



**MOTIVATION, SELF-EFFICACY, AND EMPLOYABILITY OF ASPIRING
TEACHERS IN THE CONTEXT OF PHILIPPINE PROFESSIONAL
STANDARDS FOR TEACHERS (PPST)**

JENNIFER B. ARQUILLANO

Teacher Applicant

Western Leyte College

Master of Arts in Education

Major in Elementary Education

jenniferarquillano@gmail.com

ABSTRACT

This study determines the motivation level, self-efficacy and employability of aspiring teachers in the context of Philippine Professional Standards for Teachers (PPST) in selected schools of the Municipality of Albuera, Leyte Division. The thirty (30) aspiring teachers from the municipality mentioned were involved in the study. Several survey questionnaires were used to gather the data from the respondents which measure their level of motivation, self-efficacy and extent of employability of aspiring teachers in the context of Philippine Professional Standards for teachers (PPST). Based on the findings of the study, it can be concluded that aspiring teachers possess the essential qualities and competencies necessary for future success in the teaching profession. Although the respondents demonstrated a moderate level of motivation in choosing teaching as a profession, they exhibited a very high level of teachers' self-efficacy and a very high extent of employability based on the Philippine Professional Standards for Teachers (PPST). The respondents appear to be well-prepared academically, professionally, and personally for the

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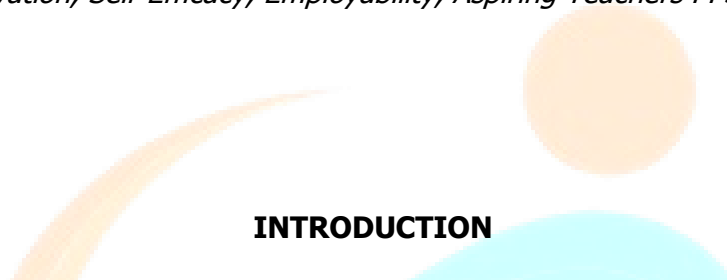
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demands of the teaching profession. Overall, the findings imply that aspiring teachers are generally prepared and capable of becoming effective educators. However, strengthening their intrinsic motivation and sustaining their professional confidence remain important to ensure long-term commitment, effectiveness, and satisfaction in the teaching profession.

Keywords: *Motivation, Self-Efficacy, Employability, Aspiring Teachers PPST*



INTRODUCTION

Education plays a pivotal role in national development, and teachers serve as the cornerstone of quality learning. In the Philippines, the professional competence of teachers is guided by the Department of Education through the implementation of the Philippine Professional Standards for Teachers. The PPST outlines the knowledge, skills, values, and professional engagement required of teachers across different career stages, ensuring that educators meet national and global standards of quality instruction.

In recent years, the teaching profession has attracted a growing number of graduates from teacher education institutions. Each year, thousands of aspiring teachers successfully pass the Professional Regulation Commission Licensure Examination for Teachers (LET), increasing the pool of qualified applicants seeking permanent teaching positions in public schools. Consequently, many aspiring teachers find themselves in a highly competitive employment environment with only a few available permanent teaching positions (Delos Reyes

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& Llagas, 2021). However, despite the rising number of licensed teachers, available permanent plantilla items remain limited. This imbalance between the supply of teacher applicants and the demand for permanent teaching positions has intensified competition, making employability a pressing concern among aspiring educators.

The increasing number of teacher education graduates and LET passers in the Philippines has created a highly competitive employment environment. Although many aspiring teachers are academically prepared and licensed, not all secure permanent positions immediately. This situation calls for a deeper examination of factors beyond academic qualifications—particularly psychological constructs such as motivation and self-efficacy—that may influence employability.

In this competitive environment, academic credentials alone may not guarantee employment. Schools increasingly look for applicants who demonstrate strong professional motivation, high self-efficacy, and alignment with the PPST domains and indicators. Motivation influences an individual’s drive to pursue and persist in a teaching career despite employment uncertainties. Self-efficacy, or one’s belief in their capacity to organize and execute teaching-related tasks, significantly affects performance, adaptability, and resilience during the application and selection process. Employability, on the other hand, extends beyond employment status and encompasses competencies, professional attributes, and readiness aligned with PPST expectations.

Delos Reyes and Llagas (2021) investigated factors affecting employability of teacher education graduates in a Philippine state university. Findings revealed that motivation and

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professional attitudes significantly influenced graduates' career preparedness and job search behaviors, especially in contexts with limited job vacancies. *The study emphasized that motivation plays a crucial role in sustaining job pursuit efforts and aligning graduate expectations with actual employment opportunities.* (Delos Reyes & Llagas, 2021).

Further, Navarro and Sarmiento (2019) examined employability skills among graduates of teacher education programs. They found that communication skills, professional competencies, and confidence levels significantly predicted employment status post-graduation. Graduates with stronger soft skills and professional confidence were more successful in obtaining teaching positions, (Navarro & Sarmiento, 2019).

