



DETERMINANTS OF TEACHER EDUCATION PROGRAM CHOICE AMONG SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT: *The quality of a country's education system is intrinsically linked to the caliber of its teachers. In the Philippines, while teacher education programs continue to have high enrollment rates, concerns persist, such as low passing rates in the Licensure Examination for Teachers (LET) and various issues within the Department of Education. This research assessed Grade 12 students' attitude toward teacher education programs and factors that affect their choice to enroll in a degree in teaching. A survey tool developed by a researcher was validated and used in administering the questionnaires to 250 Grade 12 students of four public schools in Peñablanca, Cagayan. Analysis of data was done using SPSS. Most of the respondents showed sufficient knowledge about teacher education, but the findings indicated an unfavorable attitude towards the profession. Interestingly, the participants perceived teaching as less important to society. When considering the determinants of their choice, the research revealed that career advice, teacher influence, socioeconomic status, and the COVID-19 pandemic did not significantly affect them. Peer influence, family pressure, and social factors, however, were influential. Additionally, students from lower socioeconomic status shows negative attitude toward teaching. The study also showed that 76.8% of the participants were unlikely to enroll for a teacher education program, which indicated that teaching is not viewed as a desirable career. These results point to the importance of targeted initiatives and value-based efforts to transform attitudes towards teaching. In addition, policy reforms need to concentrate on enhancing the professional status of teachers, developing their career opportunities, and responding to salary issues.*

Keywords— *Teaching, education, program, factors, perception*



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INTRODUCTION

Selecting a college degree is perhaps one of the most defining choices in determining one's career and future. Such a decision is made based on several factors, as noted by Lupas & Farin (2021), who point out the significance of internal and external factors such as motivation and financial considerations in decision-making. Whether a student chooses to pursue a certain company or organization is usually influenced by their image of it. The education crisis as one of the most urgent issues, can be a factor.

The quality of a nation's education can be measured by students' performance in large-scale international tests like PISA, TIMSS, and PIRLS. PISA results show that the Philippines is still among the lowest-performing nations, with student scores below the OECD average in reading, science, and mathematics (OECD, 2023). Considering the state of the Philippine education system today, it is worth exploring if this influences how future college students view the prestige of the teaching profession. Although there are many factors they would be influenced by, these perceptions could eventually determine their decision to work or not in the field of education.

Perceived prestige is influenced by several issues, such as the public image of the organization and its reputation in the community. A study by Sabir et al. (2023) found that individuals who view their organization as prestigious tend to experience higher job satisfaction and fulfillment. This suggests that aspiring college students' job satisfaction may be linked to the perceived prestige of the teaching profession. In the same way, as BIRGing (Basking in Reflected Glory) by Cialdini et al. (1976) suggests, one's self-esteem and sense of belonging can be boosted when one identifies with a successful and highly respected institution. Aside from what future college students think about the teaching profession, it is also important to note that their decision to pursue a college program is influenced by a wide array of factors. These are what make them practical, financially capable, and career opportunities offered by their chosen profession. Indeed, a study by Pepito et al. (2024) revealed that the most effective determinant in the decision-making of students is the practicality of applying what they have chosen to study. This reinforces the important role that perceived usefulness and financial benefit are



playing in informing students about their career choices. With this, education as a profession can be seen by most future college students as less lucrative or more unpractical in comparison to other professions. As reported by a survey published by the Philippine Statistics Authority (PSA), vocational and secondary school teachers are among the lowest-paying occupations with monthly salaries. There are other several factors affecting students' choice of program, such as their intrinsic motivation, interest, and the quality and reputation of the program. The results indicated that students are likely to choose a college program because they feel they can do well in it and have a real passion for the field.

In a global scenario, Kraft and Lyon (2024) observed a decline in teaching interest. They speculated that the trend is caused by changes in the labor market, specifically the availability of better-paying job opportunities, which have led to the loss of prestige of the teaching profession.

As many studies examine variables affecting students' college degree selection and teacher job satisfaction, there is a lack of research aiming to study students' propensity towards becoming teachers. This gap is what driving this study, which is particularly set to (1) add to the pool of educational research by examining students' knowledge, attitudes, and awareness regarding the teaching profession, (2) determinants of their choice and (3) the likelihood of pursuing an education degree.

STATEMENT OF THE PROBLEM

1. What is the profile of the participants in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Strand
 - 1.4. School
 - 1.5. Parent's Combined Monthly Income
2. What is the level of awareness of the respondents about teacher education program?
3. What is the level of knowledge of the respondents about teacher education program?
4. What is the attitude of the respondents about teacher education program?
5. What is the assessment of the respondents to the factors influencing their decision in pursuing teacher education program, in terms of:
 - 5.1 *Family*
 - 5.2 *School environment*



- 5.3 *Peer and social influence*
- 5.4 *Socioeconomic*
- 5.5 *Interest*
- 5.6 *Covid 19*
- 6. What is the degree of likelihood that the respondents will enroll in teacher education program?
- 7. Is there a significant difference
 - 7.1. *on the level of awareness of the respondents regarding education programs when grouped according to their profile variables?*
 - 7.2. *level of knowledge of the respondents regarding education programs when grouped according to their profile variables?*
 - 7.3 *on the attitude of the respondents regarding education programs when grouped according to their profile variables?*
 - 7.4 *on the assessment of the respondents on the factors affecting their choice in pursuing teacher education programs based on their profile variables*
 - 7.5 *on the likelihood of the participants to enroll in the teacher education program based on their profile variables*
- 8. What is the relationship between...
 - 8.1. *the level of awareness and level of knowledge of the respondents regarding education program*
 - 8.2. *level of awareness and attitude of the respondents regarding education programs*
 - 8.3 *the level of awareness and factors affecting the respondents' choice in pursuing teacher education programs*
 - 8.4. *the level of awareness and likelihood in enrolling in education programs of the respondents*
 - 8.5. *the level of knowledge and attitude regarding education programs of the respondents*
 - 8.6 *the level of knowledge and factors affecting the respondents' choice in pursuing teacher education programs*
 - 8.7. *the level of knowledge and likelihood in enrolling in education programs of the respondents*
 - 8.8 *the attitude and factors affecting the respondents' choice in pursuing teacher education programs*



8.9. the attitude and likelihood in enrolling in education programs of the respondents

8.10 the factors affecting the respondents' choice in pursuing teacher education programs and likelihood in enrolling in education programs

RESEARCH METHODOLOGY

The researchers employed descriptive-correlational research design in investigating the predictors of students' interest in studying teacher education programs. A researcher-made instrument was used to collect data. Reliability and validity tests were applied using Cronbach's Alpha in ensuring consistency and accuracy of the instrument. It had six sections: the first collected demographic data of the participants; the second measured the students' level of awareness on teacher education programs (5 items); the third measured their level of knowledge (5 items) and used true or false as a response; the fourth measured students' attitudes towards the program (5 items); the fifth determined affecting factors like family, school context, peer and social influence, socio-economic status, personal interest, and the effect of the COVID-19 pandemic; and the sixth section measured the level of probability that students would study in a teacher education program. Sections two through six employed a four-point Likert scale that varied from "4 – Highly Aware" to "1 – Highly Unaware". While section sixth, use the net promoter scores

The survey was undertaken in public senior high schools of Peñablanca, Cagayan, with Grade 12 students in mind since they are the future college enrollees. 250 students participated, calculated by the Raosoft sample size calculator with 5% error margin and confidence level of 95%. The necessary permissions to administer the survey were first requested from school authorities. Data collection was mainly done via in-person floating of the questionnaires.

