

## **Factors Contributing to Pursue Teaching Profession After Graduation: Basis for A Program Proposal**

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**ABSTRACT:** Despite the increasing demand for teachers, a significant number of teacher education graduates do not enter the teaching profession. This study employed a qualitative phenomenological design to identify the factors that affect Bachelor of Elementary Education Students in their decision either to pursue teaching or not after graduation. Fifteen (15) Bachelor of Elementary Education third year and fourth year students from Occidental Mindoro State College–Lubang Campus, Academic Year 2025–2026, were purposively selected as study participants. Data were collected through an online qualitative survey (open-ended questions) and analyzed through content and thematic analysis. The results showed that the passion for teaching was the most motivating factor and other factors were student development, professional growth, values formation, community service and personal fulfillment. Conversely, the minority reported that they might not enter the nursing profession immediately due to other personal life goals and career aspirations. Based on the findings, a program proposal was developed to sustain motivation and readiness of student teachers which consists of mentorship, teaching immersion, seminars and trainings, retreats, outreach and community engagement activities and recognition. Higher institutions of learning need to develop programs that strengthen commitment through the support they offer to emerging professionals.

**KEYWORDS:** Teaching Profession, Career Motivation, Student Teachers, Qualitative Study, Program Proposal

### **INTRODUCTION**

#### **BACKGROUND OF THE STUDY**

Choosing a course that fits one's interest and skills is vital for actual job exposure. Based on Soong (2023), if chosen course aligns with students' interests and career aspirations, there will also be increase in chances of finding a job that they enjoy and are good at. So do in teaching profession; and it cannot be denied that students' taking teaching courses are not all interested to teach after finishing such course, especially when exposed to challenging tasks of handling difficult situations in the classrooms. This usually end up to taking jobs in offices and other companies than teaching, even knowing that they are needed in the field of education.

In fact, global teacher demand is high, with an estimated 93.7 million teachers worldwide in 2019 and a need for 69 million more by 2030 to achieve universal primary and secondary education. However, specific statistics on the global percentage of graduates who pursue teaching after graduation are not readily available, as data collection varies by country and focuses more on teacher supply and demand than the transition rate from graduation to teaching. Factors like salary, job satisfaction, and a shortage of teachers in certain regions influence the attractiveness of the profession to graduates.

Statistics on the exact proportion of graduates in Asia who pursue teaching after graduation are not readily available in a single report, as data varies greatly by country and institution. However, available data indicates a need for teachers across the region, particularly in Southeast Asia. Some countries, like Singapore and South Korea, are highly selective in their teacher recruitment, drawing from top academic performers, while others, such as the Philippines, face significant teacher shortages despite a large number of graduates, often due to issues with teacher pay and resources.

Teaching graduates in the Philippines often do not pursue the profession due to factors like low salaries (Laher, 2024; Abulon & Runduin, 2015), heavy and multifaceted workloads, lack of career advancement, perceived rigid requirements, limited opportunities, and intense competition in career development experiences (Cruz & Agpasa, 2024); poor working conditions including inadequate resources, and a perceived low societal regard for teachers. Despite of these, many graduates of teaching course are still motivated to pursue teaching due to intrinsic drivers such as individual interest, commitment to profession, and

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belief in divine providence, and extrinsic drivers such as economic considerations and enabling environment (Acosta & Torneo, 2023). Many graduates also pivot to teaching-related jobs or other professions offering better compensation and work-life balance.

Taking all these into considerations, the researcher decided to conduct this study to determine the specific factors why selected Bachelor of Elementary Education students who are officially enrolled at Occidental Mindoro State College-Lubang Campus for the Academic Year (A.Y.) 2025-2026, will pursue teaching profession after graduation or not. A program proposal that will be implemented for the 2<sup>nd</sup> semester of this academic year onwards, was also developed based on the students' responses. Possible implications are preparations and motivational programs for student teachers in a wider range before exposure to actual teaching job.

### **STATEMENT OF THE PROBLEM**

The main objective of this study was to determine the factors contributing to the decision of the selected Bachelor of Elementary Education students from Occidental Mindoro State College-Lubang Campus for the A.Y. 2025-2026; to pursue teaching profession after graduation. Findings served as basis for the development of a program proposal that will be implemented for the 2<sup>nd</sup> semester of the same and succeeding AYs.

