

# CHANGING MOBILITY OF FILIPINO PROFESSIONALS IN RESPONSE TO K TO 12 IMPLEMENTATION IN THE PHILIPPINES

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### **Abstract**

Professional Mobility is considered an intrinsic trait or character of a worker that pushes to make a decision to career change (Kumlai, 2007). This study analyzes the changing professional mobility of working professionals, who take 18 units in Professional Education, to qualify the Licensure Examinations for Teachers (LET) as a requirement in teaching for basic education (RA, 7836). It seeks to answer the following objectives: (1) describe the profile of the respondents in terms of age, sex, personal and alma-mater status, professional degrees earned and professional satisfaction, (2) analyze the factors that affected their decision to take the Diploma in Professional Education (DPE), (3) ascertain their propensity to teach and (4) generate respondents' expectations to the teaching profession. This study employed a descriptive survey method using a purposive sampling of 133 professionals. A survey questionnaire was used as a primary tool. Young Filipino professionals change their career to teaching due to dissatisfaction attributed by unemployment, underemployment, low salaries, boredom, work suffocation and unfulfilled expectations. The competent salary

package of the public school teacher is the number one attraction that led to the changing professional mobility. Working professionals have the potentiality to shine in the teaching profession and become passionate, altruistic, and stable with life-changing outlook for both personal and professional growth. Their propensity to teach provides a modest tolerance, a passion for integrity, a culture of excellence and a resolute stewardship for learning, which are vital indicators for a prospective self-efficacy in teaching.

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**Keywords:** Professional mobility, nomadology, career nomadism, career diaspora, propensity to teach

### **Introduction**

Unearthing the bifurcated notion regarding the creation of a certain profession scrutinizes a puzzle between the industry and the academe; whether or not, the industry is responsible for such creation or the academe. Anybody can reflect to answer it through this diverging question: Does teaching create various professions for the industry; or do various professions create teaching in the academe? This inquisitive argument neither necessitates a nuanced essentialism of our belief, nor propels a tinged pragmatism in our rational view – but this generates a profound reflection – on why a number of professionals in the Philippines are shifting their careers to take up teaching, replacing the professional degree/s they earned in the university. This scenario has created a career “diaspora”—a flight in the industry—for more than a decade, and has continuously challenging the present labor force in general and to adult education in particular. Is this truly a portrait of an immense emancipation of reality to modern adult education in a highly globalized world?

Responding to this query, Vozcova (2012) addresses the peculiarities of adult education, which are predetermined by adults’ molded character and shaped outlook, rich life experience, cultural, educational demands, predominance of self-education and self-realization. Vis-à-vis, more recent concerns about state and economic globalization see adult education playing an important role in a global society (Flemming, 1998 & 2000). The potential of self-education is supported by Malcolm Knowles in Haar (2003), who assumes that adults learn best when self-directed—without others’ control—seeing it as a potent source for mobility in human capital. Carr (2014) calls this concept as self-mentoring, a tool to assist professionals in focusing on their development, in order to be empowered, make decisions and determine the method to meet expectations. Though a common notion is customary that teaching can make all professions possible – but as the turn of

the century unfolds the attraction for many to invest in education, it affects the other professions at large.

Nonetheless, education must promote the creation of a critical group of learners with greater reflective skills and higher level of reflective practice (Hajrulla, 2014). This is the greatest challenge of a teacher to shape learners with noble expectations. According to David & Nanjwan (2014) there is a positive significant relationship between teacher education and global standards in education. On the international level, UNESCO estimates 18 million new basic education teachers, who are needed by 2015 to meet Education for All (EFA) goals and ensure universal access to basic education for students in all countries in the world (UNESCO – Institute of Statistics, 2005). Thus, no society can advance and excel without an effective and virile teaching profession (Yusuf, Afolabi & Oyewumi, 2014). This is crucial to human development; which the professional teacher has a great role to balance the distribution of different careers, without leaving the other aspects of society becomes “pathological” or socially dysfunctional, as Habermas’ communicative action dubs it.

Leaning on the five-year research conducted by the Philippine Business for Education (PBE), from year 2009 to 2013, on Licensure Examinations for Teachers (LET), the Philippines shows a deteriorating quality of Teacher Education with only 10% of Teacher Education Institutions (TEIs) for elementary and 12 % for secondary are considered “good performing” (Malipot, 2014). As a symbol of national prestige, each country in the world desires to ensure that higher education functions effectively and efficiently to avoid a losing prestige, Oguz (2004) concludes, in Akyol & Arslan (2014). This conclusion challenges the Commission on Higher Education (CHED) in the Philippines to respond, on what they do with TEIs with 90% elementary and the 88 % secondary teacher education graduates, who are stigmatized as pathologically “bad performing”. TEIs need efficient monitoring and effective leadership. Fullan (2001) in Haar (2003) contends educational leaders to increase their effectiveness if they continually work on *five components of leadership such as: pursuing on moral purpose, understanding the change process, developing relationships, fostering knowledge, and striving for coherence*. It is through these components that “the institutions of higher education are expected to perform duties for training qualified laborers for all sections of society, producing science and technology, strengthening the community, and leading social changes and development” (Akyol & Arslan, 2014), which demand full administrative support (Adebayo & Shumba, 2014), for a definite paradigm shift.

