

Why Young Filipino Teachers Teach?

Danilo V. Rogayan Jr.

Faculty, College of Education, Arts & Sciences, President Ramon Magsaysay State University, San Marcelino, Zambales, Philippines 2207

ARTICLE INFORMATION

Article History:

Received: August 25, 2018

Received in revised form: October 30, 2018

Accepted: December 19, 2018

Keywords:

why teachers teach, Filipino young teachers, narrative inquiry, teaching profession, Philippines

*Corresponding author: Danilo V. Rogayan Jr.

(*danrogayan@rmtu.edu.ph)

ABSTRACT

It may not be a profitable profession but teaching has been regarded as the noblest mission, vocation and profession which contributes mainly to the non-material satisfaction of individuals who are engaged in it. This qualitative narrative inquiry explored the perspectives of young teachers in the Philippines on their reasons why they are teaching. Many studies have focused mainly on the motivation of teachers to teach but there were only few studies conducted which tried to establish the reasons why young teachers chose the profession. A total of 31 young Filipino teachers were purposively selected as participants of the study. The participants (aged 21 to 30) were asked to write a short narrative on why they teach. The narratives were scrutinized to generate themes and significant statements. Ten major themes ultimately emerged to describe the reasons of young teachers' engagement in teaching. The young Filipino teachers cited that they teach to bring positive change, prepare students for life, serve as an inspiration, promote values, transform lives, teach for passion, set a higher bar of excellence in education, cure social problems, share knowledge and skills, and enable others' dreams. The study, thus claim that there were various significant reasons why these educators teach. A conceptual framework was crystallized to depict the reasons why Filipino young teachers teach. Implications of the findings to curriculum enhancement of Teaching Profession course in the teacher education program, to the nationally-validated PPST, and the formation program for young teachers were established in the study.

Introduction

Young teachers are the core driving force for the future development of educational institutions. For individual young teachers, the degree of career satisfaction directly influences their working enthusiasm (Liu, Long, & Guo, 2018). Young teachers are generally enthusiastic and dynamic making them more satisfied in the things that they do. Their passion and dedication in their teaching journey is a common picture.

The role of educators is more than the delivery of an academic curriculum but more so, the development of good, conscious and morally-upright citizens. As Biyo (2000) pointed out, “teaching may not be a lucrative profession.” Being a teacher cannot ensure one to be financially stable. It is a profession which demands urgent and most oftentimes conflicting concerns. One has to generously share his/her personal time, talents and treasure despite life and work problems, difficulties and challenges. Hence, teaching is the noblest vocation, a highly-regarded profession, and a lifetime mission.

Generally, research on why individuals become teachers has mainly been done in United States, United Kingdom, Australia, Asia and some European countries. In Australia, most studies report why teachers choose to teach in rural and remote schools. Nieto as cited in Lancia (2016) asked American teachers what motivated them to teach, despite the pressure to maintain test scores and teach a highly standardized curriculum. Her research, however, focused on various stages of teaching career including teachers who have retired and/or left the profession.

In the Philippines, the teaching profession is highly regarded, as teachers are viewed to be the catalysts of change and nation builders. Great efforts have been done to ensure the quality of teachers who will mold and inspire the young generations of

learners.

The present study involved young Filipino teachers as majority of them occupy the first career stage in the Philippine Professional Standards for Teachers (PPST) which is the beginning teacher. The PPST which is built on Developmental-National Competency-Based Teacher Standards (D-NCBTS), complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined standards that provide measures of professional learning, competent practice, and effective engagement (DepEd Teacher Education Council, 2017).

Researches in the Philippines mainly focus on preservice teachers’ teaching perspectives and motivations (Abulon, 2012; Abulon & Rungduin, 2015), preservice and beginning teachers’ conception of teaching competence (Abulon & Balagtas, 2016), teachers’ conceptions of good and effective teaching (Bustos-Orosa, 2008; Abulon, 2014), and high school students’ motivation to pursue teaching career (Mangaoil, Rungduin, Abulencia, & Reyes, 2017). A dearth of local literature in describing young teachers’ reasons why they teach prompted the conduct of the study.