Answers and solutions were obtained specifically for the following questions:

1. What are the factors contributed to the decision of the selected Bachelor of Elementary Education students from Occidental Mindoro State College-Lubang Campus for the A.Y. 2025-2026, to pursue or not teaching profession after graduation?
2. What program/s did the participants suggest to motivate student teachers to pursue teaching profession after graduation?
3. Based on findings, what program may be proposed and be implemented for the 2<sup>nd</sup> semester of the same and succeeding Academic Years.

### **RESEARCH DESIGN & METHODS**

This study utilized a qualitative research design which was defined by Jain (2023) as type of research methodology that focuses on exploring and understanding complex phenomena and the meanings attributed to them by individuals or groups; and is concerned with capturing the richness and depth of human experiences, beliefs, attitudes, and behaviors. Engaging with qualitative research according to Lim (2025), is not just a methodological choice but a commitment to exploring the depths of social phenomena, enabling researchers to connect with the subjective experiences of their subjects. Specifically, the phenomenological research method of this design was applied. Based on Good (2023), it is a qualitative research approach that builds on the assumption that the universal essence of anything ultimately depends on how its audience experiences it; and which requires an in-depth understanding of the audience's thoughts and perceptions of the phenomenon being researched for. It seeks to understand, describe and interpret human behaviour and the meaning individuals make of their experiences (Ayton, 2023). Exploring deeply the reasons why or why not the selected participants will pursue teaching profession after graduation, made this design fitted this design. Responses and experiences were used as basis for the identification of the specific contributing factors in pursuing and practicing their chosen course.

The participants were the fifteen (15) third year and fourth years students taking Bachelor of Elementary Education who are officially enrolled during the Academic Year 2025-2026 at the Occidental Mindoro State College- Lubang Campus. A random purposive sampling technique, a population sampling process in which a researcher selects research participants based on their presence in a population of interest, characteristics, experiences, or other criteria (Stratton, 2024; Tajik et.al, 2024); was applied in the selection. To obtain the necessary data, an online survey was conducted in which the participants were asked to write down their reasons why they will pursue teaching profession after graduation or not, based on their experiences. The researcher utilized qualitative survey as this instrument use open-ended questions to produce long-form written/typed answers; and aim to elicit a detailed response to an open-ended topic question in the participant's own words and aim to reveal opinions, experiences, narratives or accounts (Deakin University, 2025).

To analyze the qualitative responses, content and thematic analysis were utilized. Content analysis is a research method used to identify the presence of various concepts, words, and themes in different texts (Damyanov, 2023; Costa & Amado, 2022); while thematic analysis is usually applied to a set of texts, such as an interview or transcripts; and the researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly (Ahmed et.al, 2025; Caulfield, 2023; Dawadi, 2020; Kiger & Varpio, 2020). Both content analysis and thematic analysis shares the same aim of analytically examining narrative materials from life stories by breaking the text into relatively small units of content and submitting them to descriptive treatment (Delve et.al, 2023).

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### RESULTS AND DISCUSSION

#### FACTORS IN PURSUING TEACHING PROFESSION AFTER GRADUATION

The actual responses of the participating student teachers from Occidental Mindoro State College-Lubang Campus for the Academic Year 2025-2026, is shown in the following. Enclosed in the parenthesis were the identified factors why the participants will or will not pursue teaching profession after graduation.

*Participant 1:* I want to learn more of teaching strategies and skills that make my teaching be better (*Professional Development*).

*Participant 2:* I will pursue teaching after graduation because I want to help students learn and grow (*Student Development*).

Teaching makes me feel happy (*Teaching Passion*).

*Participant 3:* I will pursue teaching after graduation because I want to share my knowledge and help students to learn and grow (*Student Development*). Teaching gives me a sense of purpose, and I believe it is a meaningful profession where I can make a difference in the lives of young people (*Teaching Passion*). I also see it as a way to give back to the community and inspire future generations (*Community Service*).

*Participant 4:* I don't want to waste the efforts, money, time, and other sacrifices that I am giving in this course. I started with this one, so I would like to end my career with this one. For me, wasting what you have efforted is foolishness (*Resource Value*).

