

Short Paper

Expanding Horizons: Alternative Career Paths in Education

Ryann Christopher G. Hermoso

Senior High School, Bartolome Sangalang National High School, Philippines

rcghermoso@gmail.com

(corresponding author)

Jan Rodrigo G. Tomas III

Senior High School, Bartolome Sangalang National High School, Philippines

rodtomas111@gmail.com

Date received: March 6, 2024

Date received in revised form: March 26, 2024; April 21, 2024

Date accepted: May 28, 2024

Recommended citation:

Hermoso, R. C.G., & Tomas III, J.R.G., (2024). Expanding horizons: Alternative career paths in education. *Puissant*, 5, 2217-2232.

Abstract

Career shifting is very rampant nowadays and many professionals choose to change their career from what they wanted to be. This paper summarizes the situations that led to a career shift among other professionals into teaching. This research study aims to determine the motivations and opportunities for career shifting in teaching. The participants in this study were the Senior High School public school teachers of Bartolome Sangalang National High School in Guimba, Nueva Ecija. Five participants were not education graduates who pursued 18 unit professional subjects for them to take the Licensure exam for teachers. They were purposely chosen as participants. This study used phenomenological qualitative research methods. Thus, this study sought to answer the following questions: What motivates the participants to shift their careers into the teaching profession? What opportunities arise in career shifting? This determined the motivations and opportunities in teaching through career shifting. The results of the study showed that other professions chose to have a career change because of their motivations. These motivations were their passion for teaching, teaching meets the remuneration they are aiming for they see teaching as a self-fulfillment job. In terms of opportunities, teaching serves as an avenue for the participants to build linkages, regularization of their teaching position, their commitment to share and impart their knowledge, and their opportunity to pursue graduate studies. Moreover, the researchers suggested the conduct of profiling of teachers. Data from the profiling serves as a basis



for programming teachers giving them equal opportunities to attend training, seminars, and workshops. Also, teachers are encouraged to enroll in graduate studies. Once in a while, school heads may review teachers of how they have become one and their purpose why they have become teachers. Appreciation of teachers by any means could uplift teachers' passion and commitment to teaching.

Keywords – teaching, career shift, professionals, motivation, opportunities

INTRODUCTION

In 2030, the United Nations Sustainable Development Goal 8 is to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. However, the Philippine Statistics Authority released an employment rate in July 2023 stating that the employment rate in July 2023 was registered at 95.2 percent. This was higher than the reported rate in July 2022 at 94.8 percent but lower than the estimate in April 2023 at 95.5 percent. Based on that number, Filipinos have so much willingness and involvement to have a job.

The Philippines, a country known for its extremely professional population, has seen significant changes in its economic landscape in recent years. Rapid upgrading in production, globalization, and the dream of business transformation have required people to develop and acquire new capabilities to remain competitive in the business market. Young professionals pursue and apply their dream jobs based on the degree they have earned. However, in a dynamic and rapidly changing market, the idea of a single career for life is becoming increasingly rare. Instead, people view a career as a lifestyle in which they proactively and strategically follow the flow of specific occupations throughout their career journey.

Some professionals choose to find other jobs through career shifting even though they are employed in the job where they used their knowledge and skills obtained in the academe. Many employed workers see a career shift as an opportunity for the betterment of life. As a result, Filipinos are choosing to explore a variety of career paths, finding personal success, advancement, and financial stability in a multidisciplinary manner. However, according to Melchor (2022), 39% of employed Filipinos have academic credentials beyond what is needed in their jobs, and these Filipinos were only earning 5% more for finishing their studies despite being relatively overeducated for their positions.

Several factors are to be considered as to why employed workers choose to make some shift of job. According to Uy (2020), personal factors, personality traits, and demographic factors are predictors that affect career change or shift. In addition, Xing and Rojewski (2018) proved that parental general psychosocial support is a factor in predicting career decision-making self-efficacy, explaining 38.3% of the variance of this

construct for Chinese secondary vocational students. In the same vein, Fouad, Kim, Ghosh, Chang, and Figueiredo (2016) found that family influence was correlated in expected ways with family obligation, work volition, work values, calling, and occupational engagement. In contrast, Zeng et al. (2024) showed that the association between life happiness and parental work-related support was mediated by both hope and vocational flexibility, both independently and serially. Furthermore, it was discovered that parent-child proximity had a moderating effect on parental hope and support for a career. The indirect pathway connecting parental work-related support to hope, career adaptability, and life satisfaction was stronger in students with high (compared to low) parent-child closeness. According to this study, parents should have strong relationships with their kids and assist them in their careers.