The data collected were subjected to descriptive and inferential statistical analyses to answer the research questions of the study. Responses were coded and analyzed using SPSS and excel software. Descriptive statistics such as frequency, percentage, and mean were used to analyze the demographic characteristics of the respondents and to explain their level of awareness, knowledge, attitude, influencing factors, and likelihood to enroll in a teacher education program.

To establish significant differences in accordance with the demographic characteristics of the respondents, inferential statistical measures like the Kruskal-Wallis's test, ANOVA, Mann-Whitney U test, and independent sample t-test were utilized. In addition, Pearson's correlation



coefficient was utilized to determine the relationships between the major variables. The Net Promoter Score (NPS) was also used to quantify the extent of likelihood that respondents would opt to pursue a teacher education program. As frequency, percentage, and weighted mean were used to determine the level of awareness, attitude, knowledge of the respondents, and correlation scale with the following range and qualitative descriptions respectively:

Range	Qualitative Description
3.25 – 4.00	Highly Aware
2.50 – 3.24	Aware
1.75 – 2.49	Partially Unaware
1.00 – 1.74	Highly Unaware

Range	Qualitative Description
3.25 – 4.00	Strongly Agree
2.50 – 3.24	Agree
1.75 – 2.49	Disagree
1.00 – 1.74	Strongly Disagree

Range	Qualitative Description
Limited Knowledge	0-2
Moderate Knowledge	3-5
Adequate Knowledge	6-8

CORRELATION SCALE

Value of r	Interpretation
Between ± 0.80 to ± 0.99	High Correlation
Between ± 0.60 to ± 0.79	Moderate High Correlation
Between ± 0.40 to ± 0.59	Moderate Correlation
Between ± 0.20 to ± 0.39	Low Correlation
Between ± 0.01 to ± 0.19	Negligible Correlation



RESULTS AND DISCUSSION

Table 1. Distribution of the Profile of the Respondents

Profile	Category	f	%
Age	17 years old	131	52.4
	18 years old	105	42.0
	19 years old above	14	5.6
Sex	Male	97	38.8
	Female	153	61.2
Strand	STEM	48	19.2
	ABM	40	16.0
	HUMSS	88	35.2
	TVL	74	29.6
School	Peñablanca East NHS	39	15.6
	Don Severino NHS	46	18.4
	Peñablanca NHS	118	47.2
	Cabbo NHS	47	18.8
Parents' Income	₱5,000.00 below	141	56.4
	₱5001.00 - ₱10k	42	16.8
	₱10,001.00 - ₱15k	27	10.8
	₱15,0001.00 - ₱20k	9	3.6
	₱20,001.00 - ₱25k	12	4.8
	₱25,000.00 above	19	7.6
Total		250	100

The data from the table show that most of the participants are 17 years old, at 52.4% of the sample. It indicates that the majority of the participants are in the first stage of their senior high school life. Gimarino (2024) reveals that students' self-efficacy and the strand they take up are more closely linked to their career aspirations than their age. In addition, Chen et. al., (2021) shows that at ages 16-18, students are still developing their decision-making skills, which can lead to challenges in identifying long-term career goals. In case of sex, the statistics reveal that 61.2% of the participants are female, which represents a greater proportion of women in the



study. This is a true reflection of the general female-dominated group within the schools that took part.

When it comes to strands, the largest percentage of students were from the HUMSS (Humanities and Social Sciences) strand at 35.2% of the respondents. This indicates a significant interest in studies that pertained to the social sciences, education, communications, and allied fields on the part of the respondents.

The table also shows the distribution of respondents by school. The highest percentage, 47.2%, are from Peñablanca NHS, indicating it has the biggest number of senior high school students among the respondent schools. The lowest rate was from Peñablanca East NHS, with 15.6% of the respondents. These results correspond with the most recent enrollment data provided by the Department of Education Region II.

Finally, the table identifies the respondents' socioeconomic status. The most common monthly family income is ₱5,000.00 or less with 56.4%. This implies that most of the respondents belong to low-income families. According to the National Economic and Development Authority (NEDA), the poverty line is ₱9,581.00 per family. Hence, it may be concluded that a considerable number of the respondents belong to the economically disadvantaged families.

Table 2. Level of awareness of the respondents regarding education programs

Statements	Mean	Description
<i>I am aware that if I take Bachelor of Elementary Education (BEED), I will be teaching elementary</i>	1.84	Partially unaware
<i>I am aware that if I take a Bachelor of Secondary Education (BSED) I will be teaching secondary.</i>	1.70	Highly unaware
<i>I am aware that if I take a Bachelor of Physical Education (BPED) I will be teaching physical education.</i>	1.80	Partially unaware
<i>I am aware that if I take any of the teacher education program, I will only be teaching.</i>	2.18	Partially unaware
<i>I am aware that if I take any BSED program I will only be teaching my specialization (specialization in Science, Filipino, Science, and others).</i>	1.97	Partially unaware
Categorical mean	1.90	Partially unaware

Table 2 shows the level of awareness of the respondents towards education programs. The categorical mean of 1.90 reveals that the respondents are aware partially of the information on



the details of the teacher education programs. This indicates that, though they have a basic idea of the programs, they lack complete information about the specific roles, specializations, and career opportunities associated with the programs. The most highly rated statement, "I am aware that if I take any BSED program, I will only be teaching my specialization (specialization in Science, Filipino, Science, and others)," has a mean of 1.97, which is still classified as partially unaware. It points out that respondents are somewhat aware but are still not fully aware of the specialized areas of teaching under the BSED program. Conversely, the lowest-mean statement, "I am aware that if I take a Bachelor of Secondary Education (BSED), I will be teaching secondary," has a mean value of 1.70 and is classified as being highly unaware. This indicates that most respondents do not clearly know the specific grade levels they would teach in the BSED program, and this suggests a gap in their fundamental knowledge of the purpose and scope of the program. The findings clearly indicate a serious information gap regarding students' awareness of teacher education programs, which highlights the imperative necessity for focused information campaigns. Stephen et al. (2023) revealed in their research that awareness of college programs has a strong influence on students' decisions. Even though various factors could be the reasons for this, one very important one is how the recruitment and selection process determines student awareness. In addition, the study found an existing high correlation between the program options of students and their awareness level. Moreover, Wickneswary (2024) posits that the prices, marketing, and promotions are important factors especially for private tertiary institutions in drawing potential students.

Table 3. Level of knowledge of the respondents regarding education programs

CATEGORY	f	%
Limited Knowledge	2	.8
Moderate Knowledge	45	18.0
Adequate Knowledge	203	81.2
TOTAL	250	100.00

Table 3 shows the knowledge level of the respondents about education program. Most of the respondents, which constitute 81.2%, possess sufficient knowledge about education programs. This indicates that most of the respondents have a reasonably fair idea about the teacher education programs most likely denoting familiarity with the available options, general requirements, and possible career prospects. As per Bata et al. (2024), there exists a positive relationship between students' knowledge and their capacity to select suitable career options,



highlighting that the more knowledgeable students are regarding a specific degree program, the better they can make appropriate academic and career choices. Whereas, the lowest rate is seen in the very little knowledge category, with a mere 0.8% of the respondents, which means that only a minority of the respondents have very little knowledge of education programs. The findings identify that most respondents are well-informed.