*Participant 5:* I will pursue teaching because I love how the students eagerly wanted to learn (*Student Development*). I also want to contribute to the growing professionals in or out of our country (*Professional Development*). Furthermore, I want to impart knowledge that beyond textbooks, I want to share to them that life is hard, I want to teach them basic human decency, kindness, and compassion (*Values Formation*). That is why I want to pursue teaching, it will also help me learn through the students I will going to teach in the future. Teaching is a profession that needs patience, love, and most especially dedication (*Teaching Passion*).

*Participant 6:* I will pursue teaching after graduation because I want to share my knowledge and help students learn (*Student Development*). Teaching is not only a job for me, but also a way to guide and inspire others (*Teaching Passions*). I believe education can change lives, and I want to be part of that change (*People Transformation*). By becoming a teacher, I can give back to the community and help young people reach their dreams (*Community Service*).

*Participant 7:* Pursuing teaching after graduation allows me to share my passion for knowledge and inspire the next generation (*Teaching Passion*). I believe education is a powerful tool for personal and societal growth (*Professional Development*). By teaching, I can foster critical thinking, creativity, and a love for learning in my students (*Student Development*). The opportunity to make a positive impact in their lives and contribute to their development is incredibly fulfilling (*People Transformation*). Teaching also offers continuous learning for myself, as I engage with diverse perspectives and adapt to new educational challenges (*Professional Development*).

*Participant 8:* I will pursue teaching after graduation because it is my passion to share knowledge and guide students in their learning journey (*Teaching Passion*). I believe teaching is a noble profession that shapes not only the minds but also the values of the next generation (*Values Formation*). Through this career, I can contribute to society by molding learners to become responsible and productive individuals (*People Transformation*).

*Participant 9:* To educate others (*Student Development*). Practice what I've learned (*Teaching Application*).

*Participant 10:* I will pursue teaching after graduation because it has always been my passion to teach and guide others (*Teaching Passion*). Ever since I was young, I have imagined myself standing in front of a class, sharing knowledge, and inspiring students to learn.

*Participant 11:* After graduation, I couldn't imagine myself stuck in a school for almost year teaching when I could be free instead. Traveling to other places and meeting new people around the world. I would prefer to travel first, develop my career abroad and enriching my connections before I settle down here in the Philippines and maybe teach if I wanted to (*Settled Life*).

*Participant 12:* This has been my dream ever since, that's why yes, I will pursue teaching after graduation because it is my passion to guide young learners (*Teaching Passion*).

