching profession-related advantages	55	4%
10	I have not been promoted even if I have been working really hard.	Unsupportive systems and environment	54	4%
11	There is no professional growth in my current job.	Unsupportive systems and environment	51	3%
12	Dealing with students is difficult for me.	Teaching profession-related advantages	47	3%
13	I do not find meaning in teaching anymore.	Teaching profession-related advantages	26	2%
14	Other reason/s	Other reason/s	26	2%
15	I have been experiencing conflicts with my supervisor/s.	Unsupportive systems and environment	22	1%
16	It is difficult to travel to and from my school.	Unsupportive systems and environment	20	1%
17	I have been experiencing conflicts with my co-teachers.	Unsupportive systems and environment	19	1%

Figure 236 presents the demotivators that serve as possible reasons for leaving the teaching profession. Those in shades of green and blue are *extrinsic* demotivators, while those in red and yellow are *intrinsic* reasons for thinking of leaving the profession. In stark contrast with teachers' motivations for joining and staying in the teaching profession where intrinsic drivers were usually the more popular reasons, *extrinsic reasons* topped the list. Among the teachers who said that they had considered leaving the teaching profession, 40% of the responses were related to *economic considerations* such as insufficient salaries (19%), finding jobs to better support families (11%), and prospects for overseas employment (9%). Nearly two of every ten (18%) responses cited tiresome workload demands as reasons for possibly leaving teaching; while 10% were about unsupportive systems and teaching environments as reasons to leave the profession.

In terms of *intrinsic reasons*, 22% of the responses were related to the desire for professional growth and development, such as the pursuit of new career opportunities, including other teaching jobs, and a need for change in working environment. It is also worth highlighting that whereas *teaching profession-related intrinsic advantages* were important reasons why teachers joined the profession and why they continued to teach, there are instances when teachers also begin to derive little satisfaction from these intrinsic benefits.

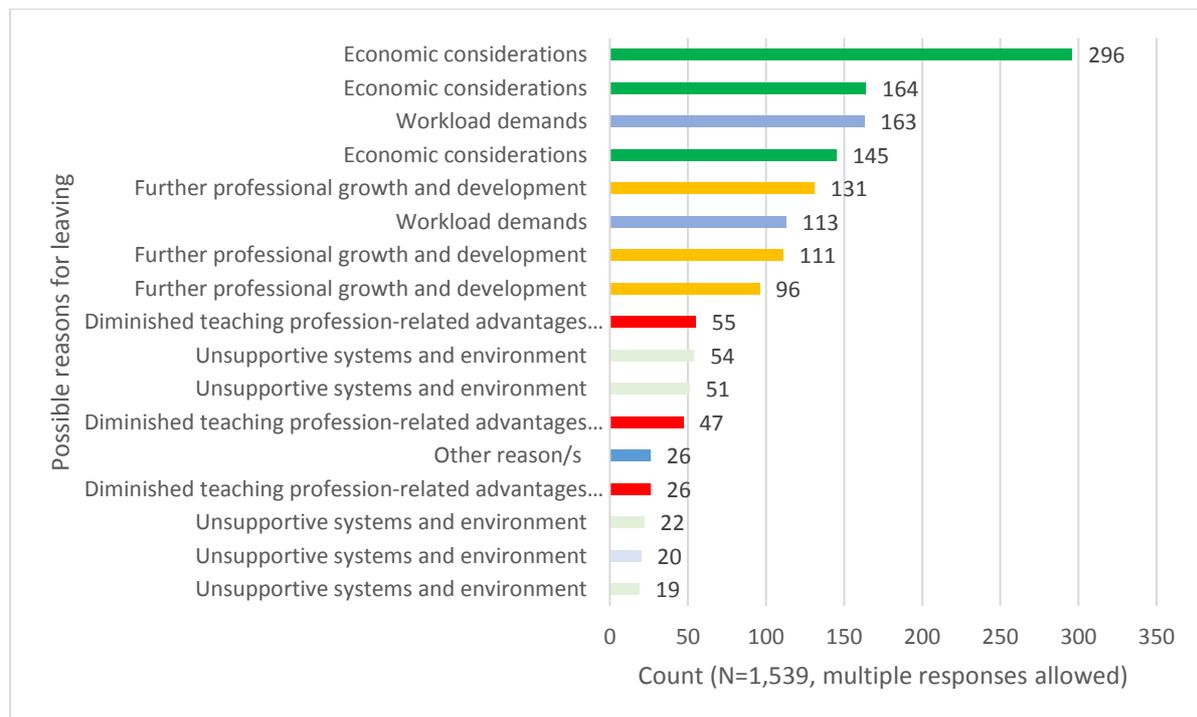


FIGURE 236. DISTRIBUTION OF RESPONSES TO THE QUESTION “WHAT WERE YOUR REASONS FOR POSSIBLY LEAVING YOUR TEACHING JOB?” (N=1,539; MULTIPLE RESPONSES ALLOWED)

Going back to the interviews and open-ended survey results, indeed, when asked about possible reasons the teachers had when considering leaving the teaching profession, there were a number who mentioned that they saw teaching as their “forever,” and did not have any plans to leave the profession. They cited natural causes such as illness or eventual mandatory retirement as the only reasons why they would leave their chosen profession.

For those who had entertained thoughts of leaving, most of the reasons cited were *extrinsic reasons*, although at times there were also combinations of both *intrinsic and extrinsic reasons*. Teachers’ decisions to remain, as well as to leave, the profession seemed closely linked with *economic considerations*. For instance, one of the Eastern Samar-based multigrade teachers jokingly mentioned that she would quit teaching if she would win the lottery. While said in jest, this could be taken to mean that she remained in teaching because of financial considerations. Indeed, as she expounded, it became clear that she was concerned about her family’s financial security, and would

only quit teaching if she felt that she had secured her children's future and had enough for her own retirement needs.

Such were also the sentiments of one of the informants from the BARMM, who only planned to stop teaching when his daughter, who wanted to become a doctor, had finished schooling. Interestingly, both teachers were very entrepreneurial and were earning from supplemental sources of income, aside from their compensation from teaching. Nevertheless, even with their combined income from teaching and their income from supplemental sources, they envisioned themselves still teaching for a long period, even through retirement. This further emphasizes how *economic considerations* figure in teachers' decisions to remain and leave the teaching profession.

Meanwhile, when asked to enumerate the reasons why she would consider leaving, Ms. Lyn Santos, another public school teacher who had been teaching for over a decade, shared that financial considerations, family concerns, and better opportunities were what could make her leave. As the breadwinner of a family of five in an island province in MIMAROPA, Ms. Santos' concerns were mainly linked to *economic considerations*.

Likewise worth mentioning is another aspect of teachers' *economic considerations* for leaving teaching. As one of the informants from the BARMM shared, even if she wanted to leave, she couldn't because she was still paying off loans. Estranged from her husband, Ms. Aliyah Casis was supporting her son, her mother and other relatives, with the salary of a Teacher I. She had incurred loans to pay off her financial obligations, and was among the teachers whose ATM cards were constantly on "*sangla*." As she candidly shared:

Ako ang nag-hold sa akin na hindi mag-alis sa DepEd, honestly speaking, mahiya ka mag-alis na may utang ka. Talaga. Honestly. Kahit gusto mong lumipat... Kaya lang yan ang nagho-hold sa akin, honestly, kasi hindi enough. Okay na kung mataas yung ano, kasi malalaki ang sahod nila pero kagaya namin na Teacher I lang... (Casis, 2019)

While teachers in formal education settings articulated how *economic considerations* figured in their decisions to continue teaching, this sentiment was also echoed by a mobile teacher who was assigned to handle alternative learning set-ups in an island municipality in the Visayas. Mr. Centeno would regularly travel by land and by pump boat to reach his assigned posts, and shared that the salary and allowances that he received as a mobile teacher remained insufficient, due to numerous costs and even risks that mobile teaching entailed.

Asked what would make him leave, he emphasized that the lack of salary increases, especially among mobile teachers, would make him consider leaving his post as an ALS teacher. He likewise shared that other contemporaries moved to formal education, because these entailed less risks, more regularity, and allowed teachers to be nearer their families. While he was also thinking of shifting to formal education, he mentioned that this was still far off, perhaps when his health could not weather the rigors that mobile teaching required.

Aside from *economic considerations*, teachers likewise cited *workload demands; unsupportive systems and unsatisfactory environments, including difficulties in accessing their workplace*, as possible reasons for leaving teaching.

Throughout the interviews, most teachers lamented about administrative and documentation requirements that they felt took away time from their most important task, which was to teach students. At times, these were demotivators that prompted teachers to consider leaving teaching. Interview informants likewise shared anecdotes of colleagues or former colleagues who had in fact resigned or retired, citing workload demands as their reasons.

One of the informants, who was very passionate about teaching, had also expressed that fatigue was a possible reason for her to stop teaching. With nearly a decade in the public education sector at the time of the interview, she expressed feelings of burnout, of days when she found it difficult to push herself to teach. Even while she felt that she still could do a lot more for students and for the teaching profession, there were times when bigger concerns, such as school policies, politics among colleagues and supervisors, issues about promotion, and even macro-level issues concerning Philippine politics and governance were beyond her control.

The youngest among the informants shared that aside from insufficient salaries, he would consider leaving if the workplace, including the people in the workplace, have become stressful. He felt that it would not be healthy to engage with “toxic” people, situations, and institutions; thus, these conditions could make him leave the teaching profession.

Finally, in terms of *intrinsic drivers*, teachers identified three main categories for considering leaving the profession. These include *professional growth and development; diminished teaching profession-related intrinsic rewards; and perceptions of inadequacy* as teachers.

In some cases, seeking *professional growth and development opportunities* are linked with more extrinsic, *economic considerations*. There are, however, times when teachers feel deep desires for change that are not necessarily linked with financial gains.

For instance, there were some informants who were also keen to seek career growth not as teachers, but still in the education sector. One of the more senior informants was Ms. Angel Fernando, who had been teaching for over 30 years in an elementary school in the Cordillera Administrative Region (CAR). While Ms. Fernando was handling administrative responsibilities as Teacher-in-Charge, she was still hopeful that even at her age, she could eventually be assigned to a position in the Division Office, for example, where she could expand her scope of service and still help the school that she had served for the longest time.

There were likewise teachers like Ms. Therese Pangan, who, while devoted to their teaching responsibilities, had their heart set elsewhere. Ms. Pangan had been a private school teacher for over a decade, and was intensely interested in art and history. She candidly shared that if she was offered a job in even a small museum gallery in the Philippines, she would take this lifelong dream job, even if it meant leaving teaching.

Finally, there were teachers who would consider leaving the teaching profession if they no longer derived gratification from what they had earlier felt as teaching profession-related intrinsic rewards. For instance, while on one end, teachers stayed on because of their students, there were instances when these same students were the cause of teachers' frustrations and could be the same reasons for them to consider leaving teaching. Some teachers shared difficulties in dealing with students, both in terms of enforcing discipline and in effectively imparting learning outcomes.

Perhaps closely linked with instances of getting diminished gratification from teaching are *perceptions of inadequacy* to handle the demands of the teaching profession. *Teachers' perceptions of inadequacy* may be felt in a broad range of areas such as classroom management skills, dealing with a diverse set of learners, dealing with curriculum changes, and even with the evolving demands of reforms in the broader educational landscape. Throughout the interviews, teachers have consistently expressed challenges in dealing with these changes—new norms and contexts that perhaps were unimaginable when they were still preparing to become teachers.

Section Summary: Leaving teaching

As the preceding sections revealed, regardless of their demographic background, teachers seem to be inclined to stay in teaching. Among the minority population of teachers who had considered leaving, there is no single reason for teachers to consider leaving the profession. Consistent with research earlier cited, intrinsic and extrinsic reasons often combine and influence teachers' decisions to leave. It should be noted however, that based on both survey and interview responses, *economic considerations* including the desire for higher salaries are the most often-cited reasons for possibly

leaving the teaching profession. Teachers recognized that even if they remained passionate and committed to their sworn profession, they had to contend with the practicalities of earning a living, and for those with families, their responsibilities to also provide for their families' needs.

Due attention should be given to encourage qualified and motivated teachers to stay and not leave the profession, especially since research has established how teacher attrition can negatively impact on students and schools. Bryk and Schneider, for instance, maintain that teachers and students form a relationship of trust, which is an important factor for student achievement (Bryk & Schneider, 2003). Thus, when teachers leave, and are replaced, it may take time before this trust is regained, therefore possibly affecting student learning outcomes.

As Fooi and colleagues further explained, hiring new teachers and developing incentive packages to retain existing ones could be costly for schools. Moreover, teachers who stay on could bear the brunt of teacher attrition, and eventually take on more work as a result of former colleagues leaving. While it could be the case that teachers who leave could be replaced by better, more qualified teachers, there are also risks that replacement teachers could be less effective, thus possibly affecting student performance (Fooi, Basri, & Baki, 2014).

4. A quick pulse: How do teachers feel?

The preceding discussions detailed the range of intrinsic and extrinsic factors that may influence teachers' decisions to join, remain, and possibly leave the teaching profession. Based on teachers' responses to a 34-item scale, this final section will attempt to provide a glimpse of teachers' perceptions and experiences as these relate to what have been earlier identified as their motivations and possible sources of demotivation as teachers (See Table 8). Together with the results of the other survey sections and the interviews, these could lend further insight into how to better support teachers so that they will be encouraged to remain in the teaching profession.