The declining quality of Philippine education is brought about by many factors. First is the lack of career guidance among high school students

to determine on their career choices in college more especially in the public schools, due to a shortage of registered guidance counsellors. Second is the poverty that reduces the degree selection in college, which only gives an option to choose the Degree in Education as one of the most affordable career options, if not the easiest to study. Third is the inadequacy of the ten year program in basic education that consequently affects curriculum mismatch in higher education, and many of our professionals who work abroad undergo a retraining, before they are regularly accepted on the job. Fourth is the state of complacency among the group of teachers in the field who contribute to the burgeoning level of mediocrity in the countryside. Fifth is the lack of personal and professional commitment to the teaching profession. Sixth is the lack of self-mentoring of many teachers to ascertain their self-efficacy in teaching. With all these factors, the performance of basic education graduates is not globally competitive. Thus, in response to this dismal scenario, the Department of Education (DepEd) has launched the K to 12 in 2012 despite its minor imperfections.

To iron out this social malady, the curriculum of the K to 12, by virtue of the Republic Act 10533, which is known as the Enhanced Basic Education Act of 2013 was signed into law in May 15, 2013, in order to curb the imperfections of its implementation in 2012. On section 8, paragraph (a) of this law states that “*graduates of science, mathematics, statistics, engineering, music and other degree courses with shortages in qualified Licensure Examinations for Teacher (LET) applicants to teach in their specialized subjects in the elementary and secondary education*”. Notwithstanding the provision of the Republic Act 7836, that requires professionals who want to take up 18 units in professional education, in order to qualify them in basic education teaching. Under section 2 on this act provides that: “*The state recognizes the vital role of teachers in nation-building and development; through a responsible and literate citizenry, and ensures to promote quality education by proper supervision and regulation of the licensure examination and professionalization of the teaching profession*”.

These aforementioned laws in Philippine education have resulted in a changing landscape to professional mobility. Various professionals leave their present careers and study for at least 18 units in Professional Education, in order to qualify the requirements for taking the Licensure Examinations for Teachers (LET), and another optional 18 units for both field study and practicum are added, in order to get a regular teaching position in the public school system. This is a legitimate requirement for transition from their previous position to a new teaching career that demands a changing professional mobility. “Professional Mobility (PM) is defined as a psychosocial transition, which facilitates the significations necessary to the

treatment of the uncertainties of work” (Megamont & Dupuy, 2003). PM refers to transformation of work (*from being an engineer, an accountant, a nurse and among others to a licensed professional teacher*) driven by the convergence of the need to enhance an organization’s workforce capability (*the need for basic education under the K to 12 program*) in a cost effective way and support an employee’s professional development and career aspirations (*re-trainings, scholarships, and advanced studies*), by taking up the Diploma of Professional Education (DPE) and by proceeding to take a continuing education until the graduate studies.

To Kumlai (2007), “PM is considered an intrinsic character of a worker. It is an inherent individual trait that pushes to make a decision to career change. He further expounds that “workers with high productivity avoid job change; those with low productivity are likely to undergo involuntary job mobility throughout their career”. With no clear career paths after graduation, McCallum & Price (2010) posit that teaching is viewed as a path to other careers. In PM, career shifting needs radical thinking and weighs the ‘pros and cons’ of the present career in order to contrast this bipolarity with the new anticipated career position. Once all these are done, then, one can determine which career to embrace or reject. This is because mobility is a resource to which not everyone has an equal relationship as Skeggs (2004) points out in Sheller (2011).

This inequality primarily affects the individual attitudes towards readiness to embrace the anticipated career, positively or negatively. To embrace a new career is a sign of PM’s onset for “nomadism” (career fluidity), as a sign of resistance to job displeasure. The coming out of this intrinsic character is known as Deleuze & Guattari’s ‘nomadology’. Nomadology is the radical notion of subjectivity outside of any particular set of conventions, shifting away from even local hegemonies and instances of fascism (Braidotti, 1994) and (Jackson & Hogg, 2010), like a few to mention is the structural control of companies and factories in the countryside that workers remain voiceless, and give them two options; either to shape up (ease the burden) or to shape out (chance to make a career move), a classic ‘fight or flight syndrome’ in Philippine labor employment scenarios. Mobile professionals are internally differentiated in terms of motivations and life strategies (D’Andrea, 2006). They are either motivated by a competitive salary package of teaching or responding to life’s vocation to teach. In terms of life’s strategies, they sacrifice to take the required units for professional education courses known as the Diploma or Certificate in Professional Education (DPE/CPE) during non-working days (Saturdays and Sundays, or during the evening sessions) through actual class interaction or through online programs. They grab either of these options because primarily they are still currently working in the industry or doing personal business. Once

they are successful on their venture, their professional nomadic life ends, they start unfolding to an intuitive rationalization of the teaching profession more especially when they successfully pass the Licensure Examinations for Teachers (LET). As indicated in Table 1 list of Cebu Technological University-Diploma of Professional Education (CTU-DPE) takers from 2009 to 2013, it shows a remarkable passing percentage higher than the expected annual national passing percentage of less than 50 %. In effect, they finally resign their current work and embrace a new job in teaching. Witnessing the batches of professionals leaving from the industry to respond the need for basic education in the Philippines is not just a simply a nomadic individual decision but an exodus – that creates a certain diasporic movement of professional freedom since 2003 to date, which embarks the primary reason for this study.