Teachers’ Reasons for Teaching

As cited by Solomon (2010), research has revealed that public school teachers go to teaching profession mostly for intrinsic and altruistic reasons. This is primarily expressed in their desires to work with young children and teach them. Teachers continue to teach simply because they wanted to make a difference in the lives of future generations (Nieto as cited in Lancia, 2016).

There are several reasons why teachers teach and why they engage in the critical, rigorous and decent job of molding human

souls. However, little research has explored the reasons why young teachers teach. Most studies describe the reasons of teachers in teaching across career stages. The drive to exploring why young teachers teach is based on the indispensable roles of young teachers to contribute mainly to the future of a country. Moreover, this can have important implications to policies and reforms for teacher education institutions (TEIs) specifically in the pre-service education.

In the study of Abulon (2014), she argued that the perspectives of teachers themselves may not paint a complete picture of the phenomenon. However, their responses serve as baseline information for revisiting policies, mechanisms and processes and/or refinement of the prevailing mandates on teacher education in the Philippines.

In this paper, Filipino young teachers' reasons for teaching are qualitatively described. The significant findings were crystallized through a conceptual framework which could serve as a baseline information in enhancing the curriculum content of the Teaching Profession, (a professional education course in the teacher education program). Furthermore, the findings can inform the PPST/D-NCBTS through understanding the reasons why young teachers teach which can serve as a basis for all learning and development programs for teachers to ensure that they are properly equipped to effectively implement the current curricular program. Likewise, the results can serve as preliminary inputs for the crafting of the formation program for young teachers. The findings also have important implications to teacher education institution (TEI) policies and reforms specifically in the pre-service education in terms of admission and retention.

The study is anchored on the self-determination theory (SDT). The premise of SDT is that people are active organisms who develop their behaviors and goals,

which means that people are intrinsically motivated to do actions (Deci & Ryan, 1985). SDT is a theory about human motivation and understanding how personality and peoples inherent needs link together (Deci & Ryan, 1985). SDT looks at the choices people make and why people make these choices. The study described why young Filipino teachers teach. SDT also tries to determine how allowing more autonomy for a person can increase their motivation to complete a task (Deci & Ryan, 1985). The young Filipino teachers are determined to teach and to be catalysts of change in the society. They have a tendency to want to behave effectively and to want to feel useful, which when allowed autonomy they feel more useful and in control, increasing their motivation (Deci & Ryan, 1985).

Purpose of the Research

This paper focused its inquiry on exploring Filipino young teachers' perspective on teaching. This paper hopes to illuminate the gray areas on why young teachers teach in the Philippines and continue to stay in the profession.

Methodology

This qualitative study utilized a narrative inquiry research design to extensively understand the experiences of Filipino young teachers on why they are teaching, through their written narratives. The participants were asked the core question: Why do you teach?

The study purposively selected a total of 31 young teachers from Luzon, Visayas and Mindanao who were part of the 81 participants of the 1st National Young Teachers Boot Camp in UP Los Banos, Laguna on January 7-12, 2017. The participants were chosen based on the inclusion criteria: (1) young teacher aged 21-30; (2) currently

employed as a teacher in an educational institution; (3) teaching for 6 months or longer; and (4) a Filipino.

The narratives of the participants were encoded verbatim. No translation was made as the participants answered the questions in the English language. An informant feedback was asked by the researcher to ensure the accuracy of the responses. To triangulate the data obtained from the teachers' narratives, a small group discussion was conducted. The narratives of the young teachers were obtained in one-time data gathering and were not changed.

In terms of analyzing the data, the narratives were subjected to thematic analysis to cull out the underlying themes and code the significant statements. The resulting significant statements were clustered into underlying themes. For ethical considerations, the participants' responses were labeled using the code YT (young teacher) followed by the participant number and sex (i.e. YT15, Male). The narratives of the 31 participants were encoded and categorized by Qualyzer, a content analysis software for qualitative researches. The software aided the researcher in obtaining information on the frequency of words used and salience. The emergent themes surfaced with corresponding significant statements which were initially identified by the researcher and then decided upon by three faculty experts for inter-rater reliability in a round-table discussion. Only those which were decided upon by at least two experts were retained.