TABLE 8. TEACHERS' PERCEPTIONS, FEELINGS AND EXPERIENCES ABOUT DIFFERENT ASPECTS OF THE PROFESSION
(N VARIES PER ITEM)

Item #	Statement	Theme	Percentage of respondents who strongly agreed or agreed with statement
3	The salary I receive as a teacher rightly compensates the workload I have.	Economic considerations	51%
13	If I was offered a higher-paying, non-teaching job right now, I would accept it even if I have to leave my current job.	Economic considerations	56%
10	In the past 12 months, I have entertained thoughts of leaving my teaching job to explore employment opportunities abroad.	Economic considerations	47%
27	I am satisfied with the income that I receive as a teacher.	Economic considerations	44%
14	At least once during the past 12 months, I have applied for a non-teaching job.	Economic considerations	18%
24	My family is supportive of my teaching career.	Enabling environment	97%
11	I have good working relationships with my co-teachers.	Enabling environment	96%
18	In the last 12 months, I have spent my own money to buy materials, books, or other teaching and learning resources that I use in class.	Enabling environment	92%
21	My supervisor/s provide me with feedback that allows me to perform better as a teacher.	Enabling environment	91%
33	My school shows that our leaders recognize the efforts of teachers like me.	Enabling environment	85%
34	I feel that there are adequate mechanisms throughout the educational system that encourage teachers like me to remain in teaching.	Enabling environment	82%
29	My school implements policies that look after the welfare of teachers like me.	Enabling environment	81%
26	My school provides the teaching and learning facilities that I need to perform my job well.	Enabling environment	76%
28	My school provides adequate resources that I need to perform my job well.	Enabling environment	68%
30	My school implements performance incentive systems that encourage me to do my job well.	Enabling environment	66%
4	My immediate supervisor does not provide adequate guidance when it comes to how I can improve my performance as a teacher.	Enabling environment	32%
19	I feel that my school does not recognize the value of the work that I do as a teacher.	Enabling environment	32%
23	I find it difficult to deal with my supervisor/s.	Enabling environment	25%
5	My workload as a teacher is manageable.	Workload demands	84%
6	With my workload as a teacher, I am able to regularly set aside time for leisure and relaxation activities.	Workload demands	65%
22	In a day, I feel that a lot of my time is spent on tasks that are not related to teaching.	Workload demands	51%
8	I am satisfied with the benefits that I receive as a teacher.	Teaching-related benefits (extrinsic)	58%
1	I look forward to going to work every day.	Commitment to the teaching profession	97%

Item #	Statement	Theme	Percentage of respondents who strongly agreed or agreed with statement
32	I encourage my students to also consider becoming a teacher like me.	Commitment to the teaching profession	80%
31	I can see myself retiring from the teaching profession.	Commitment to the teaching profession	76%
15	I feel that being a teacher allows me to achieve my career goals.	Professional development	92%
9	In the past 12 months, I attended at least one training or seminar for my professional development.	Professional development	85%
20	I attend professional development opportunities even if I am not required to attend.	Professional development	57%
7	I feel adequately prepared to handle the demands of the teaching profession.	Teacher ability and preparation	88%
16	I find it difficult to adjust to different needs and attitudes of my students.	Teacher ability and preparation	59%
25	When I observe that my students are not interested in learning, I also lose interest in teaching.	Teaching profession-related intrinsic rewards	30%
12	Being with my students provides me with a constant source of happiness.	Teaching profession-related intrinsic rewards	95%
2	I am given adequate opportunities to express my talents and skills as a teacher.	Teaching profession-related intrinsic rewards	94%
17	I feel disappointed when my students do not show any progress in learning.	Teaching profession-related intrinsic rewards	88%

Teachers and their economic considerations

As Table 8 shows, teachers were, at best, split when it comes to matters concerning economic considerations such as income satisfaction. About half of the teachers (51%) felt rightly compensated for the workload that they had, while only less than half (44%) were satisfied with the income that they receive as teachers. Moreover, nearly half (47%) had entertained thoughts of finding jobs abroad, and 56% were inclined to leave their teaching job if offered higher-paying, non-teaching jobs. These findings could suggest that teachers indeed do not seem extremely satisfied with their salaries, and given options for higher paying, even non-teaching jobs, they might very well decide to concretely explore these options.

As mentioned in the section discussing reasons for leaving teaching, both the results of the study and relevant literature unearthed consistently cited how teachers' salaries influenced their decisions to stay. Even if only half of the teaching workforce (51%) felt rightly compensated for the workload they had, and less than half (44%) were satisfied with their current income, they stayed because teaching was their primary source of income.

With literature suggesting that issues concerning salary sufficiency can make teachers decide to eventually leave the profession, this is something that merits continuing attention (Aydin, 2012; Iline, 2013; Kim D. , 2013; Menyhart, 2008; Rasheed, Aslam, & Sarwar, 2010).

Teachers and their enabling environments

The teaching and learning context, including support mechanisms that teachers have outside and within the educational system, forms part of the teachers' environment. Teachers could thrive and decide to stay on if they have what could be called enabling, rather than unsupportive, environments and support structures (Lee, 2017; Scott, Cox, & Dinham, 1999). Looking at how teachers viewed statements pertaining to their environment, it should be noted that they seem to generally receive positive support and affirmation from their own families and their colleagues in the teaching profession. This was also evident throughout the interviews, with most teachers sharing that their families were fully-supportive of their teaching careers. Further, while there were isolated instances when teachers had run-ins with their colleagues, having healthy relationships with peers in the profession seemed to also be helpful mechanisms to encourage teachers to stay on.

Teachers likewise recognized the support that they received from their school administration and supervisors as important in fostering an enabling environment. Eight-five percent of teachers generally felt that their school leaders recognized their efforts, consistent with figures showing that only 32% of teachers felt that their school did not recognize the value of the work that they did. Moreover, most teachers (91%) felt that they received helpful feedback from their supervisors, again showing consistency with how only three out of ten teachers (32%) felt that they did not receive adequate feedback ,and how only one out of four teachers (25%) had difficulties in dealing with their supervisors. Although these numbers seemed to show that teachers generally felt the support from both their school leaders and supervisors, considerations should also be given to the minority of teachers who did not feel the same level of support.

Meanwhile, eight out of ten teachers felt that there were adequate support mechanisms throughout the educational system and also within the school that encouraged teachers to remain in teaching. There were, however, only 66% who agreed that their schools' performance incentives systems encouraged them to do well. Indeed, during the interviews and throughout the open-ended responses in the survey, there were teachers who felt that they could get stronger support from the broader educational system, such as through policies that looked after the welfare of teachers, promotion, rewards and incentive schemes that reflected the value of teachers' hard work.

Finally, in terms of teachers' access to resources, which also form part of supportive, enabling environments, it should be noted that 76% of teachers said that their schools provided teaching and learning facilities, and 68% of teachers agreed that their schools provided resources they needed to perform their jobs well. Since schools are not able to fully provide teachers with these resources, more than nine out of ten (92%) teachers reported having used their own money to buy materials and learning resources that they use for class.

Indeed, during the interviews, teachers were consistent in saying that they use their own money to supplement the resources that are available for them in class. This is most evident among public school teachers, where resources from the allocated maintenance and other operating expenses (MOOEs) remain scarce.

Teachers' workload demands

Throughout the interviews, teachers talked about heavy workload demands, particularly those related to documenting lesson plans, compiling portfolios for regular performance reviews, and other administrative requirements as among the regular challenges that they faced. This is consistent with earlier research done by PIDS, that teachers' tend to be overworked due to the plethora of work related not only to classroom teaching responsibilities, but to other ancillary activities that they are expected to perform every year (David, Albert, & Vizmanos, 2019).

In this current study, teachers likewise shared anecdotes about ancillary responsibilities that, for them, were not necessarily related to their core functions as teachers. Indeed, survey results show that about half of the teachers (51%) feel that they spent a lot of time on non-teaching tasks. Nevertheless, a significant number of teachers (84%) still felt that their workloads are manageable, and 65% are still able to regularly set aside time for leisure and relaxation activities.

While the numbers do not seem to paint an alarming picture, this could very well be because most teachers are able to find ways to manage their workload. The narratives from the interviews, for instance, show how teachers work really hard, oftentimes bringing home their work and extending working hours through night time and weekends, just so they could get the work done.

Teachers' commitment to the profession

As evident from earlier discussions, teachers' commitment to the profession was a key reason to stay in teaching. Indeed, the results continue to be promising for the teaching profession, with 97% of teachers expressing agreement that they look forward to going to work everyday. Moreover, eight out of ten teachers encourage their students to consider becoming teachers as well; while more than three out of four teachers (76%) see themselves retiring as teachers. Indeed, these

findings seem consistent with earlier figures that showed that nearly four out of ten teachers have thought about leaving the teaching profession. Despite the challenges that teachers faced throughout their careers, despite continuous laments about low salaries, teachers still seem committed to keep on teaching.

Teacher preparedness and professional development

As discussed in a subsequent section of the report, a reason some teachers might have for considering leaving teaching is the feeling of inadequacy they get when it comes to dealing with different demands of the teaching profession. Indeed, while nearly nine out of ten (88%) teachers agreed that they were prepared to handle teaching demands, there were nearly six out of ten (59%) who admitted difficulties in adjusting to the diverse needs and attitudes of students.

These were consistently articulated throughout the interviews, with teachers sharing different anecdotes about how, aside from having to prepare for and master delivering content, they also had to deal with teaching and disciplining different types of learners. Also, worth noting is how only 30% of teachers agreed that they lose interest in teaching if their students do not seem interested in learning. This could mean that teachers generally exhibit focus in their responsibility to teach, even when faced with difficult teaching and learning contexts.

Moreover, teachers expressed confidence that their education degrees prepared them for being teachers, that there was still no substitute for experience and being in the classroom, and that doing actual teaching was an opportunity for them to also hone their teaching practice. Further, aside from improving the practice of their profession, a great number of teachers (92%) felt that being teachers allowed them to achieve their career goals.

In terms of professional development, as discussed in earlier sections of the report, teachers recognized the value of continuously improving. Knowing the importance of maintaining up-to-date credentials for self-improvement and promotion, or as required by law, 85% of teachers had attended at least one training in the past year. Again, these figures support interview findings that teachers have been attending various professional development activities. However, the findings that only 57% of the teachers attend professional development opportunities even if they are not required to do so should be noted and further explored, especially if teachers are expected to constantly maintain and update their content knowledge and delivery strategies.

Teaching profession-related intrinsic rewards

With teaching profession-related intrinsic rewards also an important reason for teachers to join and keep on teaching, it is worth looking into how teachers feel in terms of certain aspects related to this driver. One of the reasons teachers have for remaining in the profession is the intrinsic satisfaction that they derive from being able to freely express themselves through teaching. Indeed, 94% of teachers agree that they are given adequate opportunities to express their talents and skills as teachers. Likewise consistent with results presented in other sections of the report, a great number of teachers (95%) agree that being with students is a constant source of happiness; a significant percentage (88%) of teachers feel disappointed when students do not show progress in learning. Indeed, with students at the center of teachers' professional lives, teachers can get their highs and lows from students.

Drawing on this gauge of perceptions, feelings and experiences as these may relate to teachers' motivations for remaining in the profession, it seems that most teachers are generally committed to remaining in the teaching profession. Nevertheless, there remain vast opportunities for improvement across different aspects, so that prospective teachers continue to be attracted to joining the profession, and so that the current teaching workforce—both in the public and private sectors—will be encouraged to stay on for the students, and for society.

Chapter V. Summary and Conclusions

Through a combination of research methods, the project attempted to answer two main whys— why teachers decide to teach, and why teachers decide to remain in teaching. In the process of finding answers, of understanding teachers’ motivations, the research also discovered possible reasons why teachers might leave the profession. This concluding section summarizes the key findings of this research, at times situating the discussion within the landscape of policy measures in place that support teachers’ decisions to join and remain in the teaching profession.

Based on results of interviews with teachers, a simple framework identifying factors that influence teachers’ motivations to become teachers, remain as teachers, and possibly leave the teaching profession was developed. The elements of the framework were then validated through an online survey that was conducted among teachers throughout the Philippines, and further refined throughout the research process.

As indicated in Figure 51, there are extrinsic and intrinsic drivers of motivation. Extrinsic drivers refer to those influenced by external factors, while intrinsic drivers are those which emanate from the self (Woolfolk, 2007). While most of the general themes are broad and maintain similarities across different contexts of choosing, staying, and leaving the teaching profession, there are also certain nuances when discussed in these different contexts.

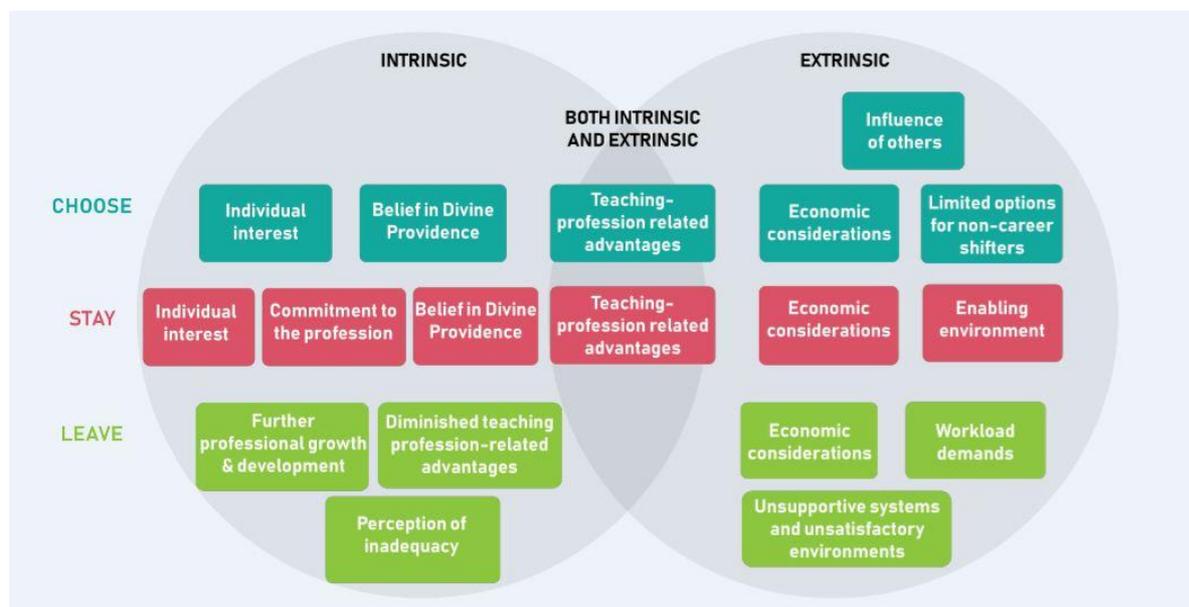


FIGURE 51. FRAMEWORK FOR UNDERSTANDING TEACHERS’ MOTIVATION IN THE PHILIPPINES

Choosing teaching: Why do teachers decide to teach?

As earlier sections emphasized, while the results were able to show different motivations for deciding to join the teaching profession, it should be noted that teachers are not a homogenous group. Their decisions to join teaching can be influenced by socio-demographic characteristics and contexts; thus, the results revealed some differences in teachers' motivations, depending on factors such as sex and school location.

Nevertheless, the study revealed that consistently, *intrinsic drivers* were usually strong considerations teachers had when they decided to join the teaching profession. As adeptly articulated by an informant, "*hilig (interest), galing (skill) and meaning*" were important elements that figured in teachers' decisions to become teachers. There were teachers who knew early on that they wanted to become teachers, and at some point, had incorporated teaching-related activities into their childhood play and early experiences.

Teachers likewise recognized that they had the skills and talents that could come in handy when they became teachers. Belief in *Divine Providence*, or what teachers referred to as "*God's plan,*" "*God's will,*" or "*God's grace*" was among the constants that teachers acknowledged as important factors that led them to become teachers.

There was also recognition that teachers derive gratification from the intrinsic advantages that the teaching profession offered. These intrinsic rewards stem from knowing that they will be able to help students and contribute to their communities and society; from their awareness that teaching is where their passion lies; and from recognizing that teachers are still highly-respected in the communities where they stayed.

While these inner motivations were strong, there were likewise a host of external factors that figured in teachers' decisions to join the teaching profession. A consistent narrative among teachers is the *influence of others*. As young students needing guidance on important decisions such as the career path that they would take, the influence of other people was a crucial element in students' decision-making. Their own teachers who inspired them, or directly encouraged them to become teachers, seemed to be the most prominent influence in this regard. There were mentors who, early on, saw that their students had the potential to become future teachers, and took measures to encourage these students to consider a path in teaching.

Also worth noting is how, even while there were teachers in the family, this did not necessarily translate to children also deciding to become teachers themselves. The narratives show that there were teacher-parents who would advise that their children consider teaching, especially because of

pragmatic thinking that there would always be jobs for teachers, or that having a degree in education offers the flexibility to enable them to land teaching jobs in whatever field they chose in the future.