| <b>Profile of the Licensure Examination for Teachers</b> |                  |                   |                    |
|--|------------------|-------------------|--------------------|
| Year   | Number of Takers | Number of Passers | Passing Percentage |
| April, 2009  | 118              | 113               | 95.76              |
| October 2009   | 60               | 44                | 73.33              |
| September 2010   | 28               | 22                | 78.57              |
| April 2011   | 81               | 76                | 93.83              |
| September 2011   | 50               | 45                | 90.00              |
| March 2012   | 46               | 43                | 93.47              |
| September 2012   | 80               | 74                | 92.50              |
| March 2013   | 122              | 116               | 95.08              |
| September 2013   | 130              | 118               | 90.76              |
| Total  | 715              | 651               | 89.26              |

Table 1 LET Results for 5 Years, CTU College of Education

### **Short literature of the study**

Sheller’s Mobility Theory explains that “the world is arguably moving differently in more dynamic, complex and track-able ways than ever before, while facing new challenges of forced mobility and uneven mobility, environmental limits and climate change and the movement of unpredictable risks” (Sheller, 2011). In the global village, the professionals face the frontiers of flexible challenges that affect career survival, which demands time, space and mobility in preparation for the social, economic and civic advancement in human life. Gates & Gates (2014) support the assertion that global standard of living has been steadily improving for decades with major improvements to be expected if/when there is a global governance transition (Glenn, et.al., 2012) in Last (2014), as a sign of transformation—a deliberate deconstruction of existing structural institutional policies—a postmodernist action toward changing patterns of labor mobility, which contributes a paradigm for better satisfaction.

In support, Vozcova's Lifelong Learning theory also "examines professional development (further education, higher education, and work-based learning) can be understood as an organized purposeful process aim at the raising level of professional skills by improving professional competences in compliance with the new social-and-economical, technological and/or international requirements and standards" (Vozcova, 2012). Global trends generate more professionals on the move and make career decisions in a calculated risk; 'to pasture a greener grass at the other side of the hill', which is brought by volatile economies of poor nation-states, affects the employment status of laborers in the Philippines. Basing on the report of the International Organization for Migration (IOM) in 2012, the Philippines Overseas Employment Administration (POEA) deploys a total of 1,802,031 workers to different countries in the world who work as professionals, domestic caregivers and factory workers (Lozada, 2013). This has shown a remarkable increase from the past 37 years after the passing of the Labor Code of the Philippines in 1975. In 2013, this number has increased to an estimated 2.2 million Overseas Filipino Workers leaving the country base on the National Statistics Office report (Ericta, 2013).

These two reports may project an image of a high professional mobility of Filipinos leaving the country since then and in the years to come. "Migrating to live and work in a foreign country, even if it is a short-term stay, can be a life-changing event" (Lisaité, 2012), which assures better opportunities. The flight of Filipino professionals to other countries is inexorable, leaving the country at a losing end. In Education context, the UNESCO report estimated a total of 6.8 million teachers to meet Education for All (EFA) requirement from 2010 to 2015; that is, 1.7 million new teaching posts and 5.8 million teachers to fill-in the attrition rate, needed globally to achieve Universal Primary Education (UPE) by 2015 (UIS, 2010). Though teacher retention and attrition rate is a global concern (McCallum & Price, 2010), there is a need to increase the demand of teachers and consequently increase their monthly pay in order to achieve total wellness in the profession and prevent them for teaching abroad.

Ajren's Theory of Planned Behavior suggests that "decisions to engage in job mobility are based on the evaluation of three factors: subjective norms, the desirability of the mobility option and individuals' readiness for change" (Ng, Sorensen, Eby and Feldman, 2007). On the first factor, Filipino professionals trust on their personal assessment on the level of satisfaction or dissatisfaction about their job. Once they are dissatisfied, they consider the second factor and the desire to shift. Before moving into another job, they also equip themselves, by attending crash courses and other related educational trainings. In the Philippines, professionals who decide to teach are required to enroll for 18 units as a requirement for the Diploma in

Professional Education (DPE), in order to qualify for basic education teaching.