Findings

The themes with the corresponding descriptions and frequency of occurrence culled from the narratives of the 31 young teachers in the Philippines are presented in Table 1.

Table 1

Generated Themes and Significant Statements on the Young Teachers' Reasons for Teaching

Generated Theme	Theme Description	Frequency
Bring positive change	This refers to how young teachers create positive differences in society, the educational community and student achievement.	16
Share knowledge and skills	This describes the role of young teachers in curing ignorance, creating new knowledge and enhancing students' potentials.	11
Transform lives	This refers to the process of leaving a positive mark in the lives of their students, touching young souls and creating impacts on the students' life experiences.	10
Prepare students for life	This pertains to the process of developing students' life skills, assisting them in facing the realities of life and boosting their potentials.	9
Serve as an inspiration	This focuses on how young teachers enter the hearts of their students, serve as their role models and help them look at the beauty of every horizon.	9
It's a calling and life mission	This theme deals with how young teachers see the profession as their vocation and lifetime commitment.	8
Cure social problems	This focuses on the contributions of young teachers towards the resolution of pressing societal upheavals and conflicts.	8
Promote values	This describes young teachers as vehicles of values and shapers of students' character.	8
Enable others' dream	This theme deals with how young teachers help in facilitating their students to dream and how they enable them to make these dreams into reality.	7
Set a higher bar of excellence in education	This pertains to how young teachers contribute to increasing the quality of education in the country.	5

The reasons for teaching include to bring transformational change, prepare students for life, being an inspiration, values promotion, transforming lives, teaching for as a life mission, setting a higher bar of excellence in the field, curing societal dilemmas, sharing basic skills, and enabling others' dreams.

Bring positive change

Young teachers mainly reasoned out that they teach to bring positive change in society, the educational community and student achievement. One participant emphasized, "I want to bring change, innovate and prepare my learners to be equipped with values, and master the learning competencies. Make them be competitive and prepare them for the world outside the classroom."

Another notable response states that he is teaching because he believes that each could change the world. And the teachers, having the opportunity to leave a big mark in the student's life, are the ones with the most privilege to do it so. Another young teacher stresses his belief on his students' capacity in helping him bring about change in the global society.

Some of the statements of the participants which reveal that teaching is about bringing positive change include the following:

1. *I am rooting to bring positive change in the hearts and minds of the learners. [YT1, Female]*
2. *I teach because I have the strong will and dedication to change our society and I believe that education is the key towards its improvement. [YT18, Male]*
3. *I consider such responsibility [teaching] to be among the most*

important contributions I can make toward the community. Above all, the position I wish to pursue will highlight my career achievement and my dedication to the community. [YT29, Male]

Share knowledge and skills

The nature of teaching is rooted primarily in curing ignorance, broadening one's perspective and enhancing individuals' potentialities.

One participant responded, "I may be unable to heal people's illnesses, but as a teacher I will be able to cure the ignorance among the youth and will be able to give them the supplements that they need in order for them to be fully equipped with wisdom, passion, knowledge and will to be the best that they can be." Another notable response stated that she teaches to enable her students to clearly express themselves in written and oral communication, to appreciate reading literature and journalistic articles, to learn how to write creatively, to understand philosophy, and eventually, to transform themselves into functionally literate individuals.

Moreover, one young teacher also shared that she loves to "develop learner' skills, talent and academic aspect."

Transform lives

To transform lives is another reason cited by young teachers why they engaged in teaching. One notable response along this theme is "I love seeing my students with new learning. I love training them to be ready for their own fields. I love sharing my experiences and molding their minds and transforming their lives."

Another salient response states that "there is no greater joy than teaching young minds and touching young souls. I believe I

can make a difference in the life of each child I teach. I know I can make a change.” Young teachers also mentioned their important role in making a difference in the lives of their students most especially to the marginalized sector such as the indigenous peoples.