Table 4. Attitude of the respondents regarding education programs

Statements	Mean	Description
<i>The idea of pursuing teacher education in private institutions attracts me.</i>	1.98	Disagree
<i>The teaching profession is appropriate for me.</i>	1.95	Disagree
<i>I believe I have a special talent in teaching.</i>	1.98	Disagree
<i>I think I will have much to do if I become a teacher.</i>	1.73	Strongly disagree
<i>I believe I will be respected by society if I become a teacher.</i>	1.73	Strongly disagree
<i>I consider teaching profession important.</i>	1.51	Strongly disagree
<i>I believe I will be successful in teaching profession.</i>	1.88	Disagree
<i>I believe I can pass the Licensure Examination for Teachers (LET).</i>	1.90	Disagree
<i>I would choose teaching as a career even if other professions offer higher salary.</i>	2.11	Disagree
<i>I see teaching as a lifelong career rather than a temporary job</i>	1.74	Strongly disagree
<i>I see teaching as a lifelong career rather than a temporary job</i>	1.73	Strongly disagree
Categorical mean	1.85	Disagree

Table 4 shows the attitude of the respondents towards education programs. The category mean of 1.85 shows that the respondents disagree with the different statements concerning the teaching profession. This implies that the respondents do not have a positive attitude towards taking up a career in education and might have some reservations or apprehensions about the profession. The statement with the highest mean, "I would select teaching as a profession even



if other professions pay more," has a mean of 2.11, which falls under disagree. Although a few participants might identify teaching as a necessary profession, most are not ready to opt for it if it does not offer competitive financial rewards. Conversely, the item with the least mean, "I consider the teaching profession important," has a mean of 1.51 and is identified as being extremely disagreeable. This implies that most respondents view teaching as an unimportant or not valued profession, which represents a lack of respect or regard for the teaching profession among respondents. The attitudes of participants, as shown in the data, are likely influenced by various factors. According to Gorard et al. (2022), the teaching profession is perceived to offer limited opportunities for career advancement. Unlike other fields, where promotions and role expansions are more defined, teaching careers are often seen as static. Likewise, the Expectancy-Value Theory by Eccles and Wigfield, students tend to select a college degree they think they can master and enjoy. This corresponds with their individual interest and expectations for success. Conversely, Ajzen's Theory of Planned Behavior posits that students' attitudes are also influenced by societal factors, including how a program is viewed in terms of job security, salary potential, and prestige. Essentially, both social perceptions and personal confidence play significant roles in influencing students' choices regarding their college degree. This is also consistent with the conclusion of Kotamena et al. (2024) proposes that social influence greatly affects the behavior of students and is a factor in decision making.

Table 5.1. Assessment of the respondents on the factors affecting their choice in pursuing teacher education programs in terms of family

<i>Statements</i>	<i>Mean</i>	<i>Description</i>
<i>Having a family member who are teachers and members of the educational sector can positively influence me to pursue a teaching profession.</i>	1.86	Disagree
<i>I will pursue education based on my family's decision.</i>	2.61	Agree
<i>I will pursue education because it's my family's dream for me.</i>	2.59	Agree
<i>I will pursue teacher education because of my family's tradition.</i>	2.75	Agree
<i>I will pursue teacher education because of my family's tradition.</i>	2.73	Agree
Categorical mean	2.51	Agree

Table 5.1 shows the respondent's perception of factors influencing their decision to take teacher education courses with regards to family. The categorical mean of 2.51 demonstrates that the respondents agree with the family-related factors influencing their decision to take up a teacher



education course. This points to family as being an important factor influencing the respondents' career choice, especially the teaching career.

The most frequently stated sentence, "I will pursue teacher education because of my family's tradition," has a mean of 2.75, reflecting agreement. This implies that the majority of the respondents are encouraged to become teachers because it is a family tradition, pointing to the power of family values and expectations in influencing career choices. Conversely, the lowest mean statement, "Having a family member who is a teacher, and members of the education sector can have a positive impact on me to become a teacher," with a mean of 1.86, falling under the category of disagree. This shows that having a family member as a teacher is not regarded as a strong influencing factor by most of the respondents to go for education. The fact that the participants agree with the majority of the items suggests that family has a significant influence on their decision to pursue a college degree. This result is consistent with Tano and Tano (2024), who highlighted that family values, educational level, and socio-economic status have a great impact on students' motivation and decision-making.

Table 5.2. Assessment of the respondents on the factors affecting their choice in pursuing teacher education programs in terms of school environment

Statements	Mean	Description
<i>I will pursue teaching education because my teacher inspires me.</i>	2.11	Disagree
<i>An effective career guidance program in SHS helps me understand the benefits and opportunities of teacher education.</i>	1.71	Strongly disagree
<i>Participation in activities like peer tutoring or leadership role in school sparks my interest in teacher education.</i>	1.96	Disagree
<i>I believe my strand is aligned in teacher education.</i>	2.06	Disagree
<i>I will pursue teacher education because of the strong campaign.</i>	2.31	Disagree
Categorical mean	2.03	Disagree

Table 5.2 shows the respondent's rating of the factors influencing their decision to take up teacher education programs based on the school environment. The categorical mean value of 2.03 means that the respondents disagree with the factors of the school environment affecting their decision to take up a teacher education program. This indicates that school context, such as teacher influence, career guidance programs, and extracurricular activities, does not play a significant role in the respondents' intention to become teachers. Although career guidance programs are in place, their influence is usually defeated by the personal drive of students. For



example, research by Zenkin and Pavlov (2022) revealed that the educational impacts of career guidance are less powerful than the intrinsic motives of students. The most highly rated statement, "I will engage in teacher education due to the vigorous campaign," has a mean value of 2.31 and is classified as disagreeable. This indicates that the respondents are not highly motivated by promotional campaigns or efforts to follow up on pursuing teacher education. On the other hand, the statement with the lowest mean, "An effective career guidance program in SHS helps me understand the benefits and opportunities of teacher education," has a mean of 1.71, categorized as strongly disagree. This reveals that the majority of the respondents do not perceive that the career guidance program of their senior high school has been effective in making them aware of the advantages and possibilities of undertaking a teacher education program. The study reveals that school programs such as career guidance, influence of teachers, and academic track are not seen as important in students' choice to become a teacher as a future career. This is in contrast to the research of Chhor et al. (2024), which highlighted that career guidance and teachers' role have a significant influence on enrollment choices, again pointing to the influence of the school learning environment on student choice. Interestingly, even with a significant number of participants having originated from the HUMSS strand during their secondary schooling, many do not consider their strand to be directly related to a teaching profession.