Ng, Sorensen, Eby and Feldman (2007) remark that, “this structural perspective suggests macro-level factors (e.g. economic conditions and industry differences) determine the opportunity structure of job mobility in the labor market”. Filipino professionals foresee career shifting brought by their low salaries and mismatch work and industry expectations. Hugo (2007) in McCallum & Price (2010) affirms this shifting pattern that “graduates change jobs more frequently because of better pay and conditions and promotional opportunities”. Further, Ng, Sorensen, Eby and Feldman (2007) see individual difference perspective suggests dispositional attributes affecting a person's preferences for and subsequent behaviors associated with job mobility. No professionals in the Philippines move to a certain career, if they have not examined their interests toward work preference that they like, which gives an economic comparative advantage.

Kumlai (2007) concludes that there has been a positive correlation between the job mobility and low wages, which accordingly; low wage employees are more likely to perform a high job change. The recent minimum wage in Metro Manila area effective January 2014 is 429 pesos or 9.75 \$ dollars a day (National Wages and Productivity Commission, 2014). This minimum wage is even much lower with the rest of the regions in the country that pushes some Filipino professionals to career shifting. This career mobility situation matches Kumlai's Segmentation Theory, which expounds that high job mobility of the low wage workers leads to the persistent wage inequality in the urban labor market. David & Nanjwan (2014) conclude that the secondary schools in the study area have to show marked flexibility and the recipients and the entire society will stand to benefit as they will therefore reap the dividends of teacher education since no education system may rise above the quality of its teachers, secondary school teachers in the school system shall continue to be given major emphasis and priority in all educational planning and development.

### **Objectives of the study**

This study analyzes the changing professional mobility of working professionals, who take 18 units in Professional Education, to qualify the Licensure Examinations for Teachers (LET) as a requirement in teaching basic education. It seeks to answer the following objectives: (1) describe the profile of the respondents in terms of: age, sex, personal and alma-mater status, professional degrees earned, professional satisfaction and dissatisfaction, (2) analyze the factors that affected their decision to take the Diploma in Professional Education (DPE), (3) ascertain their strongest and



weakest propensity to teach and (4) generate respondents' expectations to the teaching profession.

## Methods and materials

### Research Design

This study employed a descriptive survey method using a purposive sampling of 133 professionals who enrolled in two batches in the Diploma for Professional Education (DPE) in Summer of 2014 at Cebu Technological University (CTU). A survey questionnaire was used as a primary tool. Simple statistics of percentages and ranks were used in the study.

## Results and discussion

### Professional Profiles

Table 2 Respondents' Age Profile across Professions

| Ages  | Nursing Professionals | Business Management & Accountancy Professionals | Technology and Engineering Professionals | Liberal Arts Professionals | Professionals from Other Degrees | Total | Percentage |
|---|-----------------------|---|--|----------------------------|----------------------------------|-------|------------|
| 20-25   | 12                    | 8   | 10                                       | 6                          | 3                                | 39    | 29.32      |
| 26-29   | 10                    | 9   | 10                                       | 7                          | 4                                | 40    | 30.08      |
| 30-35   | 3                     | 7   | 11                                       | 5                          | 3                                | 29    | 21.81      |
| 36-39   |                       | 3   | 3  | 1                          | 2                                | 9     | 6.77       |
| 40-45   | 2                     | 2   | 2  | 3                          | 2                                | 9     | 6.77       |
| 46-49   |                       |   | 1  |                            | 1                                | 2     | 1.50       |
| <i>Respondents who did not reveal their ages.</i> |                       |   |  |                            |                                  | 5     | 3.75       |
| Total   |                       |   |  |                            |                                  | 133   | 100.00     |

Table 2 depicts that majority of the respondents are young professionals in their twenties (59.40%) and thirties (28.58%) who aspire to enter in the education sector. The 29.32% represents the fresh graduates who have a hard time finding for a job and the only solution to obtain one is to take 18 units in Professional Education and take the Licensure Examinations for Teachers (LET) as a passport for application in the public school.

Table 3 Respondents' Profiles in terms of Sex, Status, Occupation, Alma-mater Status and Educational Attainment

| Respondents             | Sex  |        | Personal Status |         | Occupation |              | Alma-mater Status |         | Educational Attainment |         |           |
|-------------------------|------|--------|-----------------|---------|------------|--------------|-------------------|---------|------------------------|---------|-----------|
|                         | Male | Female | Single          | Married | With work  | Without work | Public            | Private | Undergraduate          | Masters | Doctorate |
| Nursing/Medical Science | 5    | 22     | 22              | 5       | 21         | 6            | 2                 | 25      | 27                     | 3       | 0         |
| Business/Accountancy    | 2    | 28     | 19              | 11      | 24         | 6            | 3                 | 27      | 30                     | 1       | 0         |
| Engineering/Technology  | 15   | 23     | 22              | 16      | 27         | 11           | 23                | 15      | 38                     | 3       | 1         |