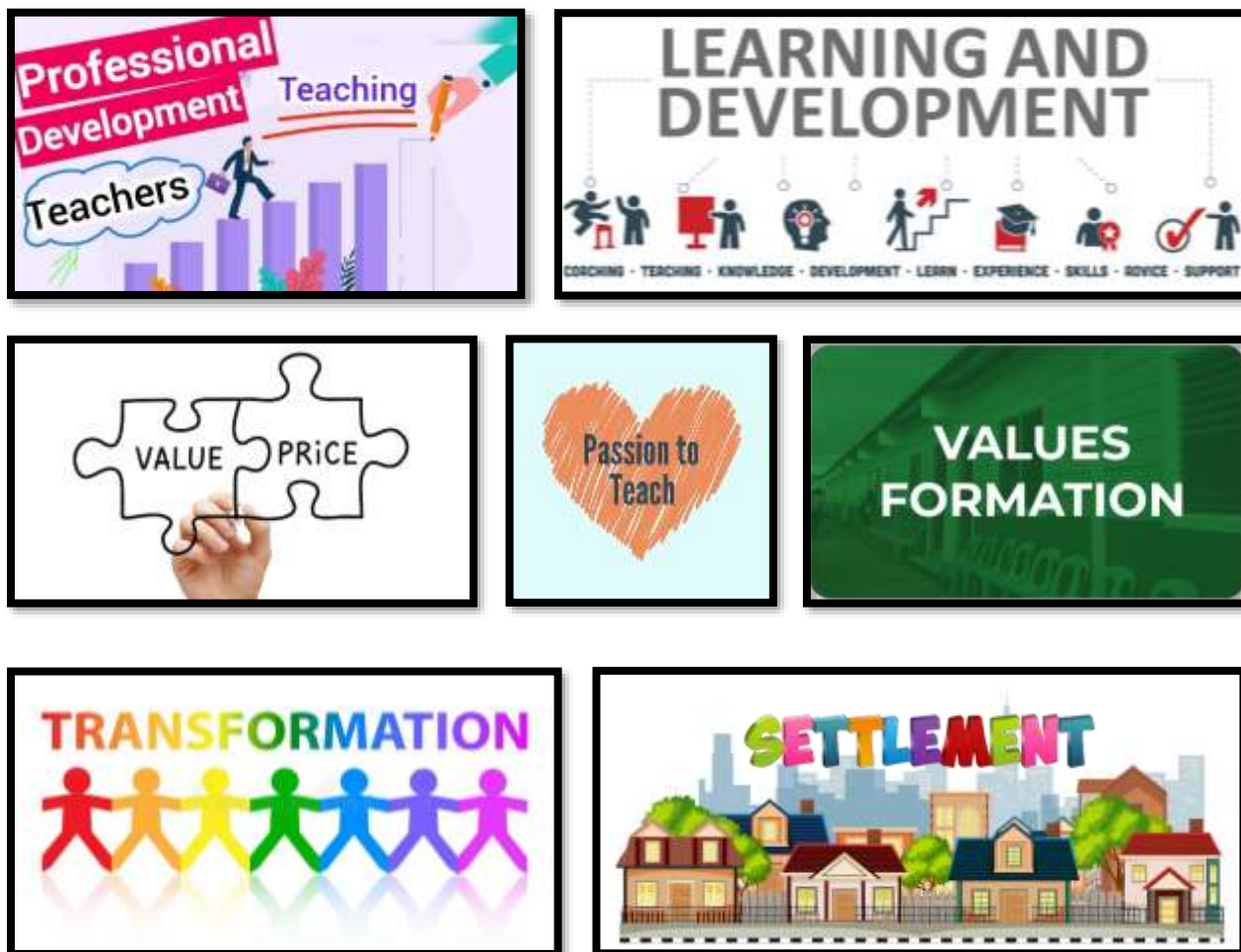
*Participant 13:* Because it feels great to know that you can give knowledge and inspiration to students (*Student Development*).

*Participant 14:* I choose to pursue teaching after graduation, even though I have not yet experienced actual classroom teaching with children. I feel that I will find happiness in this profession (*Teaching Passion*), and I believe I can apply all the knowledge and experiences I have gained during my four years in college (*Teaching Application*). Even though I have not yet faced and taught real elementary students, I am fully committed to taking the path of teaching because I feel that this is the vocation meant for me, a profession where I can contribute meaningfully and continue to grow (*Divine Calling*).

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Participant 15: Because I believe that I have a potential in teaching and I love it (*Teaching Passion, Teaching Application*). I want to gain more experience and grow in this field (*Professional Development*).

In summary and graphically, the identified factors contributing to the decision of the participating student teachers are shown in the following:



Professional development is all about building new skills and gaining experience which helps in the growth of one's career; and it may mean acquiring it by education or training i.e., anything that leads to career progression (Great Learning Editorial Team, 2024). It can enhance one's knowledge, skills, confidence, sense of coherence, and work performance (Shiri et.al, 2023). Responses showed that the participants want to know more about teaching and they see continuing their profession as one of the ways to learn these things. They also want to share the knowledge and skills that they have obtained from their chosen course to help learners learn, develop, and grow. Based on Hammond (2023), as children develop, the ways in which they learn change. If teachers are tuned to those sequences of development, then they can be more thoughtful about how they design their lessons, how they pace instruction, how they move kids along from one concept to the next. Doing these things will build students' ability to think critically and take on more and more complex tasks as they grow.

Another factor identified was the value of the efforts, money, and time spent for finishing the course. While majority of the participants considered that teaching was their passion. Research has shown that teachers' passion has a direct influence on students' passion which then affects students' motivation and achievement (Gilal et.al, 2019). Teachers that are passionate about what they are doing express enthusiasm and give off a special type of energy that students pick up on, it is a contagious type of positiveness (Anders, 2020). Therefore, it was good that the participants were really in passion to teach. This great passion would bring them into a more enjoyable journey of teaching no matter how challenging it is.