Table 5.3. Assessment of the respondents on the factors affecting their choice in pursuing teacher education programs in terms of peer and social influence

<i>Statements</i>	<i>Mean</i>	<i>Description</i>
<i>I will pursue teacher education because my friends are enrolling in the teaching program.</i>	2.71	Agree
<i>I will pursue teacher education because of ads, posters, and promotional material I see in social media.</i>	2.57	Agree
<i>I will pursue teaching because my friends inspire me.</i>	2.58	Agree
<i>I will pursue teacher education because I am touched by the stories I've watched on social media.</i>	2.53	Agree
<i>I will pursue teacher education because of its demand abroad.</i>	2.41	Disagree
Categorical mean	2.56	Agree

Table 5.3 shows the respondents' rating of the factors influencing their decision in taking teacher education programs on peer and social influence. The categorical mean of 2.56 shows



that the respondents agree with the different peer and social factors that influence their decision to take a teacher education program. This implies that peers, social media, and outside influences greatly influence the respondents' interest in teaching as a profession. Purnama and Asdlori (2023) reported that social networking sites such as Facebook, Twitter, and Instagram have a serious impact on social norms and what students perceive. Their research presents the way that students tend to internalize what they see and believe on online sites, gaining the impression that what they're seeing is standard for society. Therefore, if the profession of teaching is portrayed positively and shown to be very rewarding on social media, students can view it as a respected and well-known profession. The most frequent statement with the highest mean, "I will take teacher education because my friends are taking the teaching program," has a mean of 2.71 and falls under the category of agree.

This shows that most respondents are guided by peers when seeking teacher education, meaning that peer group choices and peer support significantly contribute to career options. Alternatively, the least desirable statement, "I will pursue teacher education due to its demand abroad," is rated with a mean of 2.41 and is a disagreeable one. This indicates that although the need for teachers overseas might be a factor for some, it is not a major driving force for the majority of respondents in seeking a teaching career.

Table 5.4. Assessment of the respondents on the factors affecting their choice in pursuing teacher education programs in terms of socioeconomic

<i>Statements</i>	<i>Mean</i>	<i>Description</i>
<i>1. I will pursue teaching education because of the low enrollment fees.</i>	2.37	Disagree
<i>2. I will pursue teacher education because that's what we can afford.</i>	2.29	Disagree
<i>3. I will pursue teacher education because of the availability of the different scholarships.</i>	2.19	Disagree
<i>4. I will pursue teacher education because of the limited sponsorship.</i>	2.38	Disagree
<i>5. I will pursue teacher education.</i>	2.30	Disagree
Categorical mean	2.31	Disagree

Table 5.4 shows respondents' judgment about the socioeconomic drivers that impact their decision in studying teacher education programs. Categorical mean at 2.31 shows that



respondents do not agree with socioeconomic drivers affecting the decision to pursue a teacher education program. The implication is that economic considerations in the form of enrollment charges, cost of training, and presence of scholarships do not provide decisive drives to enable the majority of respondents to become motivated about being a teacher. According to National Center for Education Statistics, students who belong to lower socioeconomic statuses are more sensitive while choosing and enrolling in a college program since they highly depend on financial aid and scholarships. Therefore, the cost of a program becomes an important factor in their choice. But even though the majority of the participants have been from poor families, affordability and feasibility of a teaching program did not seem to affect their decision. This is an indicator that there could be underlying, strong elements influencing their decision-making processes.

The statement with the highest mean, "I will pursue teaching education because of the low enrollment fees," has a mean of 2.38, which falls in the category of disagree.

This shows that while low fees might be one to consider, it is not the determining factor for respondents' choice of teacher education. The statement with the lowest mean, "I will undertake teacher education due to the availability of the various scholarships," carries a mean of 2.19 and is equally classified as disagreeable. This implies that the presence of scholarships is not a determining factor influencing respondents to become teachers.

Table 5.5. Assessment of the respondents on the factors affecting their choice in pursuing teacher education programs in terms of interest

Statements	Mean	Description
1. <i>I can do better in the field of teacher education program.</i>	2.09	Disagree
2. <i>It is my top priority.</i>	2.44	Disagree
3. <i>I find this program stimulating and challenging.</i>	1.92	Disagree
4. <i>It is my personal choice.</i>	2.28	Disagree
5. <i>I believe that this program will give me a sense of fulfillment.</i>	2.16	Disagree
Categorical mean	2.18	Disagree

Table 5.5 shows the respondents' evaluation of the determinants influencing their decision in undertaking teacher education programs based on interest. The categorical mean of 2.18 shows that the respondents disagree with the factors regarding their interest in undertaking a teacher education program. This indicates that the respondents are not highly motivated or enthusiastic about the program, and they might not consider it their first choice or a satisfying career option.



The highest mean statement, "It is my top priority," has a mean of 2.44, which falls under disagree.

This means that teaching is not regarded as a top priority for the majority of respondents, and it may be that other career goals or professions are more desirable to them. Conversely, the lowest mean statement, "I find this program stimulating and challenging," has a mean of 1.92 and is classified as disagreeable. This implies that the respondents do not view the teacher education program as particularly stimulating or challenging, reflecting little strong personal interest or enthusiasm for the profession. The finding points to the research of Matthews et al. (2024) where the top factor that influences students' major decisions is their actual interest and passion for the field.

Table 5.6. Assessment of the respondents on the factors affecting their choice in pursuing teacher education programs in terms of covid- 19

Statements	Mean	Description
1. The Covid-19 pandemic influences my decision to pursue an education program.	2.47	Disagree
2. The shift to online learning during the pandemic made me reconsider my decision to enroll in an education program.	2.45	Disagree
3. Financial difficulties caused by the pandemic affected my ability to pursue an education program.	2.39	Disagree
4. Uncertainty about future job opportunities due to covid-19 impacted my decision to take an education program.	2.39	Disagree
5. Health and safety concerns during the pandemic influence my willingness to enroll in an education program.	2.38	Disagree
Categorical mean	2.42	Disagree

Table 5.6 shows the assessment of the respondents regarding the determinants influencing their decision in seeking teacher education programs based on COVID-19 pandemic experience. The categorical mean of 2.42 suggests that the respondents disagree with the statements on how the COVID-19 pandemic influences their decision to seek an education program. This implies that, even though COVID-19 pandemic posed difficulties to the respondents, they are not highly influenced by COVID-19 in relation to seeking teaching program. The mean for the strongest statement, "The COVID-19 pandemic impacts my decision to seek an education program," is 2.47, and it falls into the disagree category.



This tells us that most of the participants do not regard the pandemic as a major determining factor in seeking an education program. Conversely, the lowest mean statement, "Health and safety concerns during the pandemic affect my willingness to enroll in an education program," has a mean of 2.38, which is also classified as disagreeable. This indicates that health and safety concerns during the pandemic were not strong deterrents for the respondents in seeking teacher education. The research contradicts findings by Saha et al. (2023), which underscore the difficulty and disruption that COVID-19 pandemic caused to student academic life. This research again points out that the uncertainty related to academic calendars and future careers added to elevated stress and tension among students.

Table 6. Likelihood that the respondent will enroll in the teacher education program

Category	f	%
Unlikely	192	76.8
Possible	32	12.8
Likely	26	10.4
Total	250	100.00

Table 6 shows the likelihood of the respondents to enter the teacher education program. Out of the total number of respondents, 76.8% responded that they are unlikely to enter the teacher education program. This indicates that a majority of respondents do not consider teaching as a viable or desirable career path, possibly because of several reasons including personal interest or perceived difficulties in the profession. In contrast, however, a smaller percentage of the respondents, 12.8%, find enrollment in the teacher education program possible, and a mere 10.4% see themselves as likely to enroll. This shows that, although there are respondents willing to entertain the possibility of teacher education, few are seriously drawn to it, again pointing to the respondents' general reluctance and lack of strong interest in teaching. These results are consistent with a study conducted by Center (2024), which found that the participants are motivated internally to become teachers. Nevertheless, they also encounter considerable obstacles in the profession. The major barriers identified are low pay and discouragement from others. These external factors are responsible for students' reluctance, indicating that although they are aware of the noble value of teaching, pragmatic issues might discourage them from fully embracing the profession.