Urio and Nziku (2024) found that low remuneration, low motivation, job insecurity, and long working hours are the keys to career change. Furthermore, there is a career shift among employees because they do not see a career plan for them. Triandani and Anggriani (2015) recommended in their study that institutions give attention to career planning and career paths as proven factors influencing career development. These findings also highlighted the importance of providing graduate students with comprehensive information about the programs they intend to pursue before enrolling in universities. It is also advised that educational institutions provide career information services to help graduates make well-informed judgments about their professional pathways. Parents should also mentor their children according to their professional interests and aptitudes. Finally, companies ought to make an effort to establish encouraging and stimulating work environments that motivate staff members to stick with them for extended periods.

The study of Knapp et al. (2023) elucidated that 90% of the respondents were satisfied or very satisfied with their new academic career. In 2016, the Philippine Department of Education introduced the Senior High School program, offering various specializations and opening teaching opportunities to industry professionals. Despite the needed qualifications, many professionals continue to pursue teaching. Many professionals, despite lacking a teaching license, pursued this path, with a five-year window to pass the licensure exam. Even though senior high schools in the country have been established for a long time and many teacher education graduates are qualified for teaching positions, many professionals have continuously changed their career paths in teaching.

Based on the studies, a lot of reasons arise for career shifting. The chosen course and job experience of professionals do not fit their wanted job. Nowadays, many professionals opt to have a career shift in teaching. This study aimed to explore the various factors enabling other professions to shift into teaching careers making teaching more appealing over other professions.

LITERATURE REVIEW

This study aimed to describe the factors why other professions choose to have a career shift in other fields. In light of the current study, the researchers used the following papers and literature as sound foundations for planning and implementation.

Factors of Career Change Factors and Reasons for Career Change

Teaching is often hailed as the noblest profession, attracting many professionals to shift their careers into teaching. According to Bauer et al. (2017), mature-age professionals are influenced by employment instability, dissatisfaction in their previous careers, and significant life changes. In addition, Uy (2020) further identified demographic characteristics and personal and organizational factors as key determinants of career change. Masdonati et al. (2022) identified three themes in career change influences: the type of influence (positive, negative, ambivalent), the source of influence (personal, work, institutional environments), and the timing of career change (leaving, shifting, exploring, implementing). Career shocks, as noted by Nalis et al. (2021), can also prompt significant career changes. Additionally, personal, psychological, and organizational factors intersect with societal norms to influence career motivations, particularly among Sudanese women (Mohamed et al., 2023).

Impact of Passion, Salary, and Career Development

Career shifts among professionals are impacted by passion, salary, and career development. Passion is a significant driver for people quitting their jobs. Jachimowicz et al. (2017) found that individuals who experience a large gap between their current job and their passions are more likely to consider leaving their positions. This "passion gap" highlights the importance of aligning one's work with personal interests and values to maintain job satisfaction and reduce turnover. Pradhan et al. (2017) emphasized the importance of continuous passion as a critical factor in driving employee performance and engagement. They argue that employees need to feel passionate about their work to remain motivated and productive. However, Howe et al. (2021) offered a broader perspective on passion, suggesting that while passion can enhance job satisfaction, it doesn't have to be confined to one's professional life. They propose that living a passion-driven life can be achieved by pursuing passions both inside and outside the workplace, thereby maintaining a balanced and fulfilling life.

Low salaries are another major reason for career shifts. Kirkup and Petrie (2020) discussed that low-income workers often face significant barriers to geographical mobility, which limits their ability to switch jobs and increase their wages. This lack of mobility can trap workers in low-paying jobs, making it difficult for them to seek better opportunities. Ball et al. (2020) confirmed the importance of job-to-job transitions in influencing wage dynamics, noting that the rate at which employees move from one job to another can significantly impact overall wage growth and economic mobility.

Job security and tenure also play crucial roles in career shifts. Kamau (2020) found that job tenure, the length of time an employee has been in a particular job, is a key factor in job stability. Employees with longer tenure tend to have more job security, which can influence their decision to stay in or leave a job.

Moreover, a lack of career development opportunities is a significant factor driving employees to seek new careers. Fernando and Vargas (2021) highlighted the importance of providing job-specific training, opportunities for career advancement, and recognition through promotions. They found that when employees perceive a lack of growth opportunities, they are more likely to look for new job prospects elsewhere. Hedge and Rineer (2017) supported this view, noting that effective career development plans are essential for helping employees and employers identify and navigate appropriate career trajectories.