The following responses from the participants stressed this theme:

1. *I teach because I want to touch others' hearts and transform lives as well.* [YT8, Female]
2. *It is always inspiring to see your former students come back after years and offer recognition for creating impacts in their lives – that feeling.* [YT26, Male]

These responses reflect the critical role of teachers in transforming the lives of the students and helping them escape the cycle of poverty through education.

Prepare students for life

One salient response that the young teachers pointed out is that they teach to prepare students for life. One participant shared that she is teaching for her students to realize the real concept of sustainability. She said, “I want them to learn how to apply independence from the earliest stage of their lives and more importantly when they establish already their own families.”

Another participant stressed, “*I teach to help the students find themselves, to awaken their potentials, to develop their life skills, and to mold them holistically.*” Another response related to this theme, “*I take part in honing the talents and skills of my students as they interact and survive in the environment.* Indeed, young teachers see themselves as scaffolds towards equipping students with life skills for them to survive in the real world.

Serve as an inspiration

To serve as an inspiration is another reason why young teachers teach. One remarkable response from the participant is that “*teaching is one way to continue my commitment to inspire youths not to stay mediocre, to never be afraid to dream, to unleash their potentials and let them learn the core values to fulfill their wildest dream.*”

One young teacher shared that if all the youth will be guided well, the best of them will be unleashed. He thinks one of the noblest things a person can make is to be a guiding light of these young minds. He quipped, “I am very passionate of letting myself to be a part of this unleashing.” Another participant stressed, “teaching is beyond the books, it is more of entering the hearts of the learners.”

Sample statements made by the participants relative to this theme follow:

1. *I guess it is because I have seen the things that one can do as a teacher. I have felt that I belong. I have felt that I can do great things as a teacher. I have realized that as a teacher I can inspire these students to become the best that they can be.* [YT17, Male]
2. *Above all, I teach because it provides me the opportunities to help our children, inspire them, shape their dreams, transform them to become better and successful individuals.* [YT18, Male]
3. *Living legacy that will last or sustain for the future.* [YT21, Male]
4. *I teach not to impress but to inspire my students about life and help them look at the beauty of every horizon.* [YT28, Male]

Students learn better when they see their teachers as inspiration and as a guiding light.

It's a calling and life mission

Teaching has been the very reason for some of the young teachers why they teach and continue to teach. One participant shared that he loves when he sees his students reached their goals. Moreover, he loves when his students thank him because of their success and he greatly believes that teaching is his life mission in this world.

Another notable response from one participant reveals that teaching is the very reason for his existence. He said that he wants to share everything that he has. He pointed out that “the knowledge and skills I have learned from different schools can never be useful if it is not shared with other people.” Similarly, one young teacher believes that teaching is his calling. He never really considered teaching as a profession, but rather he considers it as a vocation and a lifetime pact with every student that he will handle.

The following statements along this theme include the following:

1. *I teach because I live. This is my mission. I believe I have been called to be a teacher.* [YT8, Female]
2. *Teaching is my way of serving the people and of paying back to the community.* [YT23, Male]
3. *I have always been called to the mission that is teaching. The selfless and untiring work a teacher does in developing not only a person but an entire nation is truly a rewarding task.* [YT25, Male]
4. *I teach because it brings me happiness. It is my passion. I get*

inspired when students learn and see them grow with what they've learned. [YT26, Male]

5. *I teach because I find this as my passion, calling and the type of work fitting to my type of person. The varieties, challenges and experience I have been through in teaching people are what I considered my life's purpose as I always personally believe that man is made for service.* [YT30, Male]

Generally, young teachers in the Philippines see teaching as a lifetime commitment, a noble pact with the students and a selfless service.

Cure social problems

True to the aim of education as a key to social transformation, several young teachers mentioned that they are teaching to cure social problems. One participant said that he teaches because he loves it and for him, it is a way to cure social injustices in the world, and respond to social issues in the community like poverty, unemployment and inequality.

Another participant said, “I teach because I believe the future can be a lot better. I want to help create a lasting change in the world where people live in equality and respect and harmony in diversity. Meanwhile, one participant shared, “I wanted to impart to the students a certain level of awareness on the role of psychological interventions in the promotion of mental health and anti-violence in honing a peaceful and progressive community.”