Especially in rural areas, there were also parents who wanted their children near, even as adults, and thought that choosing a career in teaching would ensure that their children would be with them through their old age. A particular narrative shared by a teacher in the urban setting also highlighted the influence of parental advice to take up teaching, not because of wanting the child to be near, but instead because of wanting the child to have more career opportunities farther away and overseas. Nevertheless, while parents and guardians exerted some influence on decisions to join the profession, research findings suggest that their own teachers' influence seemed to be a more potent reason for students to become teachers.

Moreover, while some were lucky to have formal career guidance mechanisms in schools, or parents or family members to support them in their decision-making, there were others who, even at the point of selecting their courses in their examination forms, did not know what to take. At this point, peer influence seemed a strong factor, with some teachers recalling that they took up teaching on the advice of friends.

On another note, *economic considerations* also figured in decisions to take up a career in teaching. On one end, these revolved around concerns such as future employability, job security, and tenure, especially for those who would receive permanent teaching appointments. Perhaps consistent with the parental advice that children receive when considering their future career path options, these practical concerns emerged among the more popular external influences for deciding to take up teaching careers.

Indeed, this narrative was consistent, especially among teachers in rural settings, where options both for course choices and future employment opportunities were more limited, compared to those in urban settings. Around one third of respondents decided to take up teaching because of the limited course options available in their areas, while around four of every ten teachers said that they took up teaching because, compared with other professions, teachers still received higher salaries. Even while there is a consistent clamor for salary increases among teachers, for those faced with fewer choices, teachers' salaries—especially among those in public schools—are already considered to be higher.

Still related to economic considerations, it should be noted that among some teachers, especially for those who took up Education-related courses as their first course choice, survey results showed that four out of five teachers took up Education because it was the most affordable course for them. This finding is worth noting, especially with the passage of the Universal Access to Quality Tertiary Education Act of 2016 (RA 10931).

With the said law mandating free tuition in public tertiary education, future college-entrants are given more leeway to choose courses. Thus, with course affordability out of the question, qualified students can more freely opt to take their preferred courses. While it is perhaps too early to confirm that enrolment in public teacher training institutions and in Education-related courses have dipped because of the passage of RA 10931, the impetus for making teaching a profession of first choice becomes stronger, because of the wider range of course options college entrants have.

A final consideration when it comes to extrinsic drivers for deciding to join teaching is that there are likewise extrinsic teaching profession-related advantages. Around four of every ten teachers, for instance, said that they decided to become teachers because of the long vacations that teachers have. Indeed, when students are on break, these are opportunities for teachers to also take some time off. While some schools schedule curriculum planning activities and teachers' training and professional development activities around this time, teachers still have time to enjoy the benefit of having longer "vacations," which is something that other professions do not have.

When looking at teachers' motivations for joining the teaching profession, it should be noted that while intrinsic drivers seem to be on top of teachers' considerations, extrinsic factors—particularly those related to future employability and job security—should be given due attention. The evident influence early mentors and teachers seem to have had on students should also be given due notice, since knowingly or unknowingly, they seem to be effective champions for future teachers to join the profession. Finally, reforms in the broader educational system that open up opportunities for college entrants to enter their profession of choice, regardless of costs, should provide more impetus for relevant stakeholders to continue to make teaching a profession of first choice.

Staying in teaching: Why do teachers continue to teach?

As the preceding discussion showed, teachers decide to become teachers due to reasons both intrinsic and extrinsic. The narrative remains consistent when it comes to their decisions to keep on teaching, despite facing different challenges as teachers. Again, findings pertaining to teachers' reasons for continuing to teach show that teachers have different socio-demographic characteristics and contexts that may influence their decisions to continue teaching.

Similar to reasons for joining the profession, intrinsic drivers seem to be a strong force for keeping teachers in the workforce. Among these, commitment to the teaching profession and a host of intrinsic teaching profession-related advantages are teachers' most commonly-cited *whys* for keeping on teaching. Further broken down, commitment to the teaching profession includes aspects such as teachers' concern for students' learning, a concern for the greater community and society, and also a concern for the continuity of the teaching profession.

Teachers know that the demands of their work are great, because not only are they able to influence students' learning, they are also able to help shape students' future. Moreover, a great number of teachers likewise continued to teach because of the opportunity they had of inspiring their own students to also become teachers like them. This seemed consistent with earlier findings that showed that having teachers as role models was instrumental in students' decisions to eventually join the teaching profession.

Aside from a deep commitment to the teaching profession, the results of the study provided evidence that teachers remained in the classroom because of teaching profession-related intrinsic benefits that they derived from their work as teachers. Consistently, teachers derived satisfaction from knowing that they have important roles in improving the country's future, and in finding meaning and fulfillment in the work that they perform. They also derived gratification, enjoyment and inspiration from being with their students, and from having opportunities and the autonomy to express themselves through the practice of the teaching profession. Moreover, more than nine out of ten teachers maintain that they continue to teach because teaching is something that they are truly passionate about.

Further, similar to teachers' motivations for joining the profession, a great number of teachers also maintained that they continued teaching because of the intrinsic gratification they receive from the respect accorded to teachers, as well as the high status teachers have in their communities.

Still regarding intrinsic factors that influence teachers' motivations, consistent with the "*hilig (interest)-galing (skills)-meaning*" narrative that was evident in their decisions to join the teaching

force, teachers likewise continued to teach because they recognized that teaching is what they are really good at. Even among career shifters, there was an awareness that teaching “*felt like home*” for them.

Also worth noting as a final intrinsic reason why teachers keep on teaching is their *belief in Divine Providence*. When it comes to teachers’ reasons for staying, almost unanimously, 97% of teachers said that they continued to teach because of Divine Providence—that it is God’s will that they continue to teach. Even throughout the narratives, teachers were consistent in saying that a greater, divine plan for them to keep on teaching was a reason for their staying power in the profession.

While intrinsic factors were at work, a variety of external factors likewise influenced teachers’ motivations to keep on teaching. In addition to factors such as economic considerations, which were cited as reasons for teachers to join the teaching force, another key element that emerged when it came to teachers’ decisions to remain in teaching is the presence of an enabling environment. For instance, a great number of teachers continued to teach because they felt that teaching provided a venue for them to continuously learn and grow professionally. There were also teachers who saw the value of staying in the profession as an eventual stepping stone for future career options.

The support of different people was a crucial aspect for teachers to remain in the teaching force. When it came to teachers’ motivations for joining the teaching profession, this category was more appropriately tagged as *influence of others* including family, friends, or past teachers or mentors. In the context of why teachers remain in teaching, family, peers, and supervisor-mentors form part of the *enabling environment*, teachers’ support mechanisms for keeping afloat in the profession. Concern for providing for teachers’ families seem likewise more suited to *economic considerations*.

The study found that having supportive colleagues whom teachers could confer with in terms of teaching-related concerns, or just to spend leisure time with, was helpful in keeping teachers’ motivations afloat. Further, while there were instances when teachers had difficulties with supervisors, most teachers seemed to have supportive supervisors—another element of an enabling environment that encourages teachers to keep on teaching. Supervisors and school leaders are expected to guide, mentor, and encourage teachers as they fulfill their teaching responsibilities. Recognizing the important roles that supervisors and school leaders have in motivating teachers to remain in the profession, the impetus for capacitating those who have a direct hand in supervising teachers to be leaders that inspire, empower, and encourage teachers becomes stronger.

Recent initiatives of the Department of Education to introduce two important references—the Philippine Professional Standards for Supervisors (PPSS) and the Philippine Professional Standards for School Heads (PPSSH)—are welcome developments in this regard.

Receiving support from their families is also important for teachers. While this was not explicitly identified as a reason for staying in the teaching profession, throughout the narratives that teachers shared they maintained that their families also provided a necessary layer of support so that they could pursue the teaching profession.

Finally, another important aspect of an enabling environment for teachers is the support and encouragement that they get from broader systems—whether these are school-based policies promoting the welfare of teachers, school administrators who remain supportive of teachers, or system-wide policies that affect teachers’ welfare and motivation. At the school or division levels, for instance, rewards and incentive systems in place that recognize teachers’ work could help encourage teachers to perform better.

Feedback mechanisms that incorporate constructive feedback, rather than dwell on negative aspects of teachers’ performance, are among some of the mechanisms that teachers appreciate. In private schools, even simple recognition ceremonies affirming teachers’ hard work are welcome, and provide a much-needed pat on the back for teachers who have consistently been working hard. With policies in place that look after teachers’ welfare and well-being, teachers would be more encouraged to keep on teaching.

In the discussion of *economic considerations* for remaining in the teaching profession, what was apparent is that teachers continue to teach because teaching is their primary source of income—this is what they are being paid to do. Also interesting is how, among the different statements pertaining to economic considerations, a great majority (96%) of teachers agreed that they continued teaching in order to provide for their families’ needs. With the demographic profile showing that more than six out of ten teachers are married (63%) and have children (65%), concerns about providing for their families’ needs are paramount.

Even among teachers who remain single, while there is a common perception that the income they keep is primarily for themselves, there are also teachers who have to provide for other family members such as their parents and siblings. These findings are consistent with work done by Ilagan and colleagues that establish how family-related needs are central to workers’ motivations (Ilagan, Hechanova, Co, & Pleyto, 2014).

It is also worth noting that nearly four out of every five teachers (79%) continue to work because they still need to pay off loans that they have incurred. While teachers receive regular salaries and benefits as teachers, it should be noted that 79% have accessed loans in the past five years. Teachers who are married have reported higher proportions of loaning behavior, with more than 80% saying that they have accessed loans in recent years. Whereas the policy landscape has significantly changed, and public school teachers today are receiving more due to the Salary Standardization Law, especially among teachers with families to support, teachers continue to supplement the salaries that they receive by accessing loans from various channels. Thus, it remains practical for teachers to keep on teaching—to receive regular income, to provide for their families' needs, and also to pay off loans that they have incurred.

Also, still related to economic considerations, teachers likewise remain in the profession because of aspirations—that they might eventually get promoted, and because of the hope that their salaries would continue to increase. Among the teachers who were interviewed, those who seemed most content with the salaries that they were receiving were those who held Master Teacher positions in rural communities. Except for one teacher, who was still aspiring for a supervisory position in the Division Office, the other Master Teachers expressed that they were already content with what they had achieved as teachers, and were happy with the salaries that they had.

Again constant in the narratives that teachers shared was the hope that they would receive salary increases commensurate to the value of the work that they perform as teachers. With highly-publicized increases in the salaries of members of the police force and military in recent years, teachers continue to hope that their salary increases would be closer to the increases that their counterparts in the said line of work have received. Aside from the value of their everyday labor in preparing for their classes, their conscientiousness in teaching and disciplining students inside the classroom, and all the non-teaching functions that they perform, teachers have also emphasized the future-value of their work: that the students that they teach today can be tomorrow's teachers, doctors, lawyers, and leaders. Thus, these all form part of teachers' aspirations that their salaries will increase, and thus they stay.

Recent planned reform initiatives of the Department of Education related to plantilla classifications are intended to respond to this concern about economic considerations and opportunities for career advancement and salary progression. For instance, the planned creation of additional teaching position levels (Teachers IV-VII and Master Teacher V) will provide opportunities for career advancement through reclassification and/or promotion with accompanying salary increases for qualified teachers.

Such an expansion of the plantilla structure will also provide opportunities for teachers to become education leaders without leaving the teaching track (Department of Education Bureau of Human Resources and Organizational Development (BHROD), 2020).

As evident in the research findings discussed here, again, there is a confluence of factors that influence teachers' decisions to keep on teaching. While the findings strengthen the case that teachers are fueled by intrinsic reasons such as their continued commitment to the profession, and the passion, meaning and fulfillment that they derive from their everyday interactions with their students, extrinsic reasons for staying are also important.

As aptly articulated by an informant teaching in a multigrade setting, despite the challenges and responsibilities that she faced, she continued to teach "*para sa bata, para sa bayan, at para sa pamilya.*" Teachers are faced with everyday realities of making a living, of providing for their families, of paying off loans. Thus, economic considerations weigh greatly in teachers' decisions to keep on teaching. So too, does an enabling environment that supports teachers' welfare and well-being.

Leaving teaching: Why do teachers leave?

When asked if they had ever thought about leaving, 38% had entertained thoughts of leaving their current teaching job, while 18% of teachers had actually applied for non-teaching jobs in the past 12 months. In contrast with teachers' reasons for joining and staying in the profession, most often teachers cited extrinsic reasons as the possible causes for leaving teaching. Forty percent of teachers cited economic considerations such as low salaries, the need to find jobs to support their families' needs, and prospects for jobs abroad as possible reasons for leaving; nearly two of every ten teachers said that workload demands would make them consider leaving teaching; while one of every ten said they would leave because of unsupportive systems and environments.

Recognizing concerns about teachers' workloads, the Department of Education is spearheading several initiatives in order to address these concerns. Foremost among these is the conduct of an on-going study on teachers' workloads, which could help inform future policies and projects related to teachers' working conditions. The Department has likewise requested for the creation and deployment of non-teaching, administrative positions that could help deload teachers from ancillary responsibilities, and allow them to focus on core teaching responsibilities. Moreover, initiatives to review and decongest the curriculum continue to be implemented. These efforts to streamline the curriculum are likewise intended to ease teachers' workload (Teacher Motivation Research Project Advisory Committee (PAC) [Meeting Minutes], 2020).

Teachers would also consider leaving the teaching workforce due to intrinsic reasons, such as a desire for further professional growth, perceptions of inadequacy to perform teaching responsibilities, as well as when they receive decreased gratification from what they had earlier considered to be teaching profession-related intrinsic rewards. For instance, there are times when teachers lack the drive and the fulfillment that they used to get from teaching, and find that they are unhappy, even in dealing with students who used to be a source of happiness and fulfillment. These study findings suggest that teachers' intrinsic motivations can also sometimes run dry, and teachers can experience extreme weariness and burnout as they perform their teaching responsibilities, at times making them contemplate leaving teaching.

These findings should be taken hand-in-hand with earlier discussions on why teachers remain in the profession. Indeed, while a greater proportion of teachers see themselves retiring in the profession and could not fathom the thought of leaving teaching, the fact that nearly four out of ten of the current teaching force have thought about leaving, and around two out of ten of the current crop of teachers have actually applied for non-teaching related jobs in the last 12 months should be taken seriously. It should again be emphasized that teachers are a diverse and heterogeneous group, such that their decisions to remain or leave the teaching profession can be influenced by their socio-demographic characteristics and different situations.

Throughout their journey in the teaching profession, a confluence of intrinsic and extrinsic drivers seem to continuously interact and influence teachers' decisions to join, remain in, and possibly leave the teaching profession. Survey results showed, for example, that more teachers generally agreed with intrinsic reasons for joining and remaining in the profession. Statements reflecting extrinsic reasons for both joining and remaining are usually among those that would be in the middle, or those that fewer teachers agreed with. Nevertheless, when taken along with the narratives that teachers shared, it becomes more evident that there is a constant interaction between intrinsic and extrinsic drivers for joining and staying in the profession.

What remains consistent, though, is that regardless of how strong teachers' intrinsic motivations are, practicalities set in, and teachers are reminded that even while their passions burn high, there are bills to pay and mouths to feed—thus the desire for higher salaries remain. Even when they constantly spoke about how they found meaning and fulfillment in teaching, how they enjoyed being with students, and how they thrived in their teaching jobs, when asked what would make them stay on as teachers, and what would encourage others to join the teaching profession, teachers maintained a consistent narrative: Increase teachers' salaries to make teaching a greener pasture, so that teaching would be the profession of first choice, and so that teachers would not

have to leave. While significantly increasing teachers' salaries—especially in the public sector—remains a challenge because of the sheer number of teachers, study findings on the importance of having an enabling environment that supports teachers' welfare and well-being can also lend insight on how to make teachers stay.