Kelly (2023) concluded that making a career change can be a bold step that opens doors to new opportunities and personal development. By transitioning to new roles or fields, individuals can explore different interests, develop new skills, and achieve personal growth, ultimately leading to a more fulfilling professional life.

Thus, this study aimed at unraveling the motivations of other professionals to shift their careers into the teaching profession. Specifically, this study sought to answer the following: (1) What motivates the participants to shift their current career into the teaching profession?, and (2) What opportunities may arise in career shifting?

METHODOLOGY

Research Design

This study employed the phenomenological qualitative method that aims to investigate the experience of other professionals to shift into teaching. Qualitative phenomenological research design aims to uncover what a particular experience means to a group of people and how they experienced it (Delve Ho & Limpaecher, 2022). Qualitative research investigates and evaluates text, interviews, and observations to find significant patterns that describe a certain occurrence (Auerbach, 2007). The main purposes of phenomenological research are to seek reality from individuals' narratives of their experiences and feelings and to produce in-depth descriptions of the phenomenon (Yüksel & Yildırım, 2015).

Participants and Sampling

The participants of the study were the teachers at Bartolome Sangalang National High School in Guimba, Nueva Ecija who changed their careers to teaching. As cited by Delos Reyes and Bautista-Delos Reyes (2023), purposive sampling is a data collection

method that involves choosing people or documents from which the researchers can substantially learn about the experience. Also, purposive sampling is to identify the cases, individuals, or communities (Nikolopoulou, 2023). Hence, the participants of this study were selected purposely. According to Creswell (2013), an appropriate sample size for a phenomenological investigation could be between 3 and 25 people. The participants of this study were five (5) teachers who came only from sales, bank, and government agencies who opted to teach and who finished their undergraduate studies as BS Accountancy, BS Criminology, BS Business Administration-Financial Management & Marketing, and BS Biology. The participants were chosen with at least one (1) year in a non-teaching job. These respondents are currently teaching in the Department of Education, Secondary Level (Senior High School) this School Year 2023-2024.

Data Collection

In gathering data, a semi-structured interview was formulated by the researchers. A semi-structured interview is open-ended questions that promote flexibility. As cited by George (2023), with this type of gathering data, the researchers can explore particular responses and allow follow-up questions for clarification. Before conducting the interview, the researchers asked for the consent of the participants and informed them of the flow of the conversation, the time when they were available, the place for the interview, and the main purpose of the interview. The researchers secured the data of the participants and kept their identities confidential following the Data Privacy Act of 2012 and the ethical principles of research. For the record, the researchers used the clearance sheet as a form of note-taking from the participants. The interview was taken 10-20 minutes per participant during the free time. These are sample interviews.

1. How has your previous work experience influenced your decision to change career?
2. What motivates you to pursue teaching as your profession?
3. What opportunities did you see in teaching?

Data Analysis

The researchers utilized the Descriptive Phenomenological Approach for data analysis, organizing and preparing transcripts from interviews, reviewing each participant's responses, coding, and grouping data into sections. Writing a detailed description of the identified themes and providing interpretations that shed light on the underlying meanings and structures of the phenomenon.

RESULTS

The manuscript should be typewritten in a word processor. The text should be single This section presents the responses of the participants regarding their career shifting in teaching. Their answers were themed and summarized as follows:

Themed on the Motivation of Career-Shifting

Passion. The exposure, childhood experience, and influence lead to other professional shifts in teaching that signify the eagerness and desire to love the work. The word signifies an impact on the participants since the beginning, they wanted to teach.

One of the teacher participants answered: “When I was 5 years old, I taught my playmates using a drum and charcoal as my material in teaching them” Likewise, participant 4 said: “I discovered that teaching is my passion when I was exposed to assessing my students’ bookkeeping”. Participant 3 also stated that: “I love to help students in shaping their minds and full potential”. Lastly, participant 2 uttered: “I see teaching as the profession where I really belong”.

Remuneration. Teaching is worth loving a job and profession as it indemnifies the service rendered. Other professions choose to have a career shift in teaching because of the salary. This year the entry level for the teacher 1 position is SG 11 amounting to P27,000. The participants had a lower salary in their previous job as compared to the entry-level in teaching.

Based on the answer of participant 1, in teaching, salary-wise as compared to my previous work. In the same vein, participant 2 stated that there is a better salary for teaching, and Participant 5 answered, “My previous work can’t support all our needs due to my low salary”.