While not an empirical study, the PPST framework (DepEd, 2017) articulates the competencies expected of teachers. Studies have since used PPST as a benchmark for measuring teacher readiness and aligning employability outcomes with national standards. PPST provides a comprehensive framework for assessing professional capacities of teachers. (DepEd, 2017).

While several studies have examined teacher competence and instructional effectiveness, limited research has explored how motivation and self-efficacy relate to the employability of aspiring teachers within the framework of the PPST, particularly in a context where there are more applicants than available permanent positions. Understanding these relationships is essential to determine whether aspiring teachers possess the psychological and professional readiness required to meet national teaching standards and to remain competitive in the employment landscape.

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Hence, it is in this premise that the researcher, who is at the same time a teacher 1 applicant for so many years, decided to conduct this study to determine the relationship between the extent of motivation, self-efficacy and employability of aspiring teachers in the context of the Philippine Professional Standards for Teachers. The findings of the study were basis for a proposed improvement plan.

This study determines the motivation level, self-efficacy and employability of aspiring teachers in the context of Philippine Professional Standards for Teachers (PPST) in selected schools of the Municipality of Albuera, Leyte Division. The findings of the study were basis for the proposed intervention plan.

Further, it sought to answer the following sub-problems:

1. What is the motivation level of aspiring teachers?
2. What is the level of self-efficacy of aspiring teachers?
3. What is the employability level of aspiring teachers in the context of Philippine Professional Standards for Teachers (PPST)?
4. What are the challenges meet by aspiring teachers in applying for teacher 1 position?
5. What improvement plan in hiring aspiring teachers can be proposed based on the findings of the study?

METHODOLOGY

Design. This study employed descriptive and evaluative research design to determine the motivation level, self-efficacy and employability of aspiring teachers in the context of Philippine

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Professional Standards for Teachers (PPST). This study is descriptive and evaluative in nature for it describes the motivation level, self-efficacy, and employability of aspiring teachers within the seven domains of Philippine Professional Standards for Teachers (PPST) in terms of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal growth and Professional Development. The Municipality of Albuera, Leyte is the locale of the study. The thirty (30) aspiring teachers from the municipality mentioned were involved in the study. This study utilizes three (3) different research surveys to measure the motivation level, level of self-efficacy and employability of aspiring teachers in the context of Philippine Professional Standards for Teachers (PPST). Part 1 is a survey developed and used by SEAMEO Innotech (2020) in the book entitled, "Exploring Teachers' Whys: Understanding Motivation Among Teachers in the Philippines to measure the motivation level of aspiring teachers. Part 2 is a survey to measure the self-efficacy of aspiring teachers taken from the study of Gamuza et al., (2024) entitled, "Teachers' Self-Efficacy and Performance". Part 3 of the survey is to measure the employability of aspiring teachers in the context of the Philippine Professional Standards for Teachers (PPST) developed in alignment with the *Philippine Professional Standards for Teachers (PPST)* (DepEd, 2017).

Sampling. The thirty (30) aspiring teachers from the municipality mentioned were involved in the study were involved in the study. Complete enumeration was employed in choosing the respondents of the study.

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Research Procedure. Upon securing a research permit, data gathering was initiated.

Application letters for study permits were personally submitted to concerned offices. A request letter was first submitted to the Schools Division Superintendent for approval to gather data from targeted respondents. After securing the approval of SDS, letters of permission were also submitted to the Public Schools District Supervisor and School Principals of the identified schools in the district. After getting the approvals, the researcher conducted data-gathering activities. An orientation was also held for the respondents, and their agreement through permits was to participate in the research. Then, the researcher distributed the survey to the respondents. They were given ample time to complete the survey. After accomplishing the surveys, it was collected, tallied, and submitted for statistical treatment.

Ethical Issues. The researcher obtained the necessary written permission from the authorities to conduct the study. While conducting the survey, the researcher made sure that the use of offending, discriminatory, or other undesirable terminology was eschewed. The names of the respondents and other personal information were not included in this study to ensure confidentiality. The respondents were also voluntarily participating. Orientation was done for the respondents. During orientation, concerns and issues were clarified, and consent to be part of the study was signed. The researcher-maintained objectivity in discussing and analyzing the results. All authors whose works were cited in this study were correctly quoted and were acknowledged in the reference. Keeping of responses from the respondents were given to the researcher and kept under her care.

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Treatment of Data. The quantitative responses underwent tallying and tabulation. Statistical treatment involved using specific tools: Simple Percentage and Weighted Mean were employed to evaluate the motivation level, self-efficacy and employability of aspiring teachers in the context of Philippine Professional Standards for Teachers (PPST).

RESULTS AND DISCUSSION

Table 1

Motivation Level of Aspiring Teachers in Choosing Teaching Profession

No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
1	Enjoyed acting as "teacher" during childhood play	3.10	Agree
2	Had wanted to become a teacher even as a child	2.63	Agree
3	Chose education because it was the most affordable course	2.