The findings from this study likewise further emphasize that teachers are a diverse group, coming from different contexts and having different characteristics. At times, there are specific nuances that play into teachers' decisions to join, remain, or leave the profession. For instance, results showing that more female teachers agreed that they decided to teach because they really like children could suggest pre-conceived perceptions that teaching is still a woman's turf. Early interventions promoting teaching as a job that suits both female and male teachers should be considered, so as not to deprive learners of the opportunity to also learn from male teachers as positive role models.

There were likewise findings that illustrate how limited career options and the lack of access to career information and guidance are more pronounced in rural, much more so in remote, areas. Findings showing that loan access was higher among teachers who were married, and teachers who had children, likewise show that there are certain nuances that may influence teachers' decisions to join and remain in the teaching profession. This recognition that teachers have different characteristics, needs, and contexts should be considered in developing measures that could strengthen teachers' motivations to become teachers, and to keep on teaching.

This study on exploring teachers' whys seem to present a lot of opportunities for different education stakeholders to continue to develop and support initiatives that aim to support teachers' well-being and motivations to join and remain in the teaching profession. The following section, which concludes this report, suggests concrete policy options that could help encourage future teachers to join the profession, and sustain teachers' motivations to keep on teaching.

Chapter VI. Policy Options and Recommendations for Increasing and Sustaining Teachers' Motivations

The rich findings from the in-depth interviews among 18 teacher informants, the online survey among more than 1,000 teachers throughout the Philippines, and the review of policies supporting teachers' welfare and motivation offer a substantial base for suggested policy options to help promote teaching as a profession of first choice, and to sustain teachers' motivations for remaining in the teaching profession.

These recommendations touch on different aspects of teachers' professional lives, such as the formative (e.g. pre-service, preparation), empowering (e.g. professional development, career progression), and fulfilling (e.g. enabling environments, recognition and rewards, and compensation and benefits). More importantly, these recommendations also hope to also address both the intrinsic and extrinsic factors affecting teachers' motivations that were presented in this study.

While this set of recommendations may apply to the entire teaching profession, it should be kept in mind that teachers are not a homogenous group. They are a diverse population with different characteristics, contexts, and experiences, and these contextual nuances should be considered in pursuit of efforts to sustain and enhance teacher motivation.

The findings that teachers' motivations are influenced by their differing characteristics and contexts complement those established in earlier research (Han & Hongbiao, 2016; Dornyei & Yushioda, 2011; Gu & Lai, 2012; Ramachandran, 2005; Dolton, Marcenaro-Gutierrez, Pota, Boxser, & Pajpani, 2013). Other researchers have likewise emphasized the need to develop interventions that recognize contextual and cultural nuances (Podolsky, Kini, Bishop, & Darling-Hammond, 2016; Han & Hongbiao, 2016). Thus, while it is important to have national policies that promote the entire teaching population's welfare and well-being, there should also be space for local education leaders and implementors to innovate and introduce interventions that are relevant to the needs and conditions of teachers in their own local contexts.

❖ *Teacher preparation (pre-service)*

- Strengthen the involvement of DepEd and the Teacher Education Council (TEC) in influencing the review of TEI's pre-service curriculum.
- Ensure that TEIs/pre-service training institutions continuously review and update teacher training curricula to ascertain teacher readiness to face the demands of the teaching profession and the evolving education landscape.

- Some possible areas could involve understanding and adapting strategies to address learners' diverse contexts and demographic characteristics; mental health awareness and management, both for their students and themselves; classroom management/workload management tools; digital literacy tools and resources; distance and other remote learning modalities; life skills such as financial literacy and financial management; and social-emotional skills.
- Ensure that TEIs/ pre-service training institutions strengthen linkages with basic education providers, particularly in Senior High School programs, for joint-career guidance activities.
 - Specific interventions could involve strengthening existing Career Guidance and Advocacy Programs by lobbying for the rationalization, professionalization, and hiring of career guidance professionals in schools; establishing evidence-based SHS graduate tracer programs; and strengthening industry linkages through NGOs (e.g., PBED) and private institutions to address education-industry mismatches.
- Recognizing from the research that there are late-entrants to the profession coming from other fields, TEIs should continue to strengthen partnerships with institutions offering non-Education programs so that students can consider electives or special programs that can eventually pave the way for their entry into the teaching profession.
- Ensure that TEIs/pre-service training institutions link pre-service preparations with in-service expectations, following the professional development continuum articulated in the Philippine Professional Standards for Teachers (PPST).
- Ensure that TEIs/pre-service training institutions strengthen teaching internship experiences and teacher induction programs for adequate teacher preparation.
 - With interview findings surfacing teachers' perceptions that they felt inadequately prepared to teach in multi-grade classroom settings, TEIs could consider requiring teacher internship experiences and teacher induction programs in multi-grade, not just monograde, classroom set-ups.

- Teacher induction programs should also continue to emphasize the important tasks future teachers face in ensuring the delivery of quality learning outcomes, and teachers' need to be prepared to face challenges throughout the practice of their profession, including handling diverse types of learners.

❖ *Teacher recruitment*

- Ensure that relevant agencies (e.g. DepEd, PRC, CHED) continuously coordinate efforts to develop appropriate and up-to-date assessment tools that will improve screening of qualified teacher-applicants. Specifically, DepEd could continue to focus on:
 - Influencing CHED and PRC to anchor their efforts on existing qualification standards for teachers such as the Philippine Professional Standards for Teachers (PPST) and the Philippine Qualifications Framework (PQF)
 - Increasing the Department's involvement in PRC's ongoing review of the Teacher Career Progression and Specialization Program to ensure alignment with the Career Progression initiative of DepEd
- Ensure the DepEd continues to strengthen its Career Guidance and Advocacy Program in basic education to promote teaching as a profession of first-choice. More efforts should likewise be made to ensure that schools in rural and remote areas are provided with sufficient information on different course and career options for future entrants to the teaching profession.
- Anticipating that the Universal Access to Quality Tertiary Education Act of 2016 (RA 10931) might have an effect on enrolment in teacher education programs, relevant agencies should engage in more collaborative partnerships with private organizations and industries that would offer more incentives for qualified teachers to enroll in and complete education degrees.
- Research findings that teachers generally live near their schools should be considered in developing, refining or continuously promoting policies that support localization and/ or work-near-home initiatives. Initiatives to enforce localization laws or policies in the recruitment of qualified teacher-applicants who are local residents should continue to be promoted.
- With teaching still seen as a high status, highly respected profession, both in urban and rural settings, efforts should continue to be made to integrate positive images of teachers so that young learners can emulate and aspire to become teachers (e.g. in K

to 12 textbooks and learning resources, National Teachers' Month publicity activities, in communities, barangay, and other prominent places in local government settings, popularized features on exemplary and inspiring teachers in social media and other accessible platforms).

- Recognizing that the teacher demographic continues to remain highly-feminized, more intentional efforts should be made to encourage qualified males to join, and to shift to, the teaching profession. Having more male teachers could provide positive role models for learners to emulate. Specific actions could be by incorporating visuals including male teachers in K to 12 textbooks, learning materials and DepEd social media portals and platforms, and featuring exemplary male teachers recognized by private and public sector teacher recognition programs.
 - Drawing on research findings that former teachers can be instrumental in inspiring students to join the teaching profession, TEIs can work more closely with basic education service providers to identify teachers who can effectively champion students to considering joining the teaching profession.
 - Drawing on the study findings that teachers are motivated by intrinsic rewards, recruitment strategies and campaigns could focus on themes such as meaning, fulfillment, passion, and service to others.
 - Recognizing from the research that belief in "Divine Providence" or fate plays a role in solidifying teachers' decisions to join or remain in the profession, recruitment strategies could include creative messages around this, such as "teaching as tadhana," "teaching as forever," etc.
 - Recruitment messages should likewise consider the context and characteristics of today's youth. The crafting of these recruitment messages should take into consideration what appeals to this current generation of future teachers, and what platforms are most effective in reaching out to these future educators.
- ❖ *Continuous curriculum review and improvement (K to 12)*
- Continue to strengthen plans and initiatives to streamline the basic education curriculum, in support of research findings related to teachers' concerns about heavy workload demands. Results of on-going DepEd research on teachers' workloads could continue to inform initiatives to streamline the curriculum.

- In line with the findings that teachers who have families and who have children tend to take out loans more frequently than their counterparts without children, content related to responsible parenthood education in the K to 12 curriculum could be reviewed to include real-life scenarios in terms of household financial management.
- Integrate, where relevant in the K to 12 curriculum, aspects of basic financial planning and management (e.g. in Technology and Livelihood Education/ Home Economics or in other relevant subjects) so that even as students, future teachers can receive early training on how to manage their financial resources.
- In line with findings that there continue to be stereotypical beliefs that teaching is a woman's job, continue to promote gender equality, including in career and employment options that women and men can take. DepEd initiatives to promote gender neutral images of teachers, as well as inclusive employment opportunities, should continue to be promoted.
- As an early measure to prepare students for responsibilities through adulthood, content related to responsible parenthood education could be reviewed to integrate shared parenting responsibilities, so that the burden of raising children and taking care of households should not fall on only one parent, usually the woman. This could help address concerns about teacher workload and the multiple burdens that women teachers face, especially with the still predominantly feminized teacher labor force in the country.
- Again drawing on findings that former teachers may be influential in students' decisions to become teachers, integrate—where relevant—in curricula and learning materials, positive messaging about the roles of teachers.
- Encourage classroom activities/learning projects that will allow students to develop early interest in teaching as a possible career path.

❖ *Teacher recognition and rewards*

- Continue to strengthen the implementation of existing merit-based and objective performance incentive systems that reward teacher performance.
- Continue to strengthen collaboration with different stakeholders advocating for education and teacher quality (e.g. Metrobank Foundation, Civil Service Commission, local government units).

- Supervisors/school administrators can institute school-based systems for recognizing teachers through actions/activities that affirm and recognize teachers' contributions such as by:
 - Publicly recognizing teachers who introduce innovations, complete higher education, and other similar accomplishments, during monthly, quarterly, or annual gatherings
 - Providing regular feedback mechanisms that encourage supervisor-teacher interaction, coaching and mentoring
 - Showcasing teacher innovations/accomplishments in existing school portals such as bulletin boards, newsletters, and social media pages
 - Providing other sources of school-level recognition and support

❖ *Professional development*

- Ensure continuity of learning and development from pre-service preparation, on-boarding and induction, and throughout teachers' entire professional career.
- With research findings showing that teachers generally welcome opportunities for professional development and training, continuous efforts should be made by DepEd, through NEAP, to design and offer in-service professional development activities that are relevant and aligned with teachers' career paths and competency development-needs, and that are consistent with teacher quality standards.
- Recognizing that there are career-shifters who come from non-Education related fields, professional development programs addressing learning and development needs of such teachers should continue to be designed.
- Prioritize the development of a systematic mechanism or database for tracking teachers' professional development activities that can be linked to existing systems for career progression that would address specific learning needs of such teachers.
- Maximize existing structures, such as learning action cells (LACs), as mechanisms for delivering relevant in-service professional development opportunities for teachers. Helpful school-based LAC implementation practices should be recognized, and could be featured in Division-level or regional correspondence.

- Streamline training and development schedules to ensure that teachers can participate in professional development activities that do not conflict with teaching schedules or personal time (e.g. weekends).
- Strengthen partnerships with development organizations/lifelong-learning institutions that can offer professional development activities, teaching-learning exchange, or scholarship opportunities aligned with teachers' development plans.
- Continue to offer incentives that teachers can avail of (e.g. paid sabbatical or study leaves and scholarships) that would allow teachers to complete graduate studies or professional development activities in a timely manner.
- Division and school-level leaders should ensure that teachers are provided with needed technical guidance and support through tailored instructional supervision, coaching and mentoring.
- Promote peer mentoring, coaching and provision of technical assistance among teachers, thus encouraging development of a community of practice and local support.
- Encourage teachers to join and actively participate in professional learning networks (both face-to-face and online) to maximize opportunities for collegial discourse knowledge and resource sharing, and peer learning/technical support.

❖ *Career progression*

- With teachers aiming for career movement throughout their career, opportunities for career progression (e.g., proposals for new, non-supervisory teacher positions) should be made a viable option for teachers who want to focus on classroom teaching.
 - This includes revising the teacher plantilla system to provide additional career progression steps for teachers and master teachers to ensure high performing, experienced and expert teachers are retained within the system and provided with relevant opportunities for professional growth and development.
 - Career progression initiatives, such as introducing additional teaching positions (Teachers IV-VII; Master Teacher V) defining a clearer teaching career line and providing more opportunities for becoming education leaders without leaving the academic track, should continue to be prioritized.

- Options for fast-tracking career advancement, such as through reclassification, should continue to be provided for qualified teachers.
- Prioritize the development or improvement of mechanisms such as databases to systematically track and link teachers' career plans, progression, professional development, and promotion.
- Continue to promote transparency and meritocracy in promotion and career progression processes, as articulated in the NEAP transformation plan.

❖ *Fostering an enabling, nurturing environment*

- With the numerous changes in the Philippine setting as well as in global education, societal and economic landscapes, consider updating the 1966 Magna Carta for Public School Teachers to ensure that general policies for teachers are responsive, relevant, and truly promote teachers' welfare and well-being.
- Continue to explore other support mechanisms for teaching (e.g., tapping learner partners such as parents, community volunteers, para teachers, teacher-aides, and other administrative personnel) to allow teachers to focus more on their teaching activities, rather than on other non-teaching responsibilities.
 - Initiatives to study options to hire Teaching Assistants/Teacher Aides/Teacher Volunteers should continue to be supported, especially in support of learning continuity in times of crises.
 - Initiatives to create administrative items in schools to deload teachers and allow them to focus on teaching functions should continue to be pursued.
- Continuous efforts should be undertaken to both increase budgetary support MOOE and seek out other funding sources, to more adequately finance classroom teaching and learning resources, so that teachers do not have to use their own money to pay for teaching and learning facilities and activities (e.g., private donors, school alumni, local government resources, etc.).
- Recognizing that supervisors and school administrators play various roles such as in mentoring, affirming, and supporting teachers so that they can perform their jobs well, relevant learning and development opportunities should be provided for supervisors so that they can likewise lead and assist teachers more effectively.