|               |           |                         |                         |           |                         |           |           |                         |        |                        |            |
|---------------|-----------|-------------------------|-------------------------|-----------|-------------------------|-----------|-----------|-------------------------|--------|------------------------|------------|
| Liberal Arts  | 4         | <b>19</b>               | <b>14</b>               | 9         | <b>17</b>               | 6         | 10        | <b>13</b>               | 23     | 3                      | 0          |
| Other Degrees | 5         | <b>10</b>               | 7                       | <b>8</b>  | <b>8</b>                | 7         | 6         | <b>9</b>                | 15     | 0                      | 0          |
| Total         | 31        | <b>102</b>              | <b>84</b>               | 49        | <b>97</b>               | 36        | 44        | <b>89</b>               | 133    | 10                     | 1          |
| Percentage    | 23.<br>31 | <b>76.</b><br><b>69</b> | <b>63.</b><br><b>16</b> | 36.<br>84 | <b>72.</b><br><b>93</b> | 27.<br>07 | 33.<br>08 | <b>66.</b><br><b>92</b> | 100.00 | <b>7.5</b><br><b>2</b> | <b>.75</b> |

The 70.68% represents those who are currently employed but not satisfied of the current situation of their job and those who have no permanent employment for quite a long time. This finding validates Kumlai's Segmentation theory that low wage workers have professional high mobility to career shifting. Table 3 presents the respondents' profile in terms of five factors. A sizable number of single females (76.69%) who aspire for better quality of employment, a positive indication for women empowerment, who are ready to enter into the labor force contributing for the country's national development. Single respondents (63.16 %) indicate a viable and honest human capital in the teaching profession. Respondents with work (72.93%) take 18 units in education because of dissatisfaction of a low salary of their present job. Graduates of the private schools (66.92%) prove their financial capability to spend for quality education – an assurance that they can perform better educational training among the young. A little sign of professional development is identified, indicative of only ten members who finished their masters' degree and one who is a full-pledged doctorate degree holder in philosophy, which conform to a very responsible group of respondents.

Table 4 Professional Satisfaction and Dissatisfaction

| Respondents                             | SATISFIED |        |                 | DISSATISFIED |        |                 | Totality | %      |
|---|-----------|--------|-----------------|--------------|--------|-----------------|----------|--------|
|   | Total     | %      | Rank            | Total        | %      | Rank            |          |        |
| Information, Technology and Engineering | 20        | 36.36  | 1 <sup>st</sup> | 18           | 23.08  | 1 <sup>st</sup> | 38       | 28.57  |
| Nursing and other Related Sciences      | 10        | 18.18  | 3 <sup>rd</sup> | 17           | 21.29  | 2 <sup>nd</sup> | 27       | 20.30  |
| Business, Accountancy, and Management   | 12        | 21.82  | 2 <sup>nd</sup> | 18           | 23.08  | 1 <sup>st</sup> | 30       | 22.56  |
| Liberal Arts                            | 10        | 18.18  | 3 <sup>rd</sup> | 13           | 16.67  | 3 <sup>rd</sup> | 23       | 17.29  |
| Other Degrees                           | 3         | 5.45   | 4 <sup>th</sup> | 12           | 15.38  | 4 <sup>th</sup> | 15       | 11.28  |
| Total                                   | 55        | 100.00 |                 | 78           | 100.00 |                 | 133      | 100.00 |
| Percentage                              | 41.35     |        |                 | 58.65        |        |                 |          |        |

Table 4 presents the respondents' five set of degrees that indicate the percentage of satisfaction and dissatisfaction. Last (2014) shows a presumption that all people obtain their basic needs met, and if these are not met, these lead to dissatisfaction. The 58.65% represents the respondents' dissatisfaction about their present career life as compared to 41.35%

satisfaction. This is attributed by the state of underemployment of the 73% who work with low salaries, while the remaining 27% who have no job, adds the hopeless number of dissatisfied labor force. On their narratives they say: *“The Company that I worked has declared a bankruptcy” (R34)*. This causes gross inefficiency of the company to sustain development that affects the worker’s economic life. *“I kept on hopping jobs for four times because I received a low salary” (R21)*. This is the mismatch of job opportunities of the selected professional degree they graduated in college, which conforms to Hugo’s finding that workers change job because of the attraction for better pay (McCallum & Price, 2010). *“There was no opportunity to impart learning in my work station. I’m looking for challenges” (R47)*. This is attributed by prevailing social condition such as boredom, work suffocation, and unfulfilled expectations. *“I had no enjoyment in my work because my profession was chosen by my parent”(R87)*. This classic parental predetermination of children’s profession disrespects a satisfying career orientation. Lastly, *“I’m not employed because I’m a full-time housewife” (R91)*. This supports family bonding and savings of economic resources, but this sacrifices the exercise of the profession. All these narratives represent the total picture of the respondents’ desire to relinquish their present job and ready to become a registered basic education teacher in the future.