Self-fulfillment. Teaching is a satisfying job where gratification, admiration, and contentment are acquired. According to the answer of participant 3, “My previous job is not fulfilling unlike in teaching”. The participant positively experienced that teaching is more fulfilling than the previous work. On the other hand, participant 4 said, “Teaching is enjoyable” while Participant 1 answered, “I gained respect in teaching.”

Themed on Opportunities in Teaching

Linkages. Teaching is an opportunity to widen the connections and affiliations. Participants 1 and 3 answered that one of the benefits of teaching is, “getting to know different people” while Participant 2 answered, “network building”. These social skills are abilities for adaptive and positive behavior that enable individuals to deal or connect effectively with the demands and challenges of everyday life.

Regularization. Other professions choose to teach for the stability and security of their lives. Work stability and security play crucial roles in individuals' lives (Pedrazza, Berlanda, De Cordova, & Fraizzoli, 2018). Participant 1 answered that “in teaching you get secured unlike my previous job” while Participant 5 answered, “It offers a permanent

position unlike my previous job is a contract of service". All of the participants answered that teaching professions specifically in public schools offer stability of tenure opportunity.

Commitment. Teachers have the initiative to share the knowledge and skills they possess with students. The participants see the teaching profession as a platform to share their knowledge, expertise, and skills and make an impact. Participant 1 answered, "I want to impart knowledge to the students". Participant 2 stated that "making impacts to the lives of students". Participants 3 and 4 answered they wanted to share their knowledge with the students and Participant 5 stated that it is an opportunity to be part of students' lives.

Advancement. The act of developing your skills, gaining experience, and seeking growth opportunities. Common among the participants' experiences is how professional career growth opportunities drive them to the teaching profession. As Participant 5 said, "Teaching is a lifelong learning process". Also, due to this career change in teaching, participant 1 stated that "Because of graduate school/studies, I became more productive and knowledgeable". Teaching is also a venue for career advancement as expressed by Participant 2 "For me to learn more, I have to go through education and training".

DISCUSSION

Motivations of Career Shifting

This section presents the motivations of the participants in pursuing teaching as their career today. Passion, Remuneration, and Self-fulfillment are the results of motivations in teaching from the interview in this study.

Passion. Looking at the responses of the participants, exposure to teaching, genuine guidance, and childhood experiences significantly influence individuals to pursue a teaching career. These factors, combined with personal reflections, interactions with educators, and volunteering, create a passion for education and a sense of purpose in contributing to student growth. These factors, combined with nostalgic childhood memories, motivate individuals to become dedicated educators. Teaching is not just a profession but a calling that resonates with the core of the participants, shaping their path toward a purposeful and rewarding career in the field of education. As put forth by Jachimowicz (2019), some employees believe that passion is pursued by engaging in activities that reflect what they care about (i.e., holding a Values lay belief), while others believe that passion is pursued by engaging in activities that provide a positive affective experience. Also, it proves that having a passion for teaching is a factor in those career shifters (Bauer et al., 2017). Moreover, the desire to teach and passion for teaching led to a career shift into academia (Knapp et al., 2023).

Remuneration. Teaching today is a profession that will compensate career shifters based on their work. Thus, it is evident that in their current teaching roles, individuals feel adequately compensated for the effort they put in, which stands in stark contrast to their previous jobs where the remuneration was insufficient to meet their basic needs. Their prior experience of receiving a low salary played a significant role in shaping their decision to seek alternative employment opportunities that would offer them more favorable compensation packages. The disparity between the pay they received in their old job and the satisfying wages they now earn as educators highlights the importance of fair remuneration in ensuring employees feel valued and motivated in their work. Consequently, the realization of being better compensated in their teaching positions serves as a form of validation for the hard work and dedication they invest in their roles, reaffirming their career choice and boosting their overall job satisfaction. In public schools, it is undeniable that the salary is much better as compared to their previous job. As enunciated by Inocian et al. (2015), low salaries are a factor in why professionals change their careers to teaching. In contrast the study of Uy, Japos, Mangaya-ay, and Malagapo (2020) where illuminated that for individuals who have higher salaries and savings, the more they will be financially ready for a career change.