Values formation which refers to the process of instilling and developing positive values in individuals which involves teaching and guiding individuals to understand, appreciate, and practice core values such as honesty, integrity, respect, responsibility, empathy, and compassion (Jay, 2023); was a very good factor why student teachers will pursue teaching profession. Jay (2023) considered that it is essential because it helps shape individual's character and behavior; and it equips them with necessary skills to make moral and ethical decisions, develop meaningful relationships, and contribute positively to society.

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Meaning, student teachers were not only after the learners' ability to learn the lesson from them; but they were also after teaching their learners to become good individuals and citizens.

Aside from these, they will continue teaching profession because they want to inspire people and be transformed into a better person. People transformation through education is crucial because it fosters personal growth, leading to empowered, adaptable, and fulfilled individuals who can make informed decisions and achieve their full potential. It drives societal progress by building informed citizens, promoting social justice, economic development, and sustainable practices. Through education, individuals acquire essential knowledge, skills like empathy and critical thinking, and ethical values, enabling them to navigate complexity, contribute to their communities, and collectively build a better world. Lastly, they see teaching profession to help them settle for good.

### SUGGESTED PROGRAMS IN MOTIVATING STUDENT TEACHERS TO PURSUE TEACHING PROFESSION AFTER GRADUATION

The following are the suggested activities and programs (in *Italic and Bold Format*) of the participants to motivate student teachers to pursue teaching profession after graduation.

*Participant 1:* By attending more **seminars** related to teachings.

*Participant 2:* **Teaching Immersion Program** that lets them practice teaching in schools early, so they feel more confident and excited about the profession.

*Participant 3:* One program I can suggest is a **mentorship program** where experienced teachers guide and support student teachers. This will help them gain confidence, learn practical skills, and feel motivated to continue in the profession. Providing **seminars**, **training**, and **opportunities for professional growth** can also encourage student teachers to see teaching as a rewarding career.

*Participant 4:* **Retreat** wherein speakers who will be invited are those who tried other jobs to become rich, yet still became teachers.

*Participant 5:* When they get to finished and successfully become teachers, I suggest **outreach program** to the out of school youth. Many students have the talent, intelligence, and the thing that make them special but doesn't have the privilege to study. So by that program we/they can reach out to those youth who is in need of basic education.

*Participant 6:* To motivate student teachers to pursue the teaching profession after graduation, I suggest implementing a **comprehensive mentorship and professional development program**.

*Participant 7:* A **mentorship and professional development program** can motivate student teachers to pursue teaching after graduation. This may include classroom immersion, teaching demonstrations, and reflection journals guided by experienced educators. Such activities build confidence, strengthen skills, and highlight the value of the teaching profession.

*Participant 8:* I suggest a **Teacher Motivation and Development Program** that provides mentorship, seminars, and skills training for student teachers. This program will expose them to the real impact of teaching through classroom immersion and community engagement. By recognizing their efforts and supporting their growth, it will inspire them to pursue the teaching profession after graduation.

*Participant 9:* **Healthy working environment**

*Participant 10:* Student teachers will take part in **community engagement projects** like free tutorials or literacy drives, so they can feel the fulfillment of making a difference in the lives of others. Through this program, student teachers will gain confidence, feel valued, and be inspired to see teaching not just as a job, but as a noble calling and lifelong mission.

*Participant 11:* If there was a program like **retreats** that then I hope that I could attend one and maybe it could change my mind. The program could be showcasing successful teachers. Or it could be an event where student teachers like us could experience a fun and fulfilling activity where we will teach children. The experience could make me realize the noble profession of teaching.

*Participant 12:* I would suggest a **Teacher Inspiration and Mentorship Program** where student teachers can learn from experienced educators through talks and guidance to inspire them to pursue the profession after graduation.

*Participant 13:* **Teacher Residency and Induction Program**

*Participant 14:* I think the program I can suggest is a **seminar** for student teachers featuring an inspirational guest speaker, where the true purpose and pride in the teaching profession will be discussed. It will also address common fears and misconceptions about teaching, so that student teachers will be motivated to continue pursuing the profession they are currently on.

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*Participant 15:* I will motivate student teachers through **mentorship, workshops, and recognition of achievements**. These provide guidance, skills, and motivation to pursue their teaching careers.