### Venturing a Career for Teaching

Table 5 Varying factors for taking the Diploma in Professional Education

| Themes                   | Nursing | %   | Business | %   | Technology/Engineering | %   | Liberal Arts | %   | Other Degrees | %   | Total | %     | R               |
|--------------------------|---------|-----|----------|-----|------------------------|-----|--------------|-----|---------------|-----|-------|-------|-----------------|
| Economic Stability       | 9       | 33  | 12       | 40  | 8                      | 23  | 3            | 13  | 8             | 44  | 40    | 29.40 | 1 <sup>st</sup> |
| Professional Enhancement | 0       | 0   | 3        | 10  | 15                     | 43  | 17           | 74  | 2             | 11  | 37    | 28.00 | 2 <sup>nd</sup> |
| Passion for Teaching     | 8       | 30  | 9        | 30  | 9                      | 25  | 2            | 9   | 5             | 28  | 33    | 25.00 | 3 <sup>rd</sup> |
| Personal Growth          | 7       | 26  | 4        | 13  | 1                      | 3   | 0            | 0   | 0             | 0   | 12    | 8.40  | 4 <sup>th</sup> |
| Professional Development | 3       | 11  | 0        | 0   | 1                      | 3   | 1            | 4   | 1             | 6   | 6     | 4.80  | 5 <sup>th</sup> |
| Family Influence         | 0       | 0   | 2        | 7   | 1                      | 3   | 0            | 0   | 2             | 11  | 5     | 4.40  | 6 <sup>th</sup> |
| Total                    | 27      | 100 | 30       | 100 | 35                     | 100 | 23           | 100 | 18            | 100 | 133   | 100   |                 |

The respondents' reasons for career shifting are clustered according to six major themes as depicted in Table 5. Among the five professional clusters, the nurses, accountants and other professionals reveal that they take Education units for *economic stability*. The ceasing of international hiring for nurses abroad contributes to a miserable situation on the nursing career. Their low salary in Philippine hospitals has resulted in their flight to Business Process Outsourcings (BPOs) as call-center agents. This implies a dismal future with no assurance of job security in the nursing profession. The teaching profession is an option that can shed light to provide their economic stability until retirement. They have said: *"To be a full-pledged teacher provides me a stable job in the future (R12). Teaching can provide stability for employment"* (R2). The competitive nature of the accounting and the business profession makes the accountants and the business professionals contemplate career shifting and have said: *"Teaching is an investment for the future (R8). It is through teaching that I may get a lifetime benefit for retirement"* (R6). Without the sufficient capital, they cannot open a business of their own. The other professionals see the advantages of teaching to get full government security and tenureship. On *Professional Enhancement*, the liberal arts, technology and engineering professionals point out that teaching enhances their present career to shine when they go back in the classroom to teach the professional courses in their respective fields. *"DPE is required for college teaching"* (R102). *"I want to teach for further quest for knowledge"* (R89). *"I want to acquire additional inputs for teaching purposes"* (R76). An ICT expert rejoins, *"18 units is a requirement for a part-time instructor at Cebu Technological University (CTU) and other State Universities and Colleges (SUCs) in the Philippines"* (R03). These responses manifest a profound interest for professional teaching needed in the teaching of their own chosen professions. They express the need for pedagogical and andragogical twist for classical instruction. On *Passion for Teaching*, professional nurse accounts *"To solidify my passion for teaching as I already found a niche in this profession for four years now"* (R66). An accountant says *"I just recently realized that I have the passion to teach considering the fact that I am an ESL teacher"* (R35). This shows that these professionals have already carved a niche in teaching; however, they lack the needed competencies for teacher professionalism, guidance and stewardship.

As regards to *life-changing outlook*, one said: *"I'm challenging myself for teaching"* (R7). This provides an option to experience the career of teaching. *"I have always admired the teaching profession; to learn something new, to get away from my office routines during weekdays and the house routines during weekends"* (R92). *"I wanted to experience new things and explore"* (R77). These responses indicate that teaching becomes a panacea to boredom and saturation in the current work. *"I'd like to go back to*

*my birthplace” (R47). A craving to return back to one’s homeland is a sign of pride of place – the essence of localization policy to teach in one’s hometown. “I want to change the world” (R3). This is a commitment that every teacher aspires for greatness being dubbed as trustees of the country’s national heritage. On **professional altruism**, one said: “I find teaching interesting and it is a noble profession” (R21). While it is true that teaching is also a continuing process of learning, it takes a profound interest to achieve its nobility. “I was driven by my students in the tutorial class that they asked me to share my knowledge to them. From then on, I was moved and I changed them to study more and finish their studies” (R101). Paying attention to students is an important hallmark of success and professional transformation. On **family influence** affects one’s decision to take the career of teaching. “My parents and brother, who are teachers, influenced me to take DPE. I was inspired and told myself that I can be one of them” (R92). This is a classic career modeling guided with the family member’s personal decision. These 6 themes generate development for a Social Regard Theory for Teaching.*

### Propensity to Teach

Propensity to teach refers to the respondents’ inclination to respond when given a certain classroom scenario. The respondents were given enough time to analyze an open-ended situation when they are made to assume the position of Teacher Maria: *“In the chemistry class of Teacher Maria, Fe was not feeling well because when she was asked she did not take her breakfast. Her parents had no work and she could barely eat a good meal three times a day”.*