Self-fulfillment. The answers of the participants implied that the teaching profession is more enjoyable which they have not experienced in their previous career. The participants joyfully discovered that the act of teaching not only brought a sense of fulfillment into their lives but also surpassed the satisfaction derived from their previous jobs. Their newfound realization unveiled a deeper layer of purpose and joy that teaching brought into their daily routine, contrasting starkly with the lackluster feelings they had experienced in their previous line of work. Embracing this transformation, the participant felt a profound sense of contentment and purpose that now permeated their entire being. The satisfaction derived from positively impacting others through education eclipsed any previous notions of fulfillment, marking a significant turning point in the participant's career journey and personal growth. The participants found themselves not only fulfilled by their teaching endeavors but also validated and uplifted by the recognition and esteem they received from those around them. Fulfillment in life made the respondents wear a smile signifying their feelings of happiness or joy (Delos Reyes & Delos Reyes-Bautista, 2023). In like manner, embracing change for the pursuit of fulfillment can lead to a gratifying and prosperous career (Allegiance Educare, 2023). Moreover, Falken (2021) pointed out that one of the best careers for an individual who makes one happy with contentment and fulfillment is teaching. Thus, in teaching you can achieve self-fulfillment in life.

Opportunities in Teaching

Teaching gives a wider opportunity among professionals. It is not only a noblest profession but it also gives doors to open for greater success in life. From the interview conducted, the researchers came up with four themes that describe the opportunities in teaching. These are linkages, regularization, commitment, and advancement.

Linkages. One of the types of connections as discussed by Benson (2021) is connecting your work to the community of educators. This type of connection to share one's teaching in scholarly activities through professional communities of educators, rather than keeping it private and within your classroom. With this kind of connection, it widens the linkages in teaching. Teaching allows the career shifter to have a connection. As stated by Avci (2023) networking is a crucial aspect of professional development, fostering relationships within your industry, profession, or community, which can lead to career advancement and personal growth. In teaching, it is important to have networking, especially in making projects or programs. It helps you to successfully implement it just like in research. Gerdeman et al. (2018) found that network programs provided core teachers with engaging learning opportunities, high-quality materials, local objectives, and school leader support, leading to improved instructional outcomes. This implies that in the teaching profession, it builds networking and connections and it was an opportunity based on the participants of this study.

Regularization. Teaching can make other professions stable and secure. Work stability and security play crucial roles in individuals' lives (Pedrazza et al., 2018). This stability allows individuals to plan for the future, make important financial decisions, and support themselves and their families. Work stability and security also contribute to overall well-being. Individuals who have stable and secure employment are less likely to experience job-related stress, anxiety, and uncertainty (Pedrazza et al., 2018). The Republic Act No. 4670 also known as Magna Carta for Public School Teachers, also promotes and improves the social and economic status of public school teachers, their living and working conditions, their terms of employment, and career prospects to make a positive comparison with opportunities already available in other spheres of life, attract and retain more qualified individuals in the teaching profession, and acknowledge that advancement in education is contingent upon the qualifications and abilities of the teaching staff and that education is a critical component of the country's economic growth as a valuable investment.

Commitment. Teachers showcase their commitment to communities where teaching is a vocation. This highlights the unwavering dedication to the local communities in which the act of teaching is viewed as not just a profession, but a true calling. It signals a firm allegiance to the belief that education is not merely a job, but a way of life woven into the very fabric of these communities. It exemplifies a profound sense of responsibility toward nurturing the minds and hearts of the individuals within these neighborhoods, acknowledging the crucial role that educators play as pillars of support and guidance. This commitment extends far beyond the conventional boundaries of teaching, emphasizing teachers' profound impact on shaping the values and aspirations of the younger generation. They have seen themselves as stewards of learning. In their roles as educators, mentors, and guides, they tirelessly uphold the sacred mission of safeguarding the pursuit of knowledge, guiding learners on their intellectual quests, and fostering an environment where curiosity and critical thinking flourish. According to

Inocian et al., (2015), concern for students' learning success is called Stewardship for Learning. In the same vein, Celik and Yildiz (2017) revealed that commitment has a key function in terms of success in education. The success of education is also based on the commitment of the teachers. Consequently, it shows that teaching is where they put their commitment since this is their genuine calling profession.

Advancement. Teaching opens the opportunity to have career advancement or professional development. The participants have to pursue graduate studies to equip them as they seek promotion. Vural and Basaran (2021) found out that the teachers who graduated with master's degrees stated that the reasons for wanting to study for a master's degree are personal development or self-improvement in the field of education, pursuing an academic career, professional development, having in-depth knowledge in the field. In this way, professional development fosters personal growth and empowers teachers to create dynamic and engaging learning environments that foster student success and achievement. Also, teaching is a venue for career advancement. According to Macapagal and Ricafort (2023) the teachers' aspirations for career advancement, along with their planned efforts, persistence, and professional development, were very important, whereas their aspirations for leadership were moderately important. It became evident that the career shift in the field of education not only allowed them to explore new horizons but also provided them with a valuable chance to further advance their professional skills and knowledge.