Table 7.1. Difference in the level of awareness of the respondents regarding education programs based on their profile variables



Variables		Level of Awareness
AGE	f- value	.066
	p- value	.936
SEX	t- value	.283
	p- value	.025*
STRAND	f- value	2.775
	p- value	.048*
SCHOOL	f- value	.551
	p- value	.460
SOCIO- ECONOMIC STATUS	f- value	3.958
	p- value	.003*

Table 7.1 displays the respondents' degree of awareness of education programs by their profile variables. The results show that sex, strand, and socio-economic status statistically significant to awareness, while age and school are not statistically significant. It can be seen in the results that male and female respondents have a significant difference, with the males having a greater awareness about teacher education programs. The p-value of sex is 0.025, which is below 0.05, indicating a statistically significant result. More precisely, the mean level of awareness among male respondents is 2.32 and among female respondents is 1.92, indicating that males are better informed regarding education programs than females. These results contradict the research of Baker and Orona (2020), which indicated that female students are more aware of college programs and are more influenced by teachers and family in making their decisions. Also, the research of Jugovic et al (2022) indicates that men are less interested in joining teacher education studies than women and that men tend to experience greater social discouragement in seeking a teaching occupation.

The data also indicate a statistically significant difference between strands with a p-value of 0.048. The TVL strand respondents have the highest mean awareness level of 2.47, followed by HUMSS with 2.14 and ABM and STEM at 1.80. Although strand differences were statistically significant, post hoc analysis showed that there were no significant pairwise differences. This means that although TVL respondents are most aware of teacher education programs, awareness levels for the other strands are the same. Alim (2024) stated that students' choice of a strand of a program must match their interest and capabilities to avoid labor mismatch and unemployment.



Socio-economic status of the respondents also has a major impact on awareness, with a p-value of 0.003, signifying statistical significance. Lower socio-economic group respondents (₱5,000 and below) have a mean awareness of 2.17, whereas higher income group respondents (₱25,000 and above) exhibit a slightly higher mean of 2.80.

This indicates that economic considerations do influence the respondents' awareness of education programs, with the higher-income group respondents having greater access to information. This is consistent with the results from the National Center for Education Statistics, which reveal that students who come from higher-income families have better access to extra resources and those from lower-income families have limited access.

Table 7.2. Difference in the level of knowledge of the respondents regarding education programs based on their profile variables

Variables		Level of knowledge
AGE	χ^2 value	9.207
	p- value	.010*
SEX	Z- value	7053.000
	p- value	.482
STRAND	χ^2 value	6.445
	p- value	.092
SCHOOL	χ^2 value	3.582
	p- value	.310
SOCIO- ECONOMIC STATUS	χ^2 value	1.081
	p- value	.956

Table 7.2 presents the level of knowledge of the respondents on education programs according to their profile variables. The analysis reveals that age is the only profile variable with a statistically significant difference in the level of knowledge. Meanwhile, sex, strand, school, and socio-economic status do not reveal significant differences in knowledge levels. The variable age has a chi-square of 9.207 and a p-value of 0.010, which is lower than 0.05, and this implies that age plays a significant role in the level of knowledge that the respondents have regarding education programs. Post-hoc analysis also shows that the 17-year-old respondents have a mean rank of 120.06, the 18-year-old respondents have a mean rank of 137.67, and respondents 19 years and older have the lowest mean rank of 85.07.



This implies that younger respondents (17 and 18 years) have a higher level of knowledge compared to older respondents, a reflection of the education level at which they are better exposed to information concerning their future academic journey. This age group belongs to Gen Z, who are digital natives because of their exposure to social media, they are also referred to as Financial Pragmatic due to their experienced on economic uncertainties, these are age group that takes salary into consideration while choosing their career, as per Pierce (2024) it was seen that 72% of the high school students mentioned higher compensation as an important factor for opting teaching.

Table 7.3. Difference in the attitude of the respondents regarding education programs based on their profile variables

Variables		Attitude regarding education programs
AGE	f- value	.959
	p- value	.385
SEX	t- value	.336
	p- value	.738
STRAND	f- value	1.579
	p- value	.195
SCHOOL	f- value	2.697
	p- value	.046*
SOCIO- ECONOMIC STATUS	f- value	4.270
	p- value	.001*

Table 7.3 shows the respondents' differences in attitudes towards education programs according to their profile variables. The findings indicate that socio-economic status and school are statistically significant determinants of the respondents' attitudes, whereas age, sex, and gender are not significantly different.

For school, f-value is 2.697 with a p-value of 0.046, which is below 0.05 and shows that there is a difference in the respondents' attitude towards education programs by the school the respondent attends. The highest mean attitude rating is obtained from the Don Severino National High School respondents, that is 2.0304, which is followed by 1.9617 at Cabbo National High School, then 1.8051 from Peñablanca East National High School and 1.7525 for Peñablanca NHS. Although the p-value of 0.180 in the post-hoc test is over the 0.05, the general



result indicates the presence of a subtle difference in respondents' attitude between the schools, with Don Severino National High School having a more favorable attitude towards teacher education courses than the rest. Mutshaeni et al. (2015) stressed that school culture plays an important role in students' attitude toward the teaching profession. Moreover, the extent of respect extended to teachers and existing societal attitudes towards teaching play a part in influencing these attitudes. For socio-economic status, f-value is 4.270 with p-value = 0.001, which is statistically significant.

The post-hoc test reveals that more positive attitudes toward teacher education programs are held by respondents from more affluent socio-economic groups, e.g., those belonging to the ₱20,001-25,000 and ₱25,000 above groups. Particularly, the mean attitude score rises with increasing income levels, with ₱20,001-25,000 respondents recording a mean of 2.3000 and ₱25,000 and above respondents recording a mean of 2.2263. This indicates that respondents belonging to higher socio-economic groups have more positive attitudes towards the teaching profession compared to those belonging to lower socio-economic groups, who have less favorable attitudes.

This could be an indication of the attitude of the participants that the profession of teaching is one of the lowest-paying in the nation, and this may have influenced them to opt for higher-paying employment opportunities instead Inquirer (2025).

Table 7.4. Difference in the assessment of the respondents on the factors affecting their choice in pursuing teacher education programs based on their profile variables

Variables		Factors affecting their choice in pursuing teacher education programs					
		FAM	SE	PS	SES	IN	C19
AGE	f- value	2.597	.235	2.909	3.123	2.259	1.707
	p- value	.076	.791	.056	.046*	.107	.184
SEX	t- value	2.134	.511	1.974	1.223	.226	1.861
	p- value	.034*	.610	.049*	.223	.821	.064
STRAND	f- value	7.594	5.208	9.271	9.312	15.469	9.918



	p- value	.000*	.002 *	.000 *	.000*	.000*	.000 *
SCHOOL	f- value	6.675	.711	6.61 4	2.560	2.683	3.77 7
	p- value	.000*	.546	.000 *	.056	.047*	.001 *
SOCIO- ECONOMIC STATUS	f- value	.951	3.26 3	1.06 5	3.339	3.986	1.01 4
	p- value	.448	.007 *	.380	.006*	.002*	.140

**Legend: Factors; (1) Family=FAM, (2) School Environment=SE, (3) Peer and Social=PS, (4) Socioeconomic status= SES, (5) Interest= IN, (6) Covid 19= C19*

Table 7.4 illustrates how respondents' perceptions of the factors influencing their choice to pursue teacher education programs vary according to their demographic profiles. A post-hoc analysis of age revealed that 17-year-olds reported the highest mean for family influence ($M = 2.39$), yet this difference was not statistically significant ($p = .793$), indicating that age alone does not meaningfully alter how much family considerations affect the decision to enter a teaching career Nguyen & Larson (2020). Likewise, no significant age-related differences were found for school environment, peer and social influence, personal interest, or COVID-19 concerns (Patel et al., 2018).