Table 6 Strongest Propensity

| Initial Decision | Nursing | %            | Business | %            | Technology/Engineering | %            | Liberal Arts | %            | Other Degrees | %            | Total | %            |
|------------------|---------|--------------|----------|--------------|------------------------|--------------|--------------|--------------|---------------|--------------|-------|--------------|
| Rational         | 11      | <b>40.74</b> | 6        | 20.00        | 7                      | 20.00        | 7            | 30.43        | 1             | 5.55         | 32    | 24.06        |
| Practical        | 11      | <b>40.74</b> | 7        | 23.33        | 13                     | <b>37.14</b> | 9            | <b>39.13</b> | 7             | <b>38.89</b> | 47    | <b>35.34</b> |
| Emotional        | 5       | 18.52        | 14       | <b>46.67</b> | 12                     | 34.28        | 6            | 26.09        | 6             | 33.33        | 43    | 32.33        |
| Imaginative      | 0       | 0            | 3        | 10.00        | 3                      | 8.57         | 1            | 4.35         | 4             | 22.22        | 11    | 8.27         |
| Total            | 27      | 100          | 30       | 100          | 35                     | 100          | 23           | 100          | 18            | 100          | 133   | 100.00       |

As prospective teachers, the respondents revealed 35.34% practicality in response to the given situation. This is consistent with high percentages

among the group of engineers, artists and other professionals, except for the nurses that they are at the same time rational and the accountants and business professionals that remains emotional. The five professional clusters unanimously are rated low with the use of imagination in the given context. This means that most respondents are analytical and less emotional – a good sign of mature individuals who are needed in the teaching profession. This implies that majority of the professionals are categorically practical by feeding the ‘hungry Fe’ in the situation because nothing can be stored in her mind in an empty stomach. The nurses are also rational (40.74%) by identifying the possible factors for Fe’s situation. Those in business and in accountancy are also emotional (46.67%) they claim to be concerned about Fe’s wellbeing. As affirmed by McCallum & Price (2010) teacher’s wellbeing is developmental that encompasses social, emotional, physical, cognitive, and spiritual dimensions that contribute to the ‘whole person’ and characterize the most valuable human capital in the teaching and learning process. While the respondents show readiness to teach in the light practicality, emotionality and rationality, their imaginativeness is found to be the weakest, as shown in Table 7.

Table 7 Weakest Propensity

| Initial Decision | Nursing   | %            | Business  | %            | Technology/Engineering | %            | Liberal Arts | %            | Other Degrees | %            | Total     | Percentage   |
|------------------|-----------|--------------|-----------|--------------|------------------------|--------------|--------------|--------------|---------------|--------------|-----------|--------------|
| Rational         | 2         | <b>7.41</b>  | 1         | 3.33         | 4                      | 11.43        | 3            | 13.04        | 4             | 22.22        | 14        | 10.56        |
| Practical        | 3         | 11.11        | 11        | 36.67        | 5                      | 14.28        | 4            | 17.39        | 3             | 16.67        | 26        | 19.55        |
| Emotional        | 4         | 14.81        | 3         | 10.00        | 5                      | 14.28        | 3            | 13.04        | 5             | 27.78        | 20        | 15.04        |
| Imaginative      | <b>18</b> | <b>66.67</b> | <b>15</b> | <b>50.00</b> | <b>21</b>              | <b>60.00</b> | <b>13</b>    | <b>56.52</b> | <b>6</b>      | <b>33.33</b> | <b>73</b> | <b>54.88</b> |
| Total            | 27        | 100          | 30        | 100          | 35                     | 100          | 23           | 100          | 18            | 100          | 133       | 100.00       |

The weakest aspect in imaginativeness means that being creative is not that needed in responding to the situation. They remain double-dominant limbic and visceral-instinctual, which imply that they are consistently practical because they feel about the situation and are guided by their instincts to feed Fe in order for her to learn more in Chemistry. This finding remains consistent, once they are asked to think twice to support their original decision; they obtain a 19.55% to be practical and 15.04% to be emotional at the same time.

Table 8 Thinking Twice that supports the Respondents' Practicality

| Transf<br>ormed<br>Decisio<br>n | Nur<br>sing | %                 | Busi<br>ness | %                 | Techn<br>ology/<br>Engine<br>ering | %                 | Lib<br>eral<br>Art<br>s | %                 | Oth<br>er<br>Deg<br>rees | %                 | To<br>tal | Perce<br>ntage |
|---------------------------------|-------------|-------------------|--------------|-------------------|------------------------------------|-------------------|-------------------------|-------------------|--------------------------|-------------------|-----------|----------------|
| Ration<br>al                    | 7           | 25.<br>92         | <b>9</b>     | <b>30.<br/>00</b> | 9                                  | 25.<br>71         | 3                       | 13.<br>04         | 5                        | 27.<br>78         | 33        | 24.81          |
| Practic<br>al                   | 5           | 18.<br>52         | 6            | 20.<br>00         | <b>12</b>                          | <b>34.<br/>28</b> | 6                       | 26.<br>09         | <b>9</b>                 | <b>50.<br/>00</b> | 38        | <b>28.57</b>   |
| Emotio<br>nal                   | <b>10</b>   | <b>37.<br/>04</b> | 7            | 23.<br>33         | 6                                  | 17.<br>14         | <b>13</b>               | <b>56.<br/>52</b> | 2                        | 11.<br>11         | 38        | <b>28.57</b>   |
| Imagin<br>ative                 | 5           | 18.<br>52         | 8            | 26.<br>67         | 8                                  | 22.<br>86         | 1                       | 4.3<br>5          | 2                        | 11.<br>11         | 24        | 18.05          |
| Total                           | 27          | 10<br>0           | 30           | 10<br>0           | 35                                 | 10<br>0           | 23                      | 10<br>0           | 18                       | 10<br>0           | 13<br>3   | 100.0<br>0     |