In summary, the student teacher-participants recommended activities and/or programs such as seminars/trainings/workshops, teacher induction program, retreats, teaching immersion program, mentorship program, outreach or community engagement projects, and recognition day. Seminars and training are crucial for student teachers, fostering professional growth by imparting new teaching methods and knowledge, building confidence, and improving their ability to create effective learning environments. They provide opportunities for networking, exposure to modern tools, and crucial self-reflection, ultimately enhancing classroom management, student engagement, and their overall effectiveness as educators. By equipping teachers with the skills and knowledge through seminars, it leads to the improvement of students' learning outcomes and through training, the teacher is also empowered to become advocates for gender equality in the schools and to the community (Abentiw et.al, 2025).

While teacher induction programs are also important for new educators, providing support, professional development, and mentorship to bridge the gap between university preparation and classroom reality, ultimately improving teacher retention, enhancing instructional quality, and positively influencing student learning outcomes. These programs help new teachers understand the school's culture and expectations, develop professional responsibilities, and build confidence and self-efficacy. The implementation of an induction program has a significant role in enhancing teachers' work performance; and this program not only contributes to the longevity of teachers' careers but also enhances the quality of their instruction, refines their teaching skills, and fosters a sense of morale and dedication (Msuva & Mwila, 2023). Retreats are good for student-teachers by fostering self-care and preventing burnout, providing a space for professional development and reflection, strengthening collegial bonds and community, and helping to reignite their passion and reinforce their sense of vocation in the teaching profession. These focused, distraction-free environments allow for a holistic approach to professional growth, leading to improved well-being, more effective teaching, and a more fulfilling career. In this activity, the school as the organizer can invite motivational speakers to bring the participants into a deeper motivation to use their profession in the actual job.

Teaching immersion program provides student teachers with crucial, hands-on experience, enabling them to apply theory in real-world settings, develop pedagogical strategies, and build professional confidence and resilience through mentorship and practical application. Immersion also fosters cultural awareness and empathy by exposing student teachers to diverse student backgrounds and community needs, which helps them create more inclusive classrooms. Furthermore, it provides valuable opportunities to observe and adopt innovative teaching methods, understand the challenges of the profession, and gain a deeper perspective on their own values and beliefs through self-regulation in authentic situations. Since public and private schools have different environments, these participants and other student teachers may be exposed to both learning institutions, for them to be more prepared into actual teaching job. Outreach program and community engagement projects are also important for student teachers because these enhance professional growth by developing practical skills like communication and leadership, deepens understanding of their subject matter and community needs, and boosts personal fulfillment by connecting their purpose to real-world service and inspiring confidence in their future careers. These also provide unique, hands-on learning experiences that complement traditional training, fostering empathy, self-awareness, and a stronger sense of community responsibility. Through these, they can build partnerships between educational institutions and sponsoring organizations to open up new pathways for growth and success (NTC Corporate, 2022).

Lastly, recognition to their efforts and successes can also motivate them to pursue teaching profession. Awards and recognitions are vital for student teachers as they provide motivation, enhance self-confidence, validate their teaching efforts, and foster their professional growth by highlighting their strengths and encouraging innovation. These accolades build professional reputation, can increase income potential, and serve as a positive form of feedback that promotes a stronger commitment to the teaching profession. As educators, recognition for our hard work and dedication is critically important as it fosters continued engagement and validation. Because we know how important this recognition can be, we should acknowledge other educators who are giving their all to engage and enrich students' lives (Juravich, 2021). This could be done at the end of every semester or end of the academic year.

### THE PROPOSED PROGRAM

Based on the responses of the targeted participants, the researcher proposed the following programs and activities which can be implemented during the 2<sup>nd</sup> semester of this Academic Year (2025-2026) and onwards.

| Schedule                     | Activities/Programs       |
|------------------------------|---------------------------|
| First Friday of the Semester | Teacher Induction Program |

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|                                                                  |                                                |
|------------------------------------------------------------------|------------------------------------------------|
| Semestral Break                                                  | Student Teachers' Retreat                      |
| End of the Quarter                                               | Seminar/Training/Workshop                      |
| 2 <sup>nd</sup> Semester (3 <sup>rd</sup> /4 <sup>th</sup> Year) | Teaching Immersion Program                     |
| 2 <sup>nd</sup> Month of the Semester                            | Mentorship Program                             |
| End of Academic Year                                             | Outreach Program/Community Engagement Projects |
|                                                                  | Recognition Day                                |