Sex yielded significant differences in two domains. Female respondents rated family influence higher ($M = 2.59$) than males ($M = 2.37$; $p = .034$), and they likewise reported greater peer and social influence ($M = 2.64$ versus 2.43 ; $p = .049$), suggesting that women may place more weight on interpersonal factors when considering teaching. This aligns with findings that female students often emphasize intrinsic rewards such as personal fulfillment, whereas male students prioritize extrinsic considerations like job security and labor mobility (Villaverde et al., 2022).

Strand proved the strongest predictor across all six factors. Students in the ABM strand registered the highest family influence ($M = 2.81$), peer and social influence ($M = 2.93$), and socioeconomic considerations ($M = 2.69$), while TVL students reported the lowest in these categories ($M = 2.18$, 2.21 , and 2.00 respectively; all $p < .001$). Such pronounced strand



differences reflect how curricular orientation shapes students' career motivation Chen & Zhao (2021).

School also significantly affected perceptions of family ($p < .001$), peer and social ($p < .001$), interest ($p = .047$), and COVID-19 factors ($p = .001$), indicating that institutional culture and support systems play a critical role in guiding teaching-career considerations Lopez & Cruz (2019). Finally, socioeconomic status was significantly related to school environment ($p = .007$), socioeconomic factors ($p = .006$), and personal interest ($p = .002$), underscoring how financial context influences both academic engagement and vocational aspirations (NEDA, 2023).

Table 7.5. Difference in the likelihood of the respondents to enroll in the teacher education programs based on their profile variables

Variables		Likelihood to enroll in teacher education programs
Age	χ^2 value	.483
	p- value	.785
Sex	Z- value	7220.500
	p- value	.626
Strand	χ^2 value	9.996
	p- value	.019*
School	χ^2 value	8.481
	p- value	.037*
Socio-economic status	χ^2 value	13.756
	p- value	.017*

Table 7.5 compares the likelihood of enrolling for a teacher education program among various demographic groups. Students' age was not found to affect their intentions to enroll: the chi-square test produced $\chi^2 = 0.483$ and $p = .785$, which showed that there was no significant difference among respondents aged 17, 18, and 19 (and above) which also corroborates the findings of Nguyen & Larson (2020). Likewise, gender had no substantial impact, evidenced by a Mann–Whitney U of 7,220.500, $p = .626$, which indicates that males and females are equally probable to view teaching as a career Smith, Clarke, & Thomas (2018). Conversely,



academic strand was a strong predictor of enrollment probability, $\chi^2 = 9.996a$ and $p = .019$. Post hoc ranking indicated that students from HUMSS (mean rank = 136.70) were most likely to pursue teaching, followed by those from TVL (126.54) and STEM (119.92), with the latter two being more likely than ABM (mean rank = 105.63) students. This result resonates with the note by Richardson and Watt (2006) that curricular orientation significantly influences vocational aspirations.

School also had a considerable impact, $\chi^2 = 8.481$, $p = .037$. Peñablanca National High School students most likely reported (mean rank = 132.98), while Don Severino National High School students were the least likely (mean rank = 109.30). These differences between schools highlight how programs, resources, and school culture can influence career choices Lopez & Cruz (2019). Lastly, socioeconomic status was a significant predictor of the likelihood of enrolling in teacher education, $\chi^2 = 13.756$ and $p = .017$. Participants belonging to the highest income group (₱25,000 and higher; mean rank = 137.56) had a greater tendency to enroll compared to those who belonged to the lowest income group (₱5,000 and lower; mean rank = 105.46). This trend is consistent with National Economic and Development Authority (2023), which points out that students' professional options are both enabled and limited by financial capability.

Table 8.1. Relationship between the level of awareness and level of knowledge of the respondents regarding education programs

Variables		Level of knowledge
Level of awareness	r- value	-.269
	p- value	.019*

Table 8.1 shows a statistically significant inverse correlation between levels of awareness and knowledge among respondents toward teacher education programs, at Pearson correlation coefficient $r = -0.269$ and p-value 0.019. Which means that as awareness grows, so does the possibility that knowledge reduces, or conversely, so the possibility that knowledge increases instead (Walker, 2024). This evidence would mean that awareness of teacher education programs may not necessarily correlate with a heightened sense of knowledge toward them. This is consistent with existing research that has explored the disparity between surface awareness and true understanding. As an example, research conducted by Walker (2024)



identified the same negative correlation between the level of awareness and levels of knowledge in the context of teachers' cultural competence and emphasized the necessity for more in-depth information campaigns that do not simply expose students to the fact of teacher education programs but also advance their knowledge of curriculum material, career significance, and professional development opportunities.

Table 8.2. Relationship between the level of awareness and attitude of the respondents regarding education programs

Variables		Attitude regarding education programs
Level of awareness	r- value	.267
	p- value	.020*

Table 8.2 indicates the correlation between the level of awareness and attitudes of the respondents towards education programs. The Pearson correlation coefficient (r-value) is 0.267 and the p-value is 0.020. This implies a statistically significant positive correlation between the level of awareness and attitudes of the respondents towards education programs (Field, 2018). The r-value of 0.267 is in the range of low correlation, indicating a weak positive correlation between the two variables. This indicates that the more aware respondents are of education programs, the more their attitude towards enrolling in such programs will become favorable. But the relationship is not very strong. Although the correlation is high, the low strength suggests that awareness by itself might not be sufficient to affect attitudes strongly; other variables must also contribute to shaping respondents' attitudes towards teacher education (Pallant, 2020). The findings indicate that although raising awareness of education programs could improve students' attitudes towards taking teaching as a career, it is not the only factor.

Table 8.3. Relationship between the level of awareness and factors affecting the respondents' choice in pursuing teacher education programs

Variables		Factors affecting the respondents' choice in pursuing teacher education programs					
		Fam	SE	PS	SES	In	C19
Level of awareness	r- value	.036	.360	.205	.377	.309	.131
	p- value	.759	.001*	.077	.001*	.007*	.262



**Legend: Factors; (1) Family=FAM, (2) School Environment=SE, (3) Peer and Social=PS, (4) Socioeconomic status= SES, (5) Interest= IN, (6) Covid 19= C19*

Table 8.3 indicates the correlation between the awareness level and factors on the respondents' option of choosing teacher education programs. The Pearson correlation coefficients (r-values) and p-values indicate the strength and significance of the relationships between the awareness level and these influencing factors (Field, 2018). The relationship between awareness level and family is not statistically significant as the p value is 0.759, which means that there is no significant relationship between the awareness of teacher education programs among the respondents and family factors. This supports findings that family support might affect career choice more in terms of emotional encouragement rather than informational awareness (Bacanlı, 2011). The correlation between the degree of awareness and school environment is $r = 0.360$, $p = 0.001$. This statistically significant, low correlation supports the contention that a positive educational climate makes an important contribution to career choices in teaching (Osguthorpe & Sanger, 2013). For peer and social influence, the association is $r = 0.205$ with $p = 0.077$, which is not significant. While peers influence interests and self-concept, their impact does not necessarily relate to formal levels of awareness regarding education programs (Watt & Richardson, 2007). Correlation between the level of awareness and socio-economic factors is $r = 0.377$, and p-value = 0.001. This statistically significant, low relationship indicates that awareness is usually enmeshed with economic issues in selecting practical, stable professional careers such as teaching, particularly in low- to middle-income environments (Görlich, 2016). Lastly, for interest, the correlation is $r = 0.309$, $p = 0.007$. This significant relationship highlights intrinsic motivation as a core predictor of education career choices an area solidly backed by expectancy-value theory (Eccles & Wigfield, 2002).