Young teachers are generally passionate and usually promote their respective social advocacies like poverty alleviation, gender equality, mental health awareness, anti-violence against women and children and the like.

Promote values

Another significant reason mentioned by the young teachers is on the promotion of values. One participant mentioned that she wants to promote values and norms to her students that will enable them to be globally competent, responsible and dedicated citizens of the society.

Another participant said that “teaching is something that pushes someone to be out of one’s shell. It is looking into the innermost of a person.” This echoes that teaching is looking into what is inside a child’s heart more than what is in his brain. It is not about producing something or somebody but it is about shaping somebody and transforming them into someone.

Enable Others’ Dream

Interestingly, some participants mentioned that they are teaching to enable others’ dreams. One participant said, “*I teach because I believe that it is only through teaching that we make all other professions possible. I believe that my students can be anyone they wish to be in the future so long that they are given the right education.*”

Another participant mentioned that she wants to tell her students not to give up on their dreams. While one participant shared, “I have realized that as a teacher I can help people in building their dreams and inspire these students to become the best that they can be.” Similarly, one young teacher mentioned that she wants to inspire her students to pursue their dreams despite their economic aspect and other hindrances.

Young teachers also stressed that their role is not to dictate what the students should dream about but help students to build their dreams and constantly remind them not to give up on these dreams.

Set higher bar of excellence in education

The Philippines continue to battle towards its quest in achieving high quality education through various educational reforms and policy formulations. Relative to this, teachers’ role are pivotal in this pursuit of excellence.

One young teacher stressed that he is teaching to set a higher bar of excellence in the field of education. He said, “*I want to set the bar of excellence higher than what we have today.*” He cited that ignorance must be fully eradicated in society. Another notable response, “*I teach for the betterment of the society, to create lifelong learners and to contribute to the educational system.*”

Young teachers, in their own little way, in their own little classroom, can make a big difference in pushing towards a higher quality of learning in the Philippines.

A conceptual framework of Filipino young teachers’ reasons for teaching was crystallized which may be a basis in further researches in exploring young teachers’ perspective on teaching (Figure 1).

Ten major themes ultimately emerged to describe the reasons for young teachers’ engagement in teaching. These young teachers cited that they teach to bring positive change, prepare students for life, serve as an inspiration, promote values, transform lives, teach for passion, set higher bar of excellence in education, cure social problems, share knowledge and skills, and enable others’ dreams.

Discussion

The study looked into the reasons why young Filipino teachers teach in the Philippines. In general, the young teachers had positive reasons why they are teaching in the country. Majority of them cited that



Figure 1. Conceptual framework of Filipino young teachers' reasons for teaching.

they teach to bring positive change, share knowledge and skills and transform the lives of the younger generation. Some also see teaching as their calling and life mission. Han and Yin (2016) cited that research on characteristics of pre-service teachers' motivation to teach has generally suggested that intrinsic, altruistic and extrinsic motivations were major reasons accounting for the decision to teach.

Young teachers also shared that they are in the profession to set a higher bar of excellence in the field of education as a teacher. Teachers have been considered as agents of transformation and have been instrumental in inflicting positive societal changes by educating the young.

Another salient finding is that young teachers want to cure social problems through teaching especially now that students are immersed in the fast-paced

changing world marred with numerous societal upheavals. Young teachers clamor for social transformation, hence, teacher education institutions (TEIs) and even the school communities must strengthen teachers' pedagogy on transformative education and global citizenship education which cater towards education for sustainable development.

These reasons are congruent with the study of Fox as cited in Han and Yin (2016) which listed four frequently nominated reasons why teachers teach: a desire to work with children or adolescents, a desire to impart knowledge, the opportunity to continue one's own education and service to society.

Enabling others' dreams is another significant finding of the study. This implies that teachers being the surrogate parents can influence a lot on how students dream.

Young teachers shared that their roles are to tell students not to dream bigger but to dream deeper. Students who have deeper dreams can more likely reach and fulfill their aspirations compared to those who just dream bigger. This study confirms that young teachers are effective dreamagineers, or those who enable students to dream and help them fulfill it.