- The immediate rollout of the newly-established standards for education leaders, such as the Philippine Professional Standards for School Heads (PPSSH) and the Philippine Professional Standards for Supervisors (PPSS), should be prioritized.
 - Consider incorporating activities that promote teacher well-being, including physical, psycho-social, mental health, and financial literacy/ well-being in regular Learning Action Cells (LAC) sessions.
 - Continue to ensure balance in implementing policies that protect both the learners (e.g. Child Protection Policy), and promote teachers' autonomy.
 - Continue to explore/implement system-wide mechanisms that affirm and recognize the value of teachers in promoting quality education and positive societal outcomes.
 - In light of research findings that providing for their families is an important reason why teachers continue to teach, explore ways—in partnership with key agencies such as the Civil Service Commission (CSC) and the Commission on Audit (COA)—to provide non-monetary incentives that recognize the importance of families in teachers' lives, such as by allowing teachers to take leaves of absence when there are significant family milestones, inviting teachers' families during Teachers' Day celebrations, and other similar activities.
- ❖ *Commensurate compensation, benefits, and financial management options*
- In close collaboration with relevant agencies (e.g., DBM, DOF, Congress, CSC), continue to review and explore sustainable options to enhance teachers' salaries and benefit schemes commensurate with teachers' work and value in the society.
 - Recognizing that providing for their families—whether teachers are married or single—remains a strong motivation for teachers to continue to teach, future benefit plans could include sustainable options to fund benefits for teachers' families, such as family health cards, education incentives for children, and access to child care services.
 - Increase the allowance for learning resources/supplies so that teachers do not need to use their own personal money to finance essential learning materials.
 - Continue to review allowance allocations (e.g., Special Hardship Allowance) to ensure that teachers working under difficult circumstances are adequately compensated for

the work and the teaching and learning contexts that they are faced with (e.g., those in island/coastal communities or hard-to-reach areas may need to spend more for transportation costs and rentals, compared with teachers who are working within the vicinity of their homes).

- Ensure the timely release of salaries and allowances of teachers, especially for teachers working in difficult circumstances (e.g., hardship and conflict areas, ALS contexts and multi-grade contexts). Allowances could be released as a component of teacher's monthly remuneration rather than as special supplemental payments to ensure timely payments to teachers.
- Consider institutionalizing the development of an annual calendar of compensation and benefits to help teachers accurately manage personal cash flows and expenses.
- Consider providing teachers with an annual technology allowance to support access to and use of information and communications technologies (ICT) to foster use of open-source teaching-learning resources, reduce the burden of non-teaching administrative tasks, and improve access to on-line professional development and networking opportunities.
- Continue to partner with GSIS, financial institutions (e.g., banks, cooperatives, money lenders), and teachers associations to explore mechanisms for rationalizing, restructuring and/or reducing teachers' loan burdens, facilitating more favorable loan conditions/payment schedules and loan interest rates.
- Continue to partner with relevant institutions (e.g. Bangko Sentral ng Pilipinas, university extension offices, and private organizations) that can provide teachers with guidance and advice on personal financial management.
- Continue to build partnerships with private industries to facilitate special price discounts/benefits for teachers (e.g., restaurants, retail stores, banks, cinemas, pharmacies, bookstores, computer stores, travel/transport services, universities/colleges).

❖ *Future research*

- A parallel research project focusing on motivations of private school teachers could be conducted, to supplement findings of this research project.
- With the current research being purely descriptive in nature, future research on teachers' motivations could be designed to offer more predictive and inferential value.
- Since the research only focused on teachers currently in the profession, perceptions and insights on leaving the profession may not be as sound as when the reasons come from actual teacher-leavers. Future research could focus on actual teacher-leavers, to more accurately capture the reasons why they decide to leave the teaching profession.
- With reforms such as the provision of free public tertiary education (RA 10931) possibly having an impact on students' course choices, research looking into the motivations of college students enrolled in pre-service teacher training courses could provide insight as to why they continue to enroll in education courses.
- Research among Senior High School students on how they perceive the teaching profession as a possible career choice could generate useful insights for recruiting future entrants to the teaching force.
- Recognizing the important roles of school heads, supervisors, and other education leaders, future studies could focus on surfacing effective leadership styles in creating and sustaining a supportive, nurturing environment for teachers.
- Qualitative research projects particularly focusing on motivations of teachers in extremely difficult circumstances (e.g. ALS, multigrade, conflict, GIDA contexts, and crisis situations) could provide helpful and relevant insights that could better respond to the needs of these teachers.
- While conducting research using online platforms has many practical advantages, including cost-effectiveness, future studies could consider more traditional (face-to-face) methodologies to reach a wider sample population, particularly teachers without access to ICT equipment and reliable internet connectivity.
- Finally, future research on teachers' motivations in the context of the COVID-19 pandemic would also be very relevant given emerging challenges of remote teaching and learning (e.g., unfamiliar pedagogy/ technological tools, access to teaching and learning resources, limited face-to-face interaction, and digital literacy) that teachers now have to face.

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Annexes

ANNEX A
List of Participating Schools (Survey)

Region	Division	School
Cordillera Administrative Region (CAR)	Tabuk City	Pinagan Elementary School
	Tabuk City	Casigayan Elementary School
	Tabuk City	Eastern Kalinga National High School
National Capital Region (NCR)	Pasig City	Ilugin Elementary School
	Pasig City	Pasig City Science High School
	Pasig City	Rizal Technological University*
Region I	Laoag	Ilocos Norte College of Arts and Trades
	Laoag	Buttong Elementary School
	Laoag	Mariano Marcos State University*
Region II	Quirino	Cabarroguis National School of Arts & Trades
	Quirino	Pinahiw Elementary School
	Quirino	Dipintin High School
	Quirino	Cabaruan Integrated School
	Quirino	Dingasan Integrated School*
	Quirino	Landingan Integrated School
	Quirino	Tangliyao Primary School
Region III	Aurora	Agues Elementary School
	Aurora	Ipil Elementary School
	Aurora	Tanawan Elementary School
	Aurora	Canili Area National High School
	Aurora	Dingalan National High School
	Aurora	Mariano L. Sindac Integrated School
	San Fernando	Dela Paz Norte Elementary School
	San Fernando	San Pedro Elementary School
	San Fernando	Maimpis Integrated School
	San Fernando	Nuestra Senora Del Pilar Integrated School
	San Fernando	San Agustin Integrated School Annex
	San Fernando	St.Vincent of Quebiawan Integrated School
	Bacolor	Don Honorio Ventura (Technological) State U*
	Angeles	Republic Central College*
	Region IVA	Dasmaringas City
Lucena City		Lucena South Elementary School
Lucena City		Ransohan Integrated School
Lucena City		Sacred Heart College *
Region V	Sorsogon City	Maricrum Elementary School
	Sorsogon City	Tublijon Elementary School
	Sorsogon City	Sorsogon Pilot Elementary School
	Sorsogon City	Rosa T. Arellano Elementary School
	Sorsogon City	Buhatan National High School
	Sorsogon City	Balogo Elementary School
	Sorsogon City	Lydia D. Martinez Memorial High School
	Sorsogon City	Sorsogon State College- SITE*
	Sorsogon City	Sugod Senior High School*

ANNEX A
List of Participating Schools (Survey)

Region	Division	School
Region V	Sorsogon City	Sto. Nino Integrated School*
Region VI	La Carlota	Roberto Salas Benedicto Elementary School
	La Carlota	La Granja National High School
	La Carlota	San Miguel National High School
	Iloilo	Aglay-ao Primary School
Region VII	Bohol	La Hacienda Elementary School
	Lapu Lapu City	Candagsao Elementary School
Region VIII	Northern Samar	Tarnate Elementary School
	Northern Samar	MacArthur Elementary School
	Northern Samar	San Roque Central Elementary School
	Northern Samar	Mondragon Agro-Industrial High School
Region IX	Zamboanga del Norte	Jesus A. Ramos National High School
	Mati	Sanghay Elementary School*
	Mati	Tagabakid Elementary School
	Mati	Dawan Central Elementary School
	Mati	Licop Integrated School
Region XII	General Santos City	Daan Banwang Elementary School
	General Santos City	Dadiangas South Central Elementary School
	General Santos City	FVR Village Elementary School
	General Santos City	Lanton High School
	General Santos City	Elias Buscano Sr. High School
Bangsamoro Autonomous Region in Muslim Mindanao (BARMM)	Basilan	Mangal National High School

Note: Asterisks () indicate schools not included in the original sample*

ANNEX B
Department of Education Memorandum on
Teacher Motivation Project



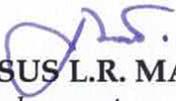
Republic of the Philippines
Department of Education

#354328

Tanggapan ng Pangalawang Kalihim
Office of the Undersecretary

MEMORANDUM
OM-PFO-2018-0691

FOR: LEONOR MAGTOLIS BRIONES
Secretary

FROM: 
JESUS L.R. MATEO
Undersecretary

SUBJECT: *Updates on the Teacher Motivation Research Project to be Conducted by the SEAMEO INNOTECH Educational Research and Innovation Office*

DATE: 29 May 2018

Following the consultative meeting held on 22 May 2018 with Dr. Sherlyne A. Almonte-Acosta, Senior Specialist of the Educational Research and Innovation Office (ERIO) of the SEAMEO INNOTECH, and the undersigned, this report is hereby submitted to provide updates on the research project entitled "Understanding Motivation among Teachers in the Philippines" to be conducted by the ERIO and funded through the SEAMEO INNOTECH Research and Innovation Fund

The research project, which aims to determine teachers' motivations for joining and remaining in the Philippine basic education system, shall employ both qualitative and quantitative approaches and methods. Interviews shall be conducted with ten teachers who will be purposefully selected to ensure that key informants represent the following categories:

- teachers practicing their profession in public schools, private schools, multi-grade schools, rural/remote areas, urban/accessible areas, the Autonomous Region of Muslim Mindanao, and conflict areas
- teachers in each of the four career stages identified in the Philippine Professional Standards for Teachers (PPST)
- teachers who belong to an Indigenous Peoples group
- teachers who are career shifters (e.g. professionals from different fields who pursued the teaching profession as a second career)

Common themes and categories shall be generated from the interview results to develop a framework for understanding the factors that influence teachers' motivation. These

factors shall be validated using a survey that will be administered to teachers across different educational levels (Kindergarten to Senior High School) from selected public and private schools in the Philippines, via an online survey platform. The survey shall also include items related to teachers' socio-demographic characteristics such as age, sex, educational background, teaching and other professional experience, and other variables which shall be analyzed to come up with a nuanced understanding of the context and factors influencing teachers' motivation.

Results from the qualitative and quantitative parts of the research shall inform the production of the following project outputs:

1. A framework for understanding teachers' motivation in the Philippine setting
2. A policy brief identifying recommendations for improving and sustaining Philippine teachers' motivation
3. A compilation of cases on teachers' motivation in the Philippines

Initially, the ERIO Project Team proposed a twelve-month timeline for the research project. However, the undersigned requested Dr. Almonte-Acosta to consider the feasibility of preparing a preliminary report for submission to the Department by September/October 2018 as it would be strategic to have data in time for the national planning and budgeting cycle for FY 2019, especially during the technical budget hearings in the House of Representatives as well as the Senate. Dr. Almonte-Acosta was understanding and receptive of this request. The undersigned also emphasized that validation workshops or any other project activities involving teachers should not conflict with scheduled classes or class activities, in accordance with the Department's engaged time-on-task policy.

After the presentation of the project summary, Dr. Almonte-Acosta presented a proposed list of members to the Teacher Motivation Project Advisory Committee (PAC) shown below:

1. USec. Jesus L.R. Mateo, Department of Education
2. Director Ramon C. Bacani, SEAMEO INNOTECH
3. Regional Director Diosdado M. San Antonio, DepEd Region IV-A
4. Executive Director Runvi V. Manguerra, Teacher Education Council
5. Dean John Addy S. Garcia, Bro. Andrew S. Gonzales FSC College of Education
6. Director Regina O. Gonong, Philippine National Research Center for Teacher Quality - Philippine Normal University
7. Director Belinda de Castro, University of Sto. Tomas Research Center on Social Science and Education

A matrix on the expertise of each proposed member and their position/affiliation is herein attached, for your reference. Finally, Dr. Almonte-Acosta also expressed the interest of SEAMEO INNOTECH in submitting research output resulting from the Teacher Motivation Project in local and international fora. The undersigned expressed that while in principle SEAMEO INNOTECH may publish and present the data in different fora/publications, there may be instances when the release of data can be sensitive. In this



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regard, the undersigned requested the inclusion of the Department's seal of approval in the final report as well as observance of protocol in securing the Department's concurrence before any data is released to the public.

In view of the foregoing, the imprimatur of the Secretary on the initiation of the research project is respectfully requested. Also requested are the Secretary's comments/recommendations on the herein attached project brief as well as composition of the project advisory committee. If possible, we hope to provide SEAMEO INNOTECH - ERIO with the Department's directives on the aforementioned action items no later than the second week of June given the September/October deadline for the submission of the preliminary report.

Thank you.



ANNEX C
Interview Guide

I. INTRODUCTION

This section aims to provide the informants with the background and rationale of the research project, and run them through the scope of the interview. It also provides an opportunity for the interviewer to discuss concerns such as data privacy, confidentiality, and other ethical considerations relevant to the informant.

1. Name of interviewer
2. Brief background of the Center and ERU
3. Brief introduction and objectives of the research project
4. Duration of interview
5. Flow of interview
 - a. Reason/s why informants were selected
 - b. Topics to be covered
 - c. Types of questions
6. Other reminders: confidentiality of answers; right to refrain from answering a question; right to stop anytime; signing of data privacy and consent forms
7. Questions and clarifications from informant

II. INFORMANT'S BACKGROUND

This section aims to generate basic information that will provide context to the demographic and socio-economic situation of the informants.

Demographic and socio-economic information

A. Personal information

1. Name
2. Date of birth
3. Age as of date of interview
4. Sex
5. Civil status
6. Number of siblings (Include birth order)
7. Number of children (If applicable)
8. Ages of children (If applicable)
9. Number of school-age children and schooling details
10. Presence and number of teachers in the family (Please identify who, if applicable)

B. Educational background and professional certifications

11. Undergraduate course/s taken, including specialization and institution
12. Graduate course/s taken, including specialization and institution
13. Other course/s or programs taken, including institution
14. Professional license(s) acquired (include year teaching license was first acquired; also year other professional licenses were acquired, as applicable)

ANNEX C
Interview Guide

C. Employment background

15. Current teaching position
16. Current school assignment
17. Number of years in current school and in current position
18. Number of years as a teacher (probe length of stay in public and in private schools, basic/ higher education, if applicable)
19. Number of years as a school administrator, or handling any administrative positions (if applicable)
20. Other occupations (including any concurrent jobs, entrepreneurial engagements, or past jobs handled, especially for career-shifters)
21. Previous employers (including public or private schools previously employed at, and organizations prior to shifting careers)
22. Number of years in other occupations prior to shifting careers

D. Income information

23. Current average monthly income (as teacher)
24. Average starting monthly income (as teacher)
25. Additional monthly income from other sources (if handling more than one job)
26. Average monthly income in prior occupation/s (e.g. including public/ private school employment, or income in other employment prior to shifting to teaching)
27. Average household monthly income (including income of spouse, if applicable, and/ or income of other members of the household)
28. Average monthly disposable income (income after deduction for mandatory contributions, payment of loans, etc.)
29. Top three categories of monthly expenses (e.g. household utilities, health, education, savings, etc.)
30. Estimate percentage of monthly income allocated for savings (if applicable)

E. Contact information

31. Current address
32. Other address (if applicable)
33. Email address
34. Mobile/ contact number

III. GUIDE QUESTIONS

A. Educational preparation

This section contains questions that aim to describe the informants' educational preparation for a career in teaching.