### Detailed Proposal

The identified and proposed activities and programs above are presented in detailed below:

| Activities/ Programs      | Objectives                                                                                                                                                                                                                                                                                                   | Beneficiaries                                                                                                                                                                    | Person-in-Charge                                                                                                             | Source of Fund                                                                                                                                             |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Induction Program | To orient or provide clear instruction to student teachers about the teaching immersion program that they will undergo with corresponding "Pinning" activity.                                                                                                                                                | All 3 <sup>rd</sup> or 4 <sup>th</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus who will undergo teaching immersion program | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support<br>-Registration Fees |
| Student Teachers' Retreat | To motivate at least 90-100% of the 3 <sup>rd</sup> and 4 <sup>th</sup> year student teachers to pursue teaching profession after graduation by exposing them into a 3-5 days retreat activity where 3-5 motivational speakers will be invited to share insights about their experiences in teaching career. | All 3 <sup>rd</sup> and 4 <sup>th</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus.                                           | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support<br>-Registration Fees |
| Seminar/Training/Workshop | To provide at least 2-4 seminar/training/workshop to 90-100% of student teachers every academic year about teaching strategies, techniques, and methodologies.                                                                                                                                               | All 3 <sup>rd</sup> and 4 <sup>th</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus.                                           | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support                       |

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|                                                |                                                                                                                                                                                                             |                                                                                                                                                                                                                    |                                                                                                                              |                                                                                                                                      |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Teaching Immersion Program                     | To expose 100% of the student teachers into a Teaching Immersion Program in both private (3 <sup>rd</sup> Year) and public (4 <sup>th</sup> Year) schools.                                                  | All 3 <sup>rd</sup> and 4 <sup>th</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus.                                                                             | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support |
| Mentorship Program                             | To conduct a mentorship program during the 2 <sup>nd</sup> month of the semester to at least 90-100% student teachers who are in need of mentorship.                                                        | All 3 <sup>rd</sup> or 4 <sup>th</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus who will be identified as "in need" of mentorship.                            | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support |
| Outreach Program/Community Engagement Projects | To expose at least 90-100% student teachers into outreach program or community engagement projects where they will be teaching learners in targeted communities in terms of numeracy and literacy for free. | -All 3 <sup>rd</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus who will be identified as "in need" of mentorship.<br><br>-Learners in the targeted communities | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support |
| Recognition Day                                | To recognize 100% of the student teachers who have successfully accomplished their teaching immersion program with corresponding special awards for those who exemplary performed during the program.       | All 3 <sup>rd</sup> or 4 <sup>th</sup> year students taking Bachelor of Elementary Education at Mindoro State College- Lubang Campus who will be identified as "in need" of mentorship.                            | -Human Resource Personnel<br>-Student Teachers' Club or Organization<br>-Dean and Faculty Members of the teaching department | -Maintenance and Other Operating Expenses (MOOE)<br>-Local Agency's Financial Support<br>-Non-Government Agencies' Financial Support |

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Upon approval of the management of the state college with its corresponding memorandum and circulars, the activities may be implemented during the 2<sup>nd</sup> semester of the Academic Year 2025-2026 and the succeeding academic years.

### CONCLUSIONS AND RECOMMENDATIONS

Looking at the summary of the findings obtained from the qualitative responses, the researcher therefore concluded that passion for teaching was still the main factor why students taking teaching courses pursue teaching profession after graduation. This passion brought them into a deeper desire to inspire, share knowledge, form values, and transform learners into a better individual. Therefore, it is recommended for enrollment staff to ensure that students taking teaching course are really passionate to teach. Considering the recommended activities and programs to motivate student teachers to pursue teaching profession after graduation, it can be concluded that participants desired for more and continuous development of their knowledge and skills in teaching; for them to become fully prepared teachers. They were not only after their own development, but also for the development of those who are in need to formal education. Aside from these, they seek for recognition of whatever efforts they will deliver in teaching. Therefore, it is recommended for the management of the state college to allot funds for the identified activities and programs and support all initiatives for the implementation of such programs.

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