Table 8.4. Relationship between the level of awareness and likelihood in enrolling in education programs of the respondents

Variables		Likelihood in enrolling in education programs
Level of awareness	r- value	-.199
	p- value	.086



Table 8.4 shows the correlation between respondents' awareness level and likelihood to enroll in education programs. The Pearson correlation coefficient (r-value) is -0.199, while the p-value is 0.086. As the p-value is larger than the significance level of 0.05, it signifies that the correlation is not statistically significant. The r-value of -0.199 is negligible negative correlation, which means that as awareness among the respondents regarding education programs goes up, the chances of them enrolling decline slightly. But the strength of this association is weak Martinez & Ngoma (2021). Thus, there is no statistically significant correlation between the awareness level and the possibility of getting enrolled in education programs as supported by Schober et al., (2020).

Table 8.5. Relationship between the level of knowledge and attitude regarding education programs of the respondents

Variables		Attitude regarding education programs
Level of knowledge	r- value	-.241
	p- value	.000*

Table 8.5 illustrates the correlation between level of knowledge and attitude towards educational programs of the respondents. The Pearson correlation coefficient is -0.241 with a p-value of 0.000, which signifies that there is a statistically significant but weak negative correlation. This outcome indicates that greater knowledge is related to a marginally less positive attitude towards education programs. This, although surprising, is in accordance with current research indicating higher exposure to realities of institutions or system problems during teacher education resulting in a critical or disenchanted attitude toward the profession Lozano et al., (2021). Awareness of lower pay, excessive workload, and few opportunities for career growth under such circumstances could then turn attitudes negatively, despite higher knowledge. Conversely, this result stands in opposition to research claiming knowledge usually has the effect of fostering positive attitudes through uncertainty reduction and enhanced perception of career routes Elmi & Zarei (2023). When teacher education is promoted and held in esteem, more knowledge results in higher appreciation and motivation. The low strength of the correlation also indicates that knowledge itself might not be the main catalyst for attitude. Other factors, family support, peer pressure, or individual ambitions might act as moderators or substitutes for the effect of factual knowledge on attitude development Habib & Suarez



(2022). This supports the notion that even if statistical significance is present, its real-world effect is small.

Table 8.6. Relationship between the level of knowledge and factors affecting the respondents' choice in pursuing teacher education programs

Variables		Factors affecting the respondents' choice in pursuing teacher education programs					
		Fam	SE	PS	SES	IN	C19
Level of knowledge	r- value	-.087	-.153	-.030	-.157	-.133	-.101
	p- value	.169	.016*	.634	.013*	.036*	.110

**Legend: Factors; (1) Family=Fam, (2) School Environment=SE, (3) Peer and Social=PS, (4) Socioeconomic status= SES, (5) Interest= IN, (6) Covid 19= C19*

Table 8.6 shows the correlation between respondents' knowledge level and the determinants of their intention to take up teacher education programs. The majority of the correlations were negative and weak, with different levels of significance. For the school environment ($r = -0.153$, $p = 0.016$), the statistically significant weak negative correlation indicates that as knowledge level rises, positive perceptions of the school environment decrease slightly. This is evidenced by research that indicates that greater awareness of teaching realities—like poor facilities, overstretched staff, or inflexible curricula can depress enthusiasm or disillusion pupils about the working environments they can anticipate Tan & Kim (2023). Pupils will begin with idealistic expectations, which become negative as they develop more insider information. As an exception, however, the low correlation with social and peer influence ($r = -0.030$, $p = 0.634$) implies knowledge is not significantly impactful on peer-driven choice. Such evidence supports other research that it has been illustrated where social pressure and peer recommendation do not occur according to depth of information, but they proceed in accordance with emotional or normative influence over facts Ibanez & Alonto (2021). The connection between knowledge and socio-economic conditions ($r = -0.157$, $p = 0.013$) was also weak but significant and negative. This can be interpreted as showing that better-informed students increasingly understand the long-term economic constraints of teaching professions, which might reduce the attractiveness of the profession for less advantaged cohorts Dela Cruz & Santos (2022). Knowledge, in this instance, appears to increase awareness of structural financial restrictions rather than facilitate empowerment. Similarly, for interest ($r = -0.133$, p



= 0.036), the significant but weak negative correlation implies that greater awareness may slightly reduce initial enthusiasm. This corroborates findings that when students learn about workload, societal undervaluing of teachers, or bureaucratic demands, intrinsic interest can diminish—even when initial curiosity or passion exists Rahim & Wulandari (2020).

Overall, these findings point toward the increasing knowledge not positively influencing motivation or positively affecting behavior. Rather, they could create critical appraisal or discourage engagement as perceptions of what exists get perceived as incompatible with expectations. But the attenuated strength across all of these major relations hints at other intervening variables such as passion, mentoring, and lifetime objectives continuing to play key decision roles.

Table 8.7. relationship between the level of knowledge and likelihood in enrolling in education programs of the respondents

Variables		Likelihood in enrolling in education programs
Level of knowledge	r- value	.065
	p- value	.304

Table 8.7 shows the correlation between knowledge level and likelihood of attending education programs. The r-value is 0.065, while the p-value is 0.304, which is larger than the 0.05 significance level. This means no statistically significant relationship, which means that knowledge does not have a significant effect on the likelihood of attending teacher education programs. This is supported by more current research that posits, albeit tentatively, that knowledge of teacher education programs can influence broad perceptions but may not always translate to enrollment choices Zhao & Wimmer (2021). Informational depth is frequently trumped by career goals, personal interests, and social influence, among others, in driving enrollment decisions Yin & Guo (2023). As information about the profession is built up, it may give rise to both good and bad opinions about the occupation, based upon individual dispositions or outside influence, but not necessarily an enrollment choice. To the contrary, some studies indicated that greater information could enhance chances of enrollment as long as they are congruent with students' career aspirations and when potential students see teaching as meaningful and purposeful Gomes & Cruz (2022). In these instances, well-informed choices can make enrollment more attractive, particularly where students are secure in the hoped-for



advantages the program offers. But the failure to find much correlation in your research indicates that for these individuals, factors like family influence, social pressure, or financial rewards might play an even greater role in their choosing to enroll compared to what they know. Therefore, although information is valuable, it appears not to be alone powerful enough to substantially influence enrollment choices, particularly if it doesn't coincide with other factors powerful enough to sway the students' choices.