1. How did you prepare for a career in teaching?
 - a. Did you originally plan to take up education as a course?
 - i. If yes, what made you decide to take up a course in education?
 1. Can you tell us about the specific moment when you realized that you wanted to take up education as a course?
 2. Were there specific people who influenced your decision to take up education? Who would these be?
 - ii. If education was not your original course:
 - i. What other course/s did you take?
 - ii. Why did you choose your original, non-education course?
 - iii. Can you recall the specific moment when you realized that you wanted to shift to an education-related degree?
 1. What made you decide to take up education/ an education-related degree as a second/ another course?
 2. Were there specific people who influenced your decision to shift? Who would these be?
 - b. If education was not your original course:
 - i. What other course/s did you take?
 - ii. Why did you choose your original, non-education course?
 - iii. Can you recall the specific moment when you realized that you wanted to shift to an education-related degree?
 1. What made you decide to take up education/ an education-related degree as a second/ another course?
 2. Were there specific people who influenced your decision to shift? Who would these be?
2. Do you think that your pre-service education has adequately prepared you for a career as a teacher? (Probe)
3. Can you recall other venues or experiences, aside from your formal pre-service education, that helped you prepare for a career as a teacher? What are these, if any?

B. Professional experience

This section contains questions that attempt to probe into the teachers' early professional experience, and provide a snapshot of their responsibilities as teachers. The questions in this section are designed to help the researchers appreciate teachers' contexts, including their usual experiences in performing their teaching responsibilities, and the ways by which they are evaluated in terms of performing their duties. The questions attempt to eventually lead into subsequent sections that will probe more deeply into the motivations teachers have for joining and remaining in the profession.

1. Is teaching your first job?

If not:

 - a. Please tell us about other jobs you have had throughout your professional career.
 - i. What did you like most about your previous job/s?
 - ii. What did you like least?
 - b. Can you recall the specific moment that led you to decide to shift to teaching as a profession?
 - i. What made you decide to shift to teaching in the basic education sector?
 - ii. Were there specific people who influenced your decision to teach in the basic education sector? Who were these?

ANNEX C
Interview Guide

- iii. What preparations did you have to make, if any, in order to support your decision to shift to the teaching profession?
2. How long have you been a teacher?
3. Is this current job your first teaching assignment?
 - a. How many years have you been in your current teaching post?
4. Can you still recall your first three to five years as a teacher in the basic education sector?
 - a. What were the highlights of your first years as a teacher?
 - b. What challenges do you recall from your first years as a teacher?
 - i. Despite these challenges, what made you decide to remain in the profession?
5. Please tell us about your current occupation.
 - a. What grade level/s are you handling?
 - b. What subject area/s are you teaching?
 - i. Is it within your area of specialization?
 - c. Can you tell us about your typical day as a teacher?
 - i. What activities do you regularly perform as part of your teaching responsibilities?
 1. How much time do you spend on teaching preparation (e.g. preparing lesson plans, quizzes, etc)?
 2. How much time do you spend on actual classroom teaching?
 3. How much time do you spend on assessment-related activities? (e.g. reviewing/ marking/ correcting students' work, etc)
 4. How much time do you spend on professional development activities?
 5. How much time do you spend doing other responsibilities as a teacher (e.g. attending meetings, teacher-parent consultations, student organization advising, etc)?
 - d. Are there any activities that you perform, that you feel are not part of the regular responsibilities of a teacher?
 - i. What are these, if any?
 - ii. How much time do you spend doing these kinds of activities?
 - e. What do you like best about being a teacher?
 - f. What do you find most challenging?
6. How would you describe your school environment? (Probe with the following questions)
 - a. In a day, how much time do you spend traveling from your place of residence to the school, and vice-versa?
 - b. In a day, around how much money do you spend to get from your place of residence to the school, and vice-versa?
 - c. Does your school provide adequate materials/ equipment/ resources that you need to perform your responsibilities as a teacher?
 - i. If yes, what does the school provide?
 - ii. If no, how do you source these materials/ equipment/ resources?
 1. Do you personally spend for your own materials/ equipment/ resources? In a month, how much personal money do you allocate for teaching-related expenses?

ANNEX C
Interview Guide

- d. How would you describe your relationship with your colleagues/ peers in school?
 - e. How would you describe your relationship with your supervisor/s?
 - f. Are there any existing mechanisms (e.g. support groups, teacher welfare policies, etc.) in your school that help address your concerns as teachers? What are these, if any?
7. How is your performance evaluated in school?
- a. Can you describe your performance evaluation process?
 - i. When are performance evaluation reviews usually conducted?
 - ii. Who conducts the performance evaluation?
 - iii. On what aspects are you usually evaluated?
 - iv. How much time do you spend preparing for your evaluation?
 - v. How much time is allocated for the evaluation process?
 - b. For what reasons are performance evaluation reviews conducted? (e.g. tenure, promotion, bonuses, etc.)
 - c. Have you personally experienced being promoted because of performance evaluation ratings? Receiving bonuses?
 - d. How do you feel about your school's performance evaluation process for teachers?
 - i. Is this something that personally encourages you to perform better as a teacher?

C. Professional development

This section contains questions that aim to surface how the informants continue to upgrade themselves throughout their careers as teachers.

1. How do you keep yourself updated as a teacher?
- a. What professional development activities have you undertaken in the last three to five years?
 - i. How did you avail of these activities?
 - 1. Were these self-funded?
 - 2. Did you receive any support for participating in these activities?
 - ii. Do you think these activities are sufficient to keep you updated as a teacher?
 - iii. What other activities do you think are important in performing your responsibilities as a teacher?
 - b. For public school teachers, are you familiar with Learning Action Cells (LACs)?
 - i. What LACs have you participated in, in the last 12 months?
 - ii. Can you share some of your experiences with the LACs?
 - 1. What are some positive experiences that you've had with LACs?
 - 2. What are some negative experiences that you've had?
 - iii. Based on your own experience, how relevant are the LACs for your development/ improvement as a teacher?
 - c. For private school teachers, what mechanisms exist in your school to ensure that you receive regular professional development opportunities?
2. Do you any have any personal plans to keep yourself professionally updated? (e.g. taking up MA, PhD, studies abroad, etc)
- i. What are these, if any?
 - ii. What concrete actions do you have in mind to achieve these plans?

ANNEX C
Interview Guide

3. Are you familiar with RA 10912, or the Continuing Professional Development Act? (If informant is not familiar, interviewer to briefly talk about the law, which requires all licensed professionals to earn CPD units (45 for teachers) before they renew their licenses every three years)
 - a. Were the professional development activities you mentioned above undertaken with the CPD requirement in mind? Or did you undertake the training/ professional activities on your own initiative?
 - b. Can you share any experiences you have had in complying with the CPD requirement for teachers?
 - c. Do you think the CPD requirement is necessary for ensuring teachers' professional development? Why? Why not?

D. Motivations for joining the teaching profession

This section aims to surface the informants' motivations for joining the teaching profession, by probing their initial reasons and influences for becoming teachers. While some of the questions may seem similar to questions raised in earlier sections, these are also included in this section as a means to further understand and probe reasons why teachers join the profession.

1. Growing up, what was your childhood ambition?
 - a. Why did you want to be a/ an (*indicate ambition*)?
2. As a child, did you already envision that you would become a teacher someday?
 - a. Was there a particular moment or experience that you remember from your childhood, that made you realize that you wanted to become a teacher? (Probe)
3. Is there a specific person, or group of people who greatly influenced your decision to become a teacher? (If yes, probe)
4. Is anybody in your immediate family in the education profession? (If yes, probe for possible influence in career decision)
5. What is your primary reason for deciding to join the teaching profession? (Probe for secondary, other reasons or influences)
 - a. Can you recall a specific moment or experience that led you to decide to become a teacher? (Probe)
6. What do you think are the skills and/ or values that you possess that influenced your decision to join (or for career shifters, to shift) to the teaching profession?
7. Can you imagine yourself being in another profession?
 - a. If yes, what would you be doing for a living if you were not a teacher? Why?
 - b. If not, why not?

ANNEX C
Interview Guide

E. Motivations for remaining in the Philippine basic education sector

This section aims to probe deeper into the motivations of teachers for remaining as teacher in the Philippines, by surfacing both positive experiences and challenges that the informants face throughout the practice of their profession.

1. Reflecting on your teaching career, what would you say is/are your most memorable positive experience/s throughout your career as a teacher?
 - a. What made the experience/s memorable for you?
2. Can you share with us an experience or achievement during your career as a teacher that made you particularly proud?
 - a. What is it about the experience or achievement that made you feel proud?
 - b. What do you think were specific actions or contributions that you did that led to the particular achievement?
 - c. What do you think were other factors that contributed to the particular achievement that you mentioned?
3. When do you feel happiest as a teacher?
 - a. Can you share a specific moment when you felt you were truly happy being a teacher?
 - b. Why do you think were you happiest during that moment?
4. Who would you say are the most significant people in your life right now?
 - a. How do they feel about your being in the teaching profession? (e.g. probe support, pride, other perceptions about the teaching profession from significant people, e.g. family)
5. What challenges or difficulties have you encountered throughout your teaching career? Can you recall any specific difficulties, and share how you addressed these challenges? (Probe with the following possible challenges; probe other possible challenges)
 - a. Do you feel adequately prepared to handle the demands of the teaching profession?
 - b. Are you satisfied with your working conditions as a teacher?
 - i. What particular conditions are you satisfied with?
 1. Do you have regular leaves? What are these?
 - a. How many leave days do you get in a year?
 - b. Are you able to utilize your leave benefits?
 2. What other benefits do you receive as a teacher?
 - ii. If not, what particular aspects do you feel dissatisfied with?
 - c. Do you encounter any difficulties in accessing your workplace?
 - i. What modes of transportation do you use to and from school?
 - ii. How much time do you spend each day traveling from your residence to the school?
 - d. Do you feel that your workload as a teacher is reasonable? If not:
 - i. What makes your workload unreasonable?
 - ii. Do you think it is only you who experiences unreasonable workloads? Or is this something that you have also observed among your peers in the profession?

ANNEX C
Interview Guide

- iii. Do you think that this is something that can be addressed within your school or within the educational system? Or do you think heavy workloads is the norm among teachers?
 - e. Do you feel that you are adequately compensated as a teacher?
 - i. Is your current take-home pay as a teacher sufficient?
 - 1. If not, how do you make ends meet?
 - 2. Based on your assessment, how much compensation do you think you should be getting as a teacher in order to make ends meet?
 - ii. Are you familiar with the loans available for teachers in your school? What are some of these?
 - iii. Have you at any time taken a personal loan?
 - 1. If yes, what were your reasons for taking a loan?
 - 2. From whom/ what institution(s)/ other loan venues did you take a loan?
 - 3. What were the terms/ conditions of the loan repayment? (e.g. interest rates, collaterals, if any)
 - 4. How long does it usually take for you to repay loans?
 - 5. Has having a loan ever affected your decision to continue teaching?
 - f. Have you experienced conflicts in the workplace?
 - i. With peers? With supervisors? With principals?
 - ii. In dealing with students? Teachers/ parents/ guardians?
 - iii. How did you deal with these conflicts?
6. What kinds of experiences have made you unhappy as a teacher?
7. Has there ever been a moment when challenges or unhappy experiences made you feel that you wanted to give up as a teacher? If yes:
 - a. What was it about that experience that made you contemplate giving up?
 - b. What are the reasons for your decision to remain as a teacher, in spite of the unhappy experiences?
8. Reflecting on your own career, what are three main reasons why you are still teaching?
9. What do you think are the skills or values that you possess that enabled you to remain as a teacher in the Philippines?
10. In the last 12 months, have you ever experienced, or at least considered, the following (Probe why or why not):
 - a. Applying for a teaching post with another school or organization?
 - b. Moving from public or private school teaching, or vice-versa?
 - c. Applying for a different position in the education sector?
 - d. Teaching abroad?
 - e. Leaving the teaching/ education profession altogether?
11. Do you intend to remain as a teacher in the Philippine basic education sector throughout your career?
 - a. If not, how much more time do you intend to remain as a teacher in the Philippine basic education sector?

ANNEX C
Interview Guide

12. What do you think are three factors that would make you consider leaving the teaching profession? Why?

F. Recommendations for improving teachers' motivation to remain in the profession

This section aims to solicit insights for improving teachers' welfare, by eliciting the informants' personal reflections based on their own experiences as teachers or observations on the Philippine basic education sector.

1. Reflecting on your formal pre-service preparation and your experiences as a teacher, do you feel that your formal education has adequately prepared you for a career as a teacher?
 - a. What has been most useful for you, in terms of your formal pre-service education and training?
 - b. What do you think should be improved, included, or highlighted more in the teaching preparation curriculum?
2. Given the realities that you face as a teacher, do you feel that there are adequate opportunities for you to explore continuing professional development activities?
 - a. What has been most useful for you, in terms of in-service professional development activities that you have participated in? (e.g. mandated training, LACs for public school teachers, etc)
 - b. What do you think should be improved in terms of continuing professional development activities that are available for teachers like you?
3. Reflecting on your own experiences and your observations of other teachers, what do you think are the important skills/ values that should be inculcated among teachers to encourage them to join and remain in the profession?
 - a. Why do you think are these important?
 - b. Do you think these are skills/ values that you already possess?
4. Based on your own experience as a teacher and your observations of the Philippine education sector, what three reasons motivate you to remain as a basic education teacher?
5. Based on your own experience and your observations of the Philippine education sector:
 - a. How do you think can students be encouraged to select teaching as a primary career choice?
 - b. What practices or policies (may be at the school level/ local level/ national level) do you think have been helpful to sustain your motivation to remain in the teaching profession?
 - c. What role/s can supervisors play in helping to sustain teachers' motivation?
 - d. What do you think are improvements that should be introduced to sustain teachers' motivation in the basic education sector?
 - e. How can teachers like you be encouraged to stay in the profession?
6. Based on your own experiences as a teacher, and your observations of your peers and other colleagues in the profession:
 - a. What are the main reasons why teachers might stop being teachers to pursue other careers?
 - b. How might teachers be encouraged to remain in the profession?

ANNEX C
Interview Guide

7. If your (child/ close friend/ close relative/ significant other) expresses interest to take up a teaching career, would you advise them to also take up a teaching career in the Philippines? (Probe why or why not)

G. Closing

In this section, the interviewer formally closes the interview session, and thanks the informant for his/ her time. The informant will also be advised about the next steps of the research project, and be reminded about the confidentiality that the researchers will practice in handling data and processing the results of the interviews. The researchers will remind the informant that they will get in touch with the informant again, to validate the interview results.

Prepared by:

May Flor Pagasa A. Quiñones
Research Consultant, ERU

Reviewed by:

Sherlyne A. Almonte-Acosta
Senior Specialist, ERU

Approved by:

Philip J. Purnell
Manager, ERIO

ANNEX D
Survey Instrument

Understanding Motivation among Teachers in the Philippines _FinalApproved12Sept2019

Survey Flow

Block: Default Question Block (1 Question)
Standard: A. Personal Information (11 Questions)
Standard: B. Educational background and professional certifications (5 Questions)
Standard: C. Workplace/ School Context (13 Questions)
Standard: D. Employment Details (20 Questions)
Standard: E. Income and Financial Information (15 Questions)
Standard: F. Motivations for becoming a teacher (4 Questions)
Standard: G. Motivations for remaining as teachers (3 Questions)
Standard: H. Teacher's current motivations (5 Questions)

Page Break

ANNEX D

Survey Instrument

Start of Block: Default Question Block

Q1.1 Dear Teacher,

Happy Teachers' Month!