Though Table 8 does not show a big change of the respondents' attitudes toward Fe's situation, but unique patterns of transformed decision are noted among the five professional clusters. First, the nurses realize that their proximity to patients represents 37.04% emotionality prove that they can be friendly in the classroom to develop interpersonal skills as they relate it with how they handle their patients in the hospital. Second, the humanists in the Liberal Arts are good also in the emotions (56.52%). The nature of their professions drives them to be exposed with people and appreciate beauty in the environment as an artist. Both results validate the introspective nature of the nurses and artists that ranks moderately high as being intrapersonal. This means that the nature of their profession prompts the need to do personal reflections before decisions are made. Third, the accountants and the business people represent by 30.00% rationality and 25.71% imagination prove the nature of their jobs to be analytical, objective and inventive, which imply that they can be the best teachers to develop students' higher-order-thinking skills that facilitates the realization of a certain learning outcome. Fourth, the engineers, technology professionals (34.28%) and other professionals (50.00%) are good in practical ways as exposed to more manipulative processes on the nature of their profession. The group's introspective nature facilitates them to make a sound decision before a certain action is made. True to their profession, they remain kinesthetic, interpersonal and existential, an indicative to a double dominant left brain. This recognizes their potential to develop students' learning through tactility and manipulation.

### Teaching Expectations

The respondents' expectations are clustered into 5 themes, which serve as basis for their potentiality to teach. **Modest Tolerance** refers to the

decision to accept the teaching profession. They expect “*to be more patient and open-minded with my students*” (R13) and “*to understand the learner*” (R86). **Passion to Teach** refers to the desire to teach more effectively. They expect “*to impart knowledge and communicate with students*” (R92). **Professional Integrity** refers to the observance of the ethical standards of the teaching profession. They expect “*to be a good example in my career*”(R15), “*to set a good example in the profession*” (R32), “*to ascertain a right decision*” (R124) and “*to follow the right path*” (R102). **Trendsetter for Excellence** refers to the desire to achieve for the best in the job. This is supported by these expectations: “*to be the best teacher in the district*” (R16), “*to finish graduate studies*” (R47), and “*to keep on reading*” (R76). **Stewardship for Learning** refers to the concern for students’ learning success. “*I want to inspire my students and guide them to be successful*” (R77). “*I want to become a good motivator to my students*” (R83). “*I want to hone the students’ skills in order for them to be competent*” (R17). These five themes solidify for the development of Teaching Efficacy Theory.

## Conclusion

Young Filipino professionals change their career to teaching due to dissatisfaction attributed by unemployment, underemployment, low salaries, boredom, work suffocation and unfulfilled expectations. The competent salary package of the public school teacher is a comparative economic advantage for attraction that led to the changing mobility of these professionals. Working professionals have the potentiality to shine in the teaching profession and become passionate, altruistic, and stable with life-changing outlook for both personal and professional growth. Their propensity to teach provides an attitude for modest tolerance, a passion for integrity, a culture of excellence and a resolute stewardship for learning, which are vital indicators for their prospective self-efficacy in teaching.

## Recommendation

With the foregoing findings and conclusions, the following recommendations are needed to be addressed: (1) Teacher Education Institutions (TEIs) in Higher Education Institutions (HEIs) in the Philippines, under the close supervision of the Commission on Higher Education (CHED) may look into the possibilities in evaluating the possible competition between the BSEd curriculum and the DPE curriculum graduates, (2) Congress of the Philippines shall revisit the salary standardization package to upgrade the salaries of these professional nurses, accountants, engineers, hoteliers, tourist guides, Liberal Arts, Information Technology (IT) and other professionals in order to reduce their exodus to the teaching professions, (3)



CHED shall redefine the needed curricula for BSED and the 18 units Professional Education courses for the DPE in order to prevent possible threats between these two groups in the teaching of the junior and senior high schools in the years to come, (4) TEIs shall afford the exemplary teaching services for the DPE students in order to reduce the level of teaching mediocrity in the field, and (5) continuously provide a nurturing support and awareness among the seven domains in the National Competency-based Teachers Standards (NCBTS) that regulate practice in the teaching profession in the Philippines.

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