Cushman (2005) said that a second-most common motivating factor in teaching focuses on impacting the lives of students and contributing to society and societal change. The present study reveals that most of the young teachers consider themselves as agents of transformation through their ways of teaching. This is also parallel to the claim of Nieto as cited in Lancia (2016) that teachers shared a deep passion and commitment to teaching and belief in the power that teaching has to sustain a democratic society and transform the lives of their students.

The different reasons why young Filipino teachers teach can be articulated on the Developmental National Competency-Based Teacher Standards (D-NCBTS) as part of the Philippine Professional Standard for Teachers (PPST).

The D-NCBTS domains include the Domain 1 (Content Knowledge and Pedagogy), Domain 2 (Learning Environment), Domain 3 (Diversity of Learners), Domain 4 (Curriculum and Planning), Domain 5 (Assessment and Reporting), Domain 6 (Community Linkages and Professional Engagement), and most especially the Domain 7 (Personal Growth and Professional Development).

The reasons of young Filipino teachers on why they teach can inform the PPST/ D-NCBTS specifically in setting out clear expectations of young teachers as majority of them occupy the beginning teacher career stage. The findings complement with what

the young teachers should know, be able to do and value to achieve competence, improve student learning outcomes, and eventually quality education (DepEd Teacher Education Council, 2017).

See (2004) concluded that the key factors of individuals' drive to teach are their family background, the factors they valued in a job and their teaching perceptions. The 'whys' of the young teachers will continue to serve as their anchor and inspiration to continue performing well in their profession. This is congruent to the study of Mangaoil, Rungduin, Abulencia & Reyes (2017) which reiterated that the teaching profession is viewed to be anchored on the main responsibility of educating the child.

Moreover, the findings of the study are parallel with the nationally validated PPST (2017) which is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others. The professional standards, therefore, become a public statement of professional accountability that can help teachers, including the young teachers, reflect on and assess their own practices as they aspire for personal growth and professional development (DepEd Teacher Education Council, 2017).

What is considered salient in the findings is the indication of young teachers that they teach to contribute towards societal transformation, educational reform and improvement of students' life. This is congruent with the article of Gunigundo (2017) that teachers are highly motivated, have a strong work ethic, and are eager to do better, despite being overwhelmed with tedious and complicated approaches to many aspects of their professional life. Hence, the crystallized conceptual framework must be used to set out clear expectations of young teachers in consonance with the PPST/D-NCBTS standards which can be helpful in the

admission and retention policies of teacher education institutions (TEIs).

As indicated in the premise of the self-determination theory, young teachers are active organisms who develop their behaviors and goals. They are intrinsically motivated to do actions like teaching as they wanted to contribute towards nation-building and attaining a high quality education.

Implications of the Study

The rich narrative data obtained in the study showed significant and positive reasons why young educators teach. Vitalizing teachers' inner motivational resources is the key step in facilitating high-quality engagement. A conceptual framework was crystallized to depict the Filipino young teachers' reasons of teaching. The model can enter in the pre-service education as a guide in developing passionate and effective prospective teachers.

Implications of the findings to the curriculum enhancement of Teaching Profession course in the teacher education program was established in the study. Teacher education institutions (TEIs) may use the findings of the study as inputs in integrating nature of Filipino teachers and/or Filipino teaching perspectives in the Teaching Profession course. This can help preservice teachers to better understand the personal and professional attributes of a Filipino teacher and make them more reflective of their own attributes and practices.

The different reasons why young Filipino teachers teach can likewise inform the Developmental National Competency-Based Teacher Standards (D-NCBTS) as part of the Philippine Professional Standard for Teachers (PPST) to set out clear expectations among young teachers as beginning teachers.

Full integration of the PPST standards in the pre-service education is therefore recommended with an emphasis on the beginning teachers' standards. This will allow would-be teachers to better articulate the qualities of a competent beginning teacher.

In terms of policies, incoming first year students who aspire to take teacher education program may be subjected to a thorough interview with emphasis on why they want to take the program as well as their reasons why they want to teach in the future. To this effect, university administrators may further review and reformulate their admission and retention policies to better gauge the would-be teachers.