As part of its technical assistance to the Department of Education (DepEd), the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) is conducting a research project that aims to understand motivations for teaching among basic education teachers in the Philippines. During the first phase of the project, SEAMEO INNOTECH conducted preliminary interviews with teachers in selected provinces in Luzon, Visayas, and Mindanao in order to determine teachers' reasons for joining and staying in the profession. The interviews surfaced initial insights on what motivates teachers to become teachers, what keeps them teaching, and what they see as reasons why teachers might leave the teaching profession in the Philippines.

This Teachers' Month, we would like to also hear from you, so that we may better understand the reasons teachers like you join, remain, and might consider leaving teaching. Results of this survey could generate insights that may help our education policymakers and other stakeholders to enhance or develop policies, programs, and activities that can encourage competent educators to join the teaching workforce, and sustain motivations for teaching in the Philippine basic education sector.

We encourage you to freely express your thoughts throughout this online survey, which will take around 25-30 minutes. This online survey uses a sophisticated quantitative research platform, Qualtrics which will facilitate data collection and analysis and ensure data privacy. This is divided into eight sections, and will request information from you on the following: personal information (such as your age, civil status, income, financial details, and family teaching background); educational background and professional certifications; workplace/school context; employment details; income and financial information; motivations for becoming a teacher; motivations for remaining as teachers, and; some of your current experiences and perceptions that may influence your motivations as a teacher. Please carefully read through the instructions, and **answer based on your own experiences, perceptions, or feelings as a teacher.**

Since we will be collecting personal information, rest assured that your responses will be treated confidentially, and will be processed anonymously with the rest of the survey responses. Data generated from the survey will be stored in electronic files, and will be kept securely up to five years from the time of the conduct of the survey. Should you have any questions, please do not hesitate to get in touch with Dr. Sherlyne A. Almonte-Acosta via email at she@seameo-innotech.org or teachermotivationresearch@seameo-innotech.org.

We thank you in advance for sharing your valuable time, and for helping us better understand and promote the welfare of teachers who help build better futures for learners in the Philippines.

Sincerely,

The SEAMEO INNOTECH Teacher Motivation Research Team

End of Block: Default Question Block

ANNEX D
Survey Instrument

Start of Block: A. Personal Information

Q2.1

A. Personal Information

This section contains questions that will provide us with information on your demographic background.

Q2.2 Name (Optional)



Q2.3 Age (Please use numeric values)

Q2.4 Sex

- Male (1)
 - Female (2)
 - Refuse to answer (3)
-

Q2.5 Civil status

- Married (1)
 - Single (5)
 - Widowed/ Widower (2)
 - Separated (4)
 - Annulled (3)
 - Other (Please specify) (6) _____
-

ANNEX D
Survey Instrument

Q2.6 Do you have any children?

- Yes (1)
- No (2)

Display This Question:

If Q2.6 = Yes



Q2.7 How many children do you have? (Please use numeric values)

Display This Question:

If Q2.6 = Yes

Q2.8 Please indicate the ages of your living children:

- Child 1 (1) _____
- Child 2 (2) _____
- Child 3 (3) _____
- Child 4 (4) _____
- Child 5 (5) _____
- Child 6 (6) _____
- Ages of other children (7) _____

Q2.9 Are/ were any of your immediate family members (e.g. mother, father, sibling/s, spouse/ children, etc) teachers?

- Yes (1)
- No (2)

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Survey Instrument

Display This Question:

If Q2.9 = Yes

Q2.10 Please indicate who among your family member/s are/ used to be teachers. (Please select all applicable answers)

- Mother (1)
 - Father (2)
 - Sibling/s (3)
 - Grandparent/s (4)
 - Aunt/ Uncle (5)
 - Spouse (6)
 - Child/ren (7)
 - Other (Please specify) (8) _____
-

Q2.11 Thank you for sharing your demographic information! You may now proceed to the next section.

End of Block: A. Personal Information

Start of Block: B. Educational background and professional certifications

Q3.1

B. Educational background and professional certifications

This section contains questions that will provide us with information on your educational background and professional certifications.

Q3.2 Is Education your original course choice? (E.g. BS Education, BS Elementary Education, BS Secondary Education, BS Special Education, etc)

- Yes (1)
- No (2)

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Survey Instrument

Q3.3 Please indicate your educational attainment, by selecting the corresponding choice/s and specifying the course/s you completed:

- Completed college (Please indicate course) (1)

- With some units leading to a college degree (Please indicate course) (2)

- Completed Master's degree (Please indicate course) (3)

- With some units leading to a Master's degree (Please indicate course) (4)

- Completed Doctorate degree (Please indicate course) (5)

- With some units leading to a Doctorate degree (Please indicate course) (6)

- Other, please specify (7) _____
-

Q3.4 What professional license/s do you hold?

- Licensure Examination for Teachers (LET) (1)
- Professional Board Exam for Teachers (PBET) (2)
- Registered Nurse (RN) (3)
- Certified Public Accountant (CPA) (4)
- None (5)
- Other, please specify (6) _____
-

Q3.5 Thank you for sharing information on your educational background and professional qualifications! You may now proceed to the next section.

End of Block: B. Educational background and professional certifications

ANNEX D
Survey Instrument

Start of Block: C. Workplace/ School Context

Q4.1

C. Workplace/ School Context

This section contains questions that will provide us with information related to your school and workplace.

Q4.2 Region where school is located (Please select from the drop-down list)

▼ Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) (1) ... Region XIII (Caraga Region) (17)

Q4.3 Province/ City where school is located

Q4.4 Complete name of school



Q4.5 School ID

Q4.6 Urban or rural school setting

Urban area (1)

Rural area (2)

Remote area or geographically isolated and disadvantaged area (GIDA) (3)

Other (please specify) (4) _____

ANNEX D
Survey Instrument

Q4.7 Type of community where school is located (Please select all that apply)

- Industrial community (1)
 - Agricultural/ farming community (2)
 - Fishing community (3)
 - Island community (4)
 - Upland/ mountainous community (5)
 - Indigenous community (6)
 - Muslim community (7)
 - Mining community (8)
 - Resettlement community (9)
 - Other (please specify) (10) _____
-

ANNEX D
Survey Instrument

Q4.8 School type (If you are teaching in more than one school, please choose all that apply)

- Public school under Department of Education (DepEd) (1)
 - Public state university or college (SUC) or local university or college (LUC) offering only Senior High School (2)
 - Public technical/ vocational school offering only Senior High School (3)
 - Public maritime school offering Senior High School (4)
 - Private school offering basic education (5)
 - Private university or college offering only Senior High School (6)
 - Private technical/ vocational school offering only Senior High School (6)
 - Private maritime school offering Senior High School (7)
 - Other (Please specify) (8) _____
-

ANNEX D
Survey Instrument

Q4.9 School category (Please select all that apply)

- Regular elementary school (1)
- Regular high school (2)
- Special science school (3)
- Laboratory school (4)
- Integrated school (Combined elementary and high school) (5)
- Multi-grade school (6)
- Annex/ satellite school (7)
- Madrasah school (8)
- Alternative learning system (ALS) or community learning center (9)
- Other (please specify) (10) _____

Q4.10 What grade levels are offered in your school? (Please select all that apply)

- Elementary (Kinder-Grade 6) (1)
 - Junior high school (Grades 7-10) (2)
 - Senior high school (Grades 11-12) (3)
 - Alternative learning system (ALS) (4)
-

ANNEX D
Survey Instrument

Q4.11 During a typical school day, what mode/s of transportation do you usually take to get to and from school?
(Please select all that apply)

- Privately-owned car/ vehicle (1)
 - School-provided service (2)
 - Walking (3)
 - Bicycle (4)
 - Tricycle (5)
 - Habal-habal (6)
 - Bus (7)
 - Jeepney (8)
 - Shared FX/ van (9)
 - Train (10)
 - Ride-hailing services (Grab, Angkas, metered taxi, etc) (11)
 - Boat (12)
 - Farm animal (please specify) (13) _____
 - Other (please specify) (14) _____
-

ANNEX D
Survey Instrument

Q4.12 During a typical school day, how much time does it take you to reach school (one-way travel)?

- Less than 15 minutes (1)
- Between 16-30 minutes (2)
- Between 31-60 minutes (3)
- Between 1-2 hours (4)
- More than 2 hours (5)
- Other (Please specify) (6) _____

Q4.13 Thank you for sharing information on the context of your school and workplace! You may now proceed to the next section.

End of Block: C. Workplace/ School Context

Start of Block: D. Employment Details

Q5.1 D. Employment details

This section contains questions that will provide us with the details of your work history and current employment.

Q5.2 Was teaching your first job?

- Yes (1)
- No (2)

Display This Question:

If Q5.2 = No

Q5.3 What other job/s did you have prior to teaching?

Q5.4 Are you currently teaching in a multi-grade (several grade levels in one classroom) set-up?

- Yes (1)
 - No (2)
-

ANNEX D
Survey Instrument

Display This Question:

If Q5.4 = Yes

Q5.5 How many combined grades do you handle?

- 2 grades in one class set-up (1)
- 3 grades in one class set-up (2)
- 4 grades in one class set-up (3)
- 5 grades in one class set-up (4)
- 6 grades in one class set-up (5)
- Other (Please specify) (6) _____

ANNEX D
Survey Instrument

Q5.6 What grade levels are you **currently teaching**? (Please select all that apply)

- Kindergarten (1)
 - Grade 1 (2)
 - Grade 2 (3)
 - Grade 3 (4)
 - Grade 4 (5)
 - Grade 5 (6)
 - Grade 6 (7)
 - Grade 7 (8)
 - Grade 8 (9)
 - Grade 9 (10)
 - Grade 10 (11)
 - Grade 11 (12)
 - Grade 12 (13)
 - Alternative learning system (ALS) (14)
-

ANNEX D
Survey Instrument

Display This Question:

If Q4.8 = Public school under Department of Education (DepEd)

Q5.7 What is your current teaching position?

- Teacher I (1)
- Teacher II (2)
- Teacher III (3)
- Special Science Teacher I (4)
- Head Teacher I (5)
- Head Teacher II (6)
- Head Teacher III (7)
- Head Teacher IV (8)
- Head Teacher V (9)
- Head Teacher VI (10)
- Master Teacher I (11)
- Master Teacher II (12)
- Master Teacher III (13)
- Special Education Teacher I (14)
- Special Education Teacher II (15)
- Special Education Teacher III (16)
- Special Education Teacher IV (17)
- Special Education Teacher V (18)
- Assistant Professor I (19)
- Assistant Profesor II (20)
- Instructor I (21)
- Instructor II (22)

ANNEX D
Survey Instrument

- Crafts Education Demonstrator I (23)
- Other (please specify) (24) _____

Display This Question:

If Q4.8 = Public state university or college (SUC) or local university or college (LUC) offering only Senior High School

Or Q4.8 = Public technical/ vocational school offering only Senior High School

Or Q4.8 = Public maritime school offering Senior High School

Or Q4.8 = Private school offering basic education

Or Q4.8 = Private university or college offering only Senior High School

Or Q4.8 = Private technical/ vocational school offering only Senior High School

Or Q4.8 = Private maritime school offering Senior High School

Or Q4.8 = Other (Please specify)

And School type (If you are teaching in more than one school, please choose all that apply)

Other (Please specify) Is Displayed

Q5.8 What is your current teaching position title?



Q5.9 How many years have you been teaching in your current position? (Please indicate numeric value)



Q5.10 How many years have you been teaching in your current school? (Please indicate numeric value)



Q5.11 In total, how many years have you been a teacher? (Including school transfers and breaks in service)

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Survey Instrument

Display This Question:

If Q5.6 = Kindergarten

Or Q5.6 = Grade 1

Or Q5.6 = Grade 2

Or Q5.6 = Grade 3

Or Q5.6 = Grade 4

Or Q5.6 = Grade 5

Or Q5.6 = Grade 6

Or Q5.6 = Alternative learning system (ALS)

ANNEX D
Survey Instrument

Q5.12 What subject area/s do you currently teach? (Please check all applicable answers)

- Mother Tongue (1)
 - Science (2)
 - Mathematics (3)
 - English (4)
 - Filipino (5)
 - Music (6)
 - Physical Education (7)
 - Arts (8)
 - Edukasyon sa Pagpapakatao (ESP) (9)
 - Araling Panlipunan (10)
 - Edukasyong Pantahanan at Pangkabuhayan (EPP) (11)
 - Health (12)
 - Technology and Livelihood Education (TLE) (13)
 - Special Education (14)
 - Alternative Learning System (ALS) (15)
 - Others, please specify (16) _____
-

ANNEX D
Survey Instrument

Display This Question:

If Q5.6 = Grade 7

Or Q5.6 = Grade 8

Or Q5.6 = Grade 9

Or Q5.6 = Grade 10

Or Q5.6 = Grade 11

Or Q5.6 = Grade 12

Or Q5.6 = Alternative learning system (ALS)

Q5.13 What subject area/s do you currently teach? (Please check all applicable answers)

- Languages, Literature, or Communication subjects (1)
 - Mathematics (2)
 - Philosophy (3)
 - Social Sciences (4)
 - Natural Sciences (5)
 - Subjects under the Accountancy, Business and Management (ABM) strand (6)
 - Subjects under the (General Academic) GAS strand (7)
 - Subjects under the (Humanities and Social Sciences) HUMSS strand (8)
 - Subjects under the Science, Technology, Engineering and Mathematics (STEM) strand (9)
 - Alternative learning system (ALS) (10)
 - Other (Please specify) (11) _____
-

Q5.14 Aside from your teaching responsibilities, do you handle any other non-teaching assignments?

Yes (1)

No (2)

ANNEX D
Survey Instrument

Display This Question:

If Q5.14 = Yes

Q5.15 What other non-teaching responsibilities do you currently handle? (Please check all applicable answers)

- Homeroom adviser (1)
- Club moderator/ club adviser (2)
- Grade level coordinator (3)
- Department chair (4)
- Subject coordinator (5)
- Library coordinator (6)
- ICT coordinator (7)
- SPED coordinator (8)
- Clinic coordinator (9)
- DRRM coordinator (10)
- Teacher supervisor (11)
- School principal (12)
- Guidance counselor (13)
- Career advocate (14)
- School Officer-in-charge (15)
- Teacher-in-charge (16)
- District alternative learning system (ALS) coordinator (DALSC) (17)
- Other/s (18) _____

ANNEX D
Survey Instrument

Q5.16 Throughout your teaching career, have you ever applied for a promotion/ position reclassification?

- Yes (1)
- No (2)
- Other, please specify (3) _____
-

Display This Question:

If Q5.16 = Yes

Q5.17 Was your promotion/ reclassification application successful?

- Yes (1)
- No (2)
- Other, please specify (3) _____
-

Display This Question:

If Q5.17 = Yes

Q5.18 How many times have you received a promotion/ position reclassification?

Display This Question:

If Q5.17 = Yes

Q5.19 Please describe the nature of your promotion (Please select all that apply)

- It was an automatic promotion. (1)
- I applied for promotion and it was approved. (2)
- I applied for position reclassification and it was approved. (3)
- Other, please specify (4) _____
-

Q5.20 Thank you for sharing information on the context of your work history and current employment details!
You may now proceed to the next section.