CONCLUSIONS AND RECOMMENDATIONS

The shift or change in career by professionals into the teaching profession was brought about by their motivation as presented evidently by the passion of the participants in teaching. These motivations were their passion for teaching, they see teaching as a self-fulfilling job, and teaching meets the salary they are aiming for. In terms of opportunities, teaching serves as an avenue for the participants to build linkages, regularization of their teaching position, their commitment to share and impart their knowledge, and their opportunity to pursue graduate studies. The identification of teaching as a fulfilling job and meeting desired salary levels this study suggests efforts to promote teaching as a career option among other courses. The policymakers will craft guidelines on how these career shifters will help them improve their professional lives. Also, the companies should make needs assessments among employees to be a basis for the career plan. On the results of the needs assessment, employers will assign the employees to the departments where their qualities are mobilized.

IMPLICATIONS

Career shifting or change is a phenomenon taking place in various workplaces and jobs. School heads may conduct a profiling of their teachers. Data from the profiling serves as a basis for programming teachers giving them equal opportunities to attend training, seminars, and workshops. Also, teachers are encouraged to enroll in Master's or

Doctor's degrees. Once in a while, school heads may review teachers of how they have become one and their purpose why they have become teachers. School heads may appreciate teachers in any means they can to uplift teachers' passion and commitment to their teaching.

ACKNOWLEDGEMENT

We are very grateful to all our families, professor, Dr. Ryan Jayson V. delos Reyes, Chiene T. Guibong, school head, and workmates for the undying support to fulfill this significant paper. With this output, we are aware that teaching is for everybody regardless of culture, religion, color, age, race, and finished academic degree.

FUNDING

The study did not receive funding from any institution.

DECLARATIONS

Conflict of Interest

All authors declared that they have no conflict of interest.

Informed Consent

Informed consent was obtained from all subjects involved in the study.

Ethics Approval

Approval to conduct the study was obtained from the administrator of the school.

REFERENCES

- Allegiance Educare. (2023). *Career change reasons: Embracing fulfillment, growth & purpose*. Retrieved from <https://allegiance-educare.in/blog/career-change-reasons>
- Avci, B. (2023). *The power of networking in your professional development*. Medium. Retrieved from <https://medium.com/skill-up-powered-by-certifier/the-power-of-networking-in-your-professional-development-c78810210131>
- Auerbach, C. F. (2007). *An introduction to qualitative research methods for studying trauma*. ISTSS. Retrieved from <https://istss.org/education-research/istss-research-guidelines/trauma-research-methods/an-introduction-to-qualitative-research-methods->

fo?gclid=CjwKCAiAiP2tBhBXEiwACslfntNMIgVMQDd5sm7XrKEwWcGNkChqz2Kki_2S8
DXABKdOhOp6VyyIThoCKgcQAvD_BwE