A formation program for young teachers may also be spearheaded by the Department of Education or educational institution. This program will serve as a venue for continuing personal and professional growth and development and to sustain the young teachers' drive to teach and ignite their passion to contribute to nation-building through teaching. The program can also serve as an avenue to promote mental health awareness among young teachers amidst the challenges of the profession. The program should also make young teachers realize how gratifying the profession is. In consonance, school administrators may design other mechanisms and programs that will develop young teachers personally and professionally.

This study only looked into the reasons why young teachers teach. Another study may be conducted for other career stages on why they are teaching. Meanwhile, due to the purely qualitative nature of the study, it is recommended that quantitative research could be done using close-ended survey questionnaire. This is to further strengthen the reasons why Filipino young teachers teach and continue teaching.

• • •

Acknowledgments

The author would like to express his ardent gratitude and profound thanks to YOUTeach Philippines and its core group most especially to its Founder, Mr. Gian Erik Adao, for allowing the researcher to use the teachers' narratives in this study. Likewise, deepest appreciation goes to the YOUTeachHers for sharing their thoughts, reflections and inspiring stories which made this study possible. Lastly, to all Filipino young teachers who continue to contribute towards nation-building.

References

- Abulon, E.L.R. (2012). Pre-Service Teachers' Motivation Related to Career Choice: The Case of PNU BECED and BEED Students. *The Normal Lights*, 6(1), 68-79.
- Abulon, E.L.R. (2014). Basic education teachers' concept of effective teaching: Inputs to teacher education curriculum in the Philippines. *International Journal of Research Studies in Education*, 3(3), 35-48.
- Abulon, E. L., & Balagtas, M. (2016). A phenomenographic inquiry on the concept of competence among Filipino teachers. *International Journal of Research Studies in Education*, 5(3), 91-104.
- Abulon, E. L., & Rungduin, T. T. (2015). A narrative analysis of conversations with graduates who did not pursue teaching: Inputs to teacher education policies in the Philippines. *International Journal of Research Studies in Education*, 4 (2), 13-27.
- Biyo, J. T. (2000). The Planet Biyo. Retrieved February 2, 2017 from inspiringteachers.com.
- Bustos-Orosa, M. A. (2008). Inquiring into Filipino teachers' conceptions of good teaching: A qualitative research study. *Asia-Pacific Education Researcher*, 17(2), 157-171.
- Cushman, P. (2005). It's just not a real bloke's job: Male teachers in the primary school. *Asia-Pacific Journal of Teacher Education*, 33(3), 321-338.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Department of Education Teacher Education Council. (2017). Philippine Professional Standards for Teachers (PPST). Retrieved from <https://bit.ly/20dvZK4>
- Gunigundo, M.T. (2017, July 15). How to remake Filipino educators. *Philippine Daily Inquirer*. Retrieved October 11, 2018 from <https://bit.ly/2Rhiz1E>
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1). doi: <http://dx.doi.org/10.1080/2331186X.2016.1217819>
- Lancia, G. (2016). Why we teach now. *McGill Journal of Education (Online)*, 51(3), 1205-1207.
- Liu, R., Long, Y., & Guo, M. (2018). Impact of mentoring relationship on career satisfaction of young college teachers – the moderating effect of the type of mentoring relationship and the gender of mentee. *International Journal of Services Technology and Management*, 24(1-3), 62-80. doi:<http://dx.doi.org/10.1504/IJSTM.2018.090343>

Mangaoil, A.B., Rungduin, T.T., Abulencia, A.S., & Reyes, W. M. (2017). Why I want to teach: Exploring factors affecting students' career choice to become teachers. *The Normal Lights*, 11(2), 236 - 263

See, B. H. (2004). Determinants of teaching as a career in the UK. *Evaluation and Research in Education*, 18(4), 213-242.

Solomon, L. (2010). *The decision to teach: Why Orthodox Jewish Day School teachers choose the profession* (Published doctoral dissertation). Yeshiva University - Wilf Campus, New York.