End of Block: D. Employment Details

ANNEX D
Survey Instrument

Start of Block: E. Income and Financial Information

Q6.1 E. Income and financial information

This section contains questions that will provide us with the details of your income and financial information.

Q6.2 Is teaching your only source of income?

Yes (1)

No (2)

Display This Question:

If Q6.2 = No

Q6.3 What other employment/ income-generating engagements do you have aside from your current teaching job? (Please select all that apply)

Sari-sari store (1)

E-load business (2)

Online selling business (3)

Selling products/ services face-to-face (4)

Money-lending (5)

Private tutoring engagement/s (6)

Part-time teaching in tertiary education (7)

Others, please specify (8) _____

Display This Question:

If Q6.3 = Others, please specify

ANNEX D
Survey Instrument

Q6.4 Around how much **extra monthly income** do you earn from your other employment/ entrepreneurial engagements?

- Less than Ph5,000 (1)
 - Ph 5,001-10,000 (2)
 - Ph 10,001-15,000 (3)
 - Ph 15,001-20,000 (4)
 - More than Ph 20,000 (5)
-

Display This Question:

If Q5.2 = No

Q6.5 Around how much was your monthly salary **before you entered the teaching profession**?

- Ph 5,000 - 10,000 (1)
 - Ph 10,001 - 15,000 (2)
 - Ph 15,001 - 20,000 (3)
 - Ph 20,001 - 25,000 (4)
 - Ph 25,001 -30,000 (5)
 - Ph 30,001 - 35,000 (6)
 - Ph 35,001 - 40,000 (7)
 - More than 40,000 (8)
 - I cannot recall. (9)
-

ANNEX D
Survey Instrument

Q6.6 Around how much was your monthly salary **when you first started teaching**?

- Ph 5,000 -10,000 (1)
- Ph 10,001 - 15,000 (2)
- Ph 15,001 - 20,000 (3)
- Ph 20,001 - 25,000 (4)
- Ph 25,001 - 30,000 (5)
- More than Ph 30,000 (6)
- I cannot recall. (7)
- Other (please specify) (8) _____

Q6.7 Around how much is your **current monthly salary as a teacher**?

- Ph 10,000 - 15,000 (1)
 - Ph 15,001 - 20,000 (2)
 - Ph 20,001 - 25,000 (3)
 - Ph 25,001 - 30,000 (4)
 - Ph 30,001 - 35,000 (5)
 - Ph 35,001 - 40,000 (6)
 - Ph 40,001 - 45,000 (7)
 - Ph 45,001 - 50,000 (8)
 - More than Ph 50,000 (9)
 - Other, please specify (10) _____
-

ANNEX D
Survey Instrument

Q6.8 With your salary as a teacher, around how much is your **monthly take-home pay** after mandatory deductions? (e.g. SSS, GSIS, Philhealth, PAGIBIG, loan repayment, etc)

- Less than Ph 5,000 (1)
 - Ph 5,001 - 10,000 (2)
 - Ph 10,001 - 15,000 (3)
 - Ph 15,001 - 20,000 (4)
 - Ph 20,001 - 25,000 (5)
 - Ph 25,001 - 30,000 (6)
 - Ph 30,000 - 35,000 (7)
 - Ph 35,001 - 40,000 (8)
 - Ph 40,001 - 45,000 (9)
 - Ph 45,001 - 50,000 (10)
 - More than Ph 50,000 (11)
-

ANNEX D
Survey Instrument

Q6.9 Around how much is the **average monthly income of your household?** (Including income of spouse and other income-earners living in your immediate household)

- Ph 10,000 - 20,000 (1)
- Ph 20,001 - 30,000 (2)
- Ph 30,001 - 40,000 (3)
- Ph 40,001 - 50,000 (4)
- Ph 50,001 - 60,000 (5)
- Ph 60,001 - 70,000 (6)
- Ph 70,001 - 80,000 (7)
- Ph 80,001 - 90,000 (8)
- Ph 90,001 - 100,000 (9)
- More than Ph 100,000 (10)

Q6.10 In the last five years, have you ever accessed any loans/ money lending opportunities?

- Yes (1)
- No (2)
- Refuse to answer (3)

Display This Question:

If Q6.10 = Yes

Q6.11 In the last five years, around how many times have you accessed any loans/ money lending opportunities?

Display This Question:

If Q6.10 = Yes

ANNEX D
Survey Instrument

Q6.12 Through what channels did you access loan/s? (Please select all that apply to you)

- GSIS (1)
- PAG-IBIG (2)
- SSS (3)
- Banks (4)
- Cooperatives (5)
- Personal contacts (e.g. family, friends) (6)
- ATM sangla (7)
- "5-6" lending (8)
- Other financial lending/ private lending institutions (PLIs) (9)
- Other (Please specify) (10) _____

Display This Question:

If Q6.10 = Yes

ANNEX D
Survey Instrument

Q6.13 What were your reasons for accessing loans? (Please select all that apply)

- To pay for educational expenses (1)
 - To pay for medical expenses (2)
 - To pay for housing mortgage requirements (3)
 - To pay for a car (4)
 - To pay for a computer/ laptop (5)
 - To pay for a mobile phone/ tablet (6)
 - To supplement household/ everyday expenses (7)
 - To put up capital for business-related expenses (8)
 - To pay for expenses related to family celebrations/ rituals (e.g. wedding, debut, graduation, fiesta etc.) (9)
 - Other reason/s, please specify (10)
-

Q6.14

Based on your estimated monthly expenses, please rank the expense categories below from 1-14, with 1 being the category where most of your income goes and 14 as the category you spend least for. If you do not spend for the items listed below, please indicate zero (0). (E.g. 1 for Household utilities; 2 for Mandatory deductions; 3 for Food; 0 for Investments/ personal insurance, etc)

- _____ Food (1)
 - _____ Mandatory deductions (e.g. Philhealth, PAGIBIG, SSS/GSIS) (2)
 - _____ Basic household utilities (e.g. electricity, water, etc.) (3)
 - _____ Transportation expenses (including gasoline) (4)
 - _____ Savings (5)
 - _____ Investments/ personal insurance (6)
 - _____ Loan repayment (7)
 - _____ Children's tuition and other needs (8)
 - _____ Leisure, rest and recreation (9)
 - _____ Medical/ health-related expenses (10)
 - _____ Mobile phone-related expenses (load, monthly subscription, etc) (11)
 - _____ Internet subscription (12)
 - _____ Cable/ Netflix or related subscriptions (13)
 - _____ Other/s (Please specify) (14)
-

ANNEX D
Survey Instrument

Q6.15 Thank you for sharing information on your income and financial details! You may now proceed to the next section.

End of Block: E. Income and Financial Information

Start of Block: F. Motivations for becoming a teacher

Display This Question:

If Q3.2 = Yes

Q7.1 F. Motivations for becoming a teacher

This section aims to understand your **motivations for choosing education, and for becoming a teacher**. The statements that follow describe possible reasons or circumstances that might have led to your decision to take up education as a course and become a teacher. Please read through each of the statements below and select the response that best reflects your level of agreement or disagreement with the statements.

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
As a child, I enjoyed acting as "teacher" during child's play. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had wanted to become a teacher even as a child. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because it was the most affordable course. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because I know that there will always be jobs for teachers. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because there were no other options available for me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because teaching provides an opportunity to serve others. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because it was the only available course in my province/ area. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because of the advice of my parents or family members. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because education graduates could be employed in teaching and other professional fields. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because my friends also took up education. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I took up education because I did not know what other course to take. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up education because my parents were also teachers. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to take up education because with a teaching background, I know that I can eventually pursue teaching jobs abroad. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having good teachers inspired me to become a teacher. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to teach because I really like children. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because I think teachers play very important roles in society. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because I know that I can be good at teaching. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because teaching is really my passion. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because teachers' salaries are higher than salaries of other professions. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I decided to become a teacher because teachers enjoy long vacation leaves. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to take up teaching because in our community, teachers are highly-respected. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher only because there was an opportunity offered to me to become one. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because it is God's plan for me to become one. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because of the security of tenure available for teachers with permanent positions. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q3.2 = Yes

Q7.2 If there are **other reasons that led you to take up education and join the teaching profession**, please list them down.

- 1. _____
- 2. _____
- 3. _____

ANNEX D
Survey Instrument

Display This Question:

If Q5.2 = No

Q7.3

F. Motivations for becoming a teacher

This section aims to understand your **motivations for deciding to shift to the teaching profession**. The statements that follow describe possible reasons or circumstances that might have led to your decision to shift to a career in teaching. Please read through each of the statements below and select the response that best reflects your level of agreement or disagreement with the statements.

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
As a child, I enjoyed acting as "teacher" during child's play. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had wanted to become a teacher even as a child. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having good teachers inspired me to become a teacher. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to teach because I really like children. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up teaching because I know that there will always be jobs for teachers. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up teaching because I had no other choice. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took up teaching because teaching provides an opportunity to serve others. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because I think teachers play very important roles in society. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because I know that I can be good at teaching. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I shifted to a teaching career because of the advice of my parents or family members. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I shifted to a teaching career because of my friends' advice. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I decided to shift to a teaching career because teaching is really my passion. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to take up teaching because teachers' salaries are higher than salaries of other professions. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because teachers enjoy long vacation leaves. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because my parents were also teachers. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to take up teaching because in our community, teachers are highly-respected. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to teach because with a teaching background, I know that I can eventually pursue teaching jobs abroad. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher only because there was an opportunity offered to me to become one. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I decided to become a teacher because it is God's plan for me to become one. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I decided to become a teacher because of the security of tenure available for teachers with permanent positions. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Q5.2 = No

Q7.4 If there are **other reasons that led you to shift to a teaching career**, please list them down.

- 1. _____
- 2. _____
- 3. _____

End of Block: F. Motivations for becoming a teacher

Start of Block: G. Motivations for remaining as teachers

Q8.1 **G. Motivations for remaining as a teacher**

This section aims to understand your **motivations for remaining as a teacher**. The statements that follow describe possible reasons or circumstances that contribute to your decision to remain teaching. Please read through each of the statements below and select the response that best reflects your level of agreement or disagreement with the statements.

Q8.2 I continue to teach because...

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Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
This is my only source of income. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really enjoy my job. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find fulfillment in teaching. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to provide for my family's needs. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find teaching a very meaningful profession. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is how I can serve the community/ society best. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that teachers have a very important role in improving the country's future. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have very supportive supervisors. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about the future of my students. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is no other available job for me. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching provides opportunities for me to continuously learn. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues who are very supportive of fellow teachers like me. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is very near my home. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really enjoy being with students. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
There is a chance that I will get promoted if I continue teaching. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is what I am paid to do. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching provides me with a venue to express myself. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the income that I get from teaching. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the school administration truly supports teachers' needs. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is God's will that I continue to teach. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is the best job for me. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see how I can help students succeed. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My salary might increase if I stay as a teacher. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is what I am really passionate about. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is what I am really good at. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students inspire me to become a better teacher. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the challenges that I experience as a teacher. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my school environment. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
The people I know treat teaching as a high-status profession. (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching provides me with opportunities to grow professionally. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I still need to pay off loans that I have incurred. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that our school administration recognizes the value of teachers like me. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching provides me with the freedom to try out new ideas and techniques. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching schedule allows me to make time for other priorities in my life. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching provides me with non-monetary rewards that I cannot get from other occupations. (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive a lot of respect as a teacher. (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching gives me a chance to inspire students to become future teachers. (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A teaching career is my stepping stone for other professional opportunities. (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I am still training other teachers to replace me. (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My community needs teachers like me. (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8.3 If you have **other reasons for remaining as a teacher**, please list your top three reasons for remaining in the teaching profession below.

- 1. _____
- 2. _____
- 3. _____

End of Block: G. Motivations for remaining as teachers

Start of Block: H. Teacher's current motivations

Q9.1 This section aims to look at your **current experiences and perceptions as a teacher**. The statements that follow describe possible reasons or circumstances that may be similar to your experiences, and how you currently think or feel as a teacher. Please read through each of the statements below and select the response that best reflects your level of agreement or disagreement with the statements.

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	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I look forward to going to work everyday. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given adequate opportunities to express my talents and skills as a teacher. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The salary I receive as a teacher rightly compensates the workload I have. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My immediate supervisor does not provide adequate guidance when it comes to how I can improve my performance as a teacher. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload as a teacher is manageable. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With my workload as a teacher, I am able to regularly set aside time for leisure and relaxation activities. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately prepared to handle the demands of the teaching profession. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the benefits that I receive as a teacher. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the past 12 months, I attended at least one training or seminar for my professional development. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
In the past 12 months, I have entertained thoughts of leaving my teaching job to explore employment opportunities abroad. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have good working relationships with my co-teachers. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being with my students provides me with a constant source of happiness. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I was offered a higher-paying, non-teaching job right now, I would accept it even if I have to leave my current job. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least once during the past 12 months, I have applied for a non-teaching job. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that being a teacher allows me to achieve my career goals. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to adjust to different needs and attitudes of my students. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel disappointed when my students do not show any progress in learning. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
In the last 12 months, I have spent my own money to buy materials, books, or other teaching and learning resources that I use in class. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my school does not recognize the value of the work that I do as a teacher. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend professional development opportunities even if I am not required to attend. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor/s provide me with feedback that allows me to perform better as a teacher. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a day, I feel that a lot of my time is spent on tasks that are not related to teaching. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to deal with my supervisor/s. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family is supportive of my teaching career. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I observe that my students are not interested in learning, I also lose interest in teaching. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides the teaching and learning facilities that I need to perform my job well. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ANNEX D
Survey Instrument

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
I am satisfied with the income that I receive as a teacher. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides adequate resources that I need to perform my job well. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school implements policies that look after the welfare of teachers like me. (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school implements performance incentive systems that encourage me to do my job well. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can see myself retiring in the teaching profession. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage my students to also consider becoming a teacher like me. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school shows that our leaders recognize the efforts of teachers like me. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that there are adequate mechanisms throughout the educational system that encourage teachers like me to remain teaching. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Survey Instrument

Q9.2 Have you ever thought about leaving your current teaching job?

- Yes (1)
- No (2)

Display This Question:

If Q9.2 = Yes

Q9.3 What were your **reasons for thinking of possibly leaving your teaching job?** (Please select all that apply)

- There is no professional growth in my current job. (1)
- I am thinking of exploring other teaching opportunities elsewhere. (2)
- My salary as a teacher is not enough. (3)
- I have not been promoted even if I have been working really hard. (4)
- I am thinking about looking for a job abroad. (5)
- I have been experiencing conflicts with my supervisor/s. (6)
- I feel unhappy about being a teacher. (7)
- I have been experiencing conflicts with my co-teachers. (8)
- Dealing with students is difficult for me. (9)
- I want to pursue other career goals. (10)
- I do not find meaning in teaching anymore. (11)
- It is difficult to travel to and from my school. (12)
- I want to have a change in work environment. (13)
- My workload as a teacher is tiring. (14)
- There are too many requirements I need to comply with. (15)
- I need to find a job that can better support my family's financial needs. (16)
- Other reason/s (Please specify) (17) _____

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Survey Instrument

Q9.4 Reflecting on your own experiences as a teacher, what is your **top reason for remaining as a teacher in the Philippines?**

Q9.5 Reflecting on your own experiences as a teacher, what is the **top reason that would make you leave the teaching profession in the Philippines?**

End of Block: H. Teacher's current motivations