- Ball, C., Groshenny, N., Karagedikli, Ö., Özbilgin, M., & Robinson, F. (2020). *Low wage growth and job-to-job transitions: Evidence from administrative data in New Zealand*. Retrieved from <https://www.econstor.eu/handle/10419/216661>
- Bauer, C., Sim, C., & Thomas, S. (2017). Mature age professionals: Factors influencing their decision to make a career change into teaching. *Issues in Educational Research*, 27(2), 185-197. Retrieved from <http://www.iier.org.au/iier27/bauer.pdf>
- Benson, S. (2021). *Making connections in education to improve your teaching*. American Society for Microbiology. Retrieved from <https://asm.org/articles/2021/january/the-role-of-connections-in-education>
- Celik, B., & Yildiz, Y. (2017). Commitment to the Teaching Profession. *International Journal of Social Sciences and Educational Studies*, 4, 93-97. <https://doi.org/10.23918/ijsses.v4i2sip93>
- Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed.). Los Angeles Sage. Retrieved from <http://www.ceil-conicet.gov.ar/wp-content/uploads/2018/04/CRESWELLQualitative-Inquiry-and-Research-Design-Creswell.pdf>
- Delve Ho, L., & Limpaecher, A. (2022). *What is Phenomenological Research Design? Essential Guide to Coding Qualitative Data*. Retrieved from <https://delvetool.com/blog/phenomenology>
- Delos Reyes, R. J., & Bautista-Delos Reyes, M. (2023). Smile!: An Attitude of Filipinos. *Puissant*, 4, 939-949. Retrieved from [//puissant.stepacademic.net/puissant/article/view/213](http://puissant.stepacademic.net/puissant/article/view/213)
- Falken, D. (2021). *Why teaching is so fulfilling*. LinkedIn. Retrieved from <https://www.linkedin.com/pulse/why-teaching-so-fulfilling-dena-falken>
- Fernando, M. C., & Vargas, D. (2021). *Importance of Career Development and satisfaction of job contract employees amidst pandemic (COVID-19) at the Central Luzon State University*. SSRN. Retrieved from <https://ssrn.com/abstract=3824944>
- Fouad, N., Kim, S., Ghosh, A., Chang, W., & Figueiredo, C. (2016). Family Influence on Career Decision Making. *Journal of Career Assessment*, 24(1), 197-212. <https://doi.org/10.1177/1069072714565782>
- George, T. (2023). *Semi-structured interview: Definition, Guide & Examples*. Scribbr. Retrieved from <https://www.scribbr.com/methodology/semi-structured-interview/#:~:text=Sem%2Dstructured%20interviews%20are%20a%20blend%20of%20stru%20ctured%20and%20unstructured,the%20questions%20is%20not%20set.>
- Gerdeman, D., Garrett, R., & Monahan, B. (2018). *Teacher professional learning through teacher network programs*. American Institutes for Research. Retrieved from <https://www.air.org/resource/report/teacher-professional-learning-through-teacher-network-programs>
- Hedge, J. W., & Rineer, J. R. (2017). *Improving career development opportunities through rigorous career pathways research*. Occasional paper. RTI Press publication OP-0037-1703. RTI International. Retrieved from

- <https://eric.ed.gov/?q=Improving%2BCareer%2BDevelopment%2BOpportunities%2BThroug%2BRigorous%2BCareer%2BPathways%2BResearch&id=ED582350>
- Howe, L., Jachimowicz, J., & Menges, J. (2021). *Your job doesn't have to be your passion*. Harvard Business Review. Retrieved from <https://hbr.org/2021/06/your-job-doesnt-have-to-be-your-passion>
- Inocian, R., de los Reyes, C. E., Reyes, D., Lasala, G., & Lasala, G. (2015). Changing mobility of Filipino professionals in response to K to 12 implementation in the Philippines. *European Journal of Scientific Research*, 11, 1857-7881. Retrieved from <https://core.ac.uk/download/pdf/328024793.pdf>
- Jachimowicz, J. M., To, C., & Menges, J. I., (2017). Passion gaps: Why employees quit their job in pursuit of work passion (WP). OSF. Retrieved from <https://osf.io/ns2x6/>
- Jachimowicz, J. M. (2019). *The Dynamic Nature of Passion: Understanding the Pursuit, Experience, and Perception of Passion*. Retrieved from <https://academiccommons.columbia.edu/doi/10.7916/d8-fwoj-vq24/download>
- Kamau, B. W. (2020). *The intervening role of employee's awareness on the relationship between the adequacy of welfare and job stability of university catering employees in Nairobi City County, Kenya*. Repository Home. Retrieved from <https://ir-library.ku.ac.ke/handle/123456789/20396?show=full>
- Kelly, S. (2023). *Embracing change: Your roadmap to a successful career transition*. Cox Purtell. Retrieved from <https://www.coxpurtell.com.au/embracing-change-your-roadmap-to-a-successful-career-transition>
- Kirkup, J., & Petrie, K. (2020). *Job switching and wage growth for low-income workers*. The Social Market Foundation. Retrieved from <https://www.smf.co.uk/wp-content/uploads/2020/11/Job-switching-and-wage-growth-Nov-2020.pdf>
- Knapp, S., Pettine, S., Stringham, C., Dana, S., & Pettine, K. (2023). Career shifts of professionals who transitioned into careers in academic organizations. *Research in Higher Education Journal*, 43, 1-10. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1382948.pdf>
- Nikolopoulou, K. (2023). *What Is Purposive Sampling? | Definition & Examples*. Scribbr. Retrieved from <https://www.scribbr.com/methodology/purposive-sampling/>
- Macapagal, C. B., & Ricafort, J. D. (2023). Teachers' Aspirations toward Career Advancement. ARJHSS. Retrieved from <https://www.arjhss.com/volume-6-issue-5/>
- Masdonati, J., Frésard, C., & Parmentier, M. (2022). Involuntary career changes: A lonesome social experience. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.899051>
- Melchor, M. (2022). *Surveying the extent and wage consequences of education-job mismatches in the Philippine labor market*. PIDS. Retrieved from <https://www.pids.gov.ph/publication/philippine-journal-of-development/surveying-the-extent-and-wage-consequences-of-education-job-mismatches-in-the-philippine-labor-market>
- Mohamed, S., Abbashar, A., & Abushama, H. (2023). Women's career motivation: Social Barriers and enablers in Sudan. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1153613>