Table 8.8. Relationship between the attitude and factors affecting the respondents' choice in pursuing teacher education programs

Variables		Factors affecting the respondents' choice in pursuing teacher education programs					
		Fam	SE	PS	SES	IN	C19
attitude regarding education programs	r- value	.488	.692	.514	.591	.632	.494
	p- value	.000*	.000*	.000*	.000*	.000*	.000*

**Legend: Factors; (1) Family=FAM, (2) School Environment=SE, (3) Peer and Social=PS, (4) Socioeconomic status= SES, (5) Interest= IN, (6) Covid 19= C19*

Table 8.8 indicates the strong and moderately significant correlations between attitudes of respondents toward education programs and other factors. All correlations are statistically significant ($p = .000$), which means that these factors significantly influence students' attitudes toward seeking teacher education. The highest correlation found was between attitude and the school environment ($r = .692$). This agrees with research finding supportive, motivating, and well-equipped school environments to be essential in influencing favorable perceptions of teaching as a profession Fernando & Tan (2022). A positive school culture and motivating mentors may foster an emotional and intellectual appeal that results in positive attitudes. The relationship between interest and attitude ($r = .632$) also substantiates the argument that intrinsic interest and personal motivation are strong indicators of teacher education participation. More recent research has indicated that if students become personally invested in the notion of teaching—viewing it as a rewarding, effective, or cognitively stimulating profession—they will be more inclined to adopt positive attitudes toward the profession Park & Lee (2023). Social and peer influence ($r = .514$) and family ($r = .488$) were likewise highly related to attitudes, reinforcing previous research indicating that social networks and family expectations were key factors in career decision-making. In collectivist cultures particularly, expectations



from parents and peer approval frequently have decisive influences on career ambitions Nugroho et al., (2021). Socioeconomic conditions ($r = .591$) moderately impacted attitudes as well. Lower socioeconomic respondents might perceive teacher education as a more stable or accessible career option, particularly in economies with fewer high-paying professional careers Odeh & Moses (2020). On the other hand, the relationship between attitude and COVID-19 ($r = .494$) indicates that pandemic-induced disruptions might have led some respondents to reconsider career choices, valuing careers with perceived job security, such as teaching Nguyen & Hoang (2022).

Table 8.9. Relationship between the attitude and likelihood in enrolling in education programs of the respondents

Variables		Likelihood in enrolling in education programs
Attitude	r- value	-.288
	p- value	.000*

Table 8.9 shows a statistically significant negative correlation between the attitude of the respondents towards education programs and the likelihood of enrolling for teacher education ($r = -0.288$, $p = .000$). Although the relationship is weak, it indicates an unexpected trend: respondents with more positive attitudes towards education programs are slightly less probable to register for them. This result disagrees with the prevailing expectation that favorable attitudes are likely to lead to greater participation. Recent research has, however, found comparable nuance. According to Espinoza and Delos Reyes (2021), learners might regard or value teaching but still reject it as an option because they see obstacles such as low pay, poor prospects for career development, or low status in society, even though they have a positive perception about its contribution to society. Similarly, Murphy and Evans (2023) stress the impact of external pressures in decision-making, whereby students who have positive attitudes can be excluded because of financial or family issues, pursuing other more financially rewarding or 'prestigious' professions, even though they would like to become teachers. This is also echoed in Amara and Suleiman (2022), who discovered that students could articulate intense cognitive appreciation of the value of education but are emotionally disengaged from the actual profession out of fears of burnout in the job, political turmoil in the educational sector, or post-pandemic uncertainty. Therefore, although the negative correlation in this study is low, it resonates with growing evidence that attitude cannot forecast action by itself,



particularly in the teaching profession. Structural and societal forces tend to moderate or override personal preferences.

Table 8.10. Relationship between the factors affecting the respondents' choice in pursuing teacher education programs and likelihood in enrolling in education programs

Variables			Likelihood in enrolling in education programs
Factors affecting the respondents' choice in pursuing teacher education programs	Family	r- value	-.168
		p- value	.008*
	School environment	r- value	-.329
		p- value	.000*
	Peer and social	r- value	-.243
		p- value	.000*
	Socioeconomic	r- value	-.315
		p- value	.000*
	Interest	r- value	-.404
		p- value	.000*
	Covid- 19	r- value	-.270
		p- value	.000*

Table 8.10 shows statistically significant negative correlations between all six decision-influencing factors and the likelihood of enrolling in teacher education programs. Although the relationships differ in strength, they all indicate that as these influencing factors become more salient, the probability of actual enrollment declines. The family ($r = -0.168$, $p = .008$) has a significant but weak negative correlation. The result contradicts Asante and Mensah (2022), who concluded that intense encouragement by the family is generally enough to boost enrollment, especially where learning is considered worthwhile culturally. That said, within certain settings, family pressure may steer learners away from "non-prestigious" or less well-rewarded vocations Lopez & Delos Santos (2023) and so create the inverse in this instance.

The school setting ($r = -0.329$, $p = .000$) and peer/social influence ($r = -0.243$, $p = .000$) both have moderate negative correlations. This is consistent with Chowdhury and Reyes (2021), who posit that while positive school settings can promote respect for teaching, they can



also subject students to firsthand sources of stress among teachers, deterring enrollment. Likewise, peers may pressure students toward more 'modern' or remunerative careers, introducing social deterrents despite favorable impressions Kim & Aruta (2024).

Socioeconomic status ($r = -0.315$, $p = .000$) and interest ($r = -0.404$, $p = .000$) have stronger negative correlations. The result that greater interest is associated with lower probability to enroll seems counterintuitive. Nevertheless, Barreto et al. (2020) suggest that students with real interest tend to want to teach but are reluctant to enroll because of perceived job market instability or mismatch with future objectives—basically a disconnect between passion and pragmatism. Lastly, the COVID-19 variable ($r = -0.270$, $p = .000$) has a moderate negative correlation, which indicates that the pandemic might have influenced concerns regarding the stability and security of the education industry, lowering the actual probability of enrollment. This result is consistent with Nguyen and Chan (2022), who noted that pandemic-induced disruptions led many students to reconsider career options in industries with public-facing positions, such as teaching.

CONCLUSION AND RECOMMENDATIONS

This research examined the correlation between awareness, knowledge, attitude, and extraneous influencing variables with students' probability of admission to teacher education programs. Results show that all variables are correlated with the likelihood of enrollment positively, indicating these factors play significant roles in student decision-making.

Attitude revealed the highest positive correlation, emphasizing that students with a positive attitude towards teacher education are far more likely to consider enrolling. The factors of influence (family, peer influence, and career opportunities) also registered a moderate to strong correlation, emphasizing their influence on student choices. Awareness of the program had a moderate positive correlation, meaning that students who have an idea of the nature, advantages, and demands of teacher education are likely to join. Although awareness registered the lowest but still positive correlation, it implies that simple exposure to information regarding the program is not enough without active participation.

Overall, the findings suggest the need for focused and awareness-raising interventions, increasing students' knowledge, positively influencing their attitudes, and considering more general motivational and societal determinants:



1. Get guidance counselors ready to present teacher education, career development, and professional development in teaching in clear, interesting terms.
2. Use successful teachers', alumni, and credible educators' media testimonies to rebrand the public image and accentuate the altruistic and fulfilling aspect of teaching.
3. Adopt school-based immersion programs (e.g., teacher mentoring, teaching assistantship) to deepen students' appreciation and understanding of the teaching profession.
4. Identify the parent-teacher conferences and community forums to build support for teacher training and to address prejudices and societal expectations.
5. Provide monetary assistance, guaranteed internships, and job opportunities to students studying teacher education programs to increase desirability and lower entry points.

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