- Nalis, I., Kubicek, B., & Korunka, C. (2021). From shock to shift—a qualitative analysis of accounts in mid-career about changes in the career path. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.641248>
- Pedrazza, M., Berlanda, S., De Cordova, F., & Fraizzoli, M. (2018). The Changing Educators' Work Environment in Contemporary Society. *Frontiers in Psychology*, 9, 2186. <https://doi.org/10.3389/fpsyg.2018.02186>
- Pradhan, R., Panda, P., & Jena, L. (2017). Purpose, Passion, and Performance at the Workplace: Exploring the Nature, Structure, and Relationship. *The Psychologist-Manager Journal*, 20(4), 222-245. <https://doi.org/10.1037/mgr0000059>
- Republic Act no. 4670. THE MAGNA CARTA FOR PUBLIC SCHOOL TEACHERS. Retrieved from https://lawphil.net/statutes/repacts/ra1966/ra_4670_1966.html
- Triandani, S., & Anggriani, I. V. (2015, May). The effect of career paths and career planning toward Career development of employees: A case study Penitentiary office in Pekanbaru. In *International Conference on Economics and Banking (iceb-15)* (pp. 427-434). Atlantis Press. Retrieved from <https://www.atlantis-press.com/article/25410.pdf>
- Urio, P. J., & Nziku, C. N. (2024). *Career Pathways: Studying the factors influencing career choice and change among graduate students in Dar es Salaam, Tanzania*. CiteDrive. Retrieved from <https://www.citedrive.com/en/discovery/career-pathways-studying-the-factors-influencing-career-choice-and-change-among-graduate-students-in-dar-es-salaam-tanzania/>
- Uy, J. (2020). Determinants of career change: A literature review. *JPAIR Multidisciplinary Research*, 42(1), 1–19. <https://doi.org/10.7719/jpair.v42i1.804>. https://www.researchgate.net/publication/348445156_Determinants_of_Career_Change_A_Literature_Review/citation/download
- Uy, J., Japos, G., Mangaya-ay, I. C., & Malagapo, E. (2020). Correlates of Career Change of Overseas Filipino Professionals. *Middle Eastern Journal of Development Management*, 2, 182-195.
- Vural, O. F., & Basaran, M. (2021). The reasons for teachers' preference for a Master's degree. *International Journal of Curriculum and Instruction*, 13(1), 589-613.
- Xing, X., & Rojewski, J. W. (2018). Family influences on career decision-making self-efficacy of Chinese secondary vocational students. *New Waves-Educational Research and Development Journal*, 21(1), 48-67.
- Yüksel, P., & Yıldırım, S. (2015). Theoretical Frameworks, Methods, and Procedures for Conducting Phenomenological Studies in Educational Settings. *Turkish Online Journal of Qualitative Inquiry*, 6(1), 1-20.
- Zeng, Q., Wang, J., He, Y., Huang, F., Luo, H., Wu, J., & Zhang, M. (2024). The effect of career-related parental support on life satisfaction among vocational school students. *Psychology in the Schools*. 61(4), 1532-1548.

Author's Biography

Ryann Christopher G. Hermoso obtained a degree of Bachelor of Secondary Education major in Physical Sciences at Central Luzon State University in 2017. He earned his Master of Arts in Education major in Science Education from Pangasinan State University in 2022. He is currently pursuing his doctoral degree at Urdaneta City University. Presently, he works as a Teacher II at Bartolome Sangalang National High School in Guimba, Nueva Ecija.

Jan Rodrigo G. Tomas III earned his Master's in Public Administration from San Jose Christian College and Master's in Business Administration from World Citi Colleges Quezon City Campus. He is currently finishing his doctoral degree in Educational Management at Urdaneta City University. Presently, he works as a Senior High School Teacher II at Bartolome Sangalang National High School, Guimba, Nueva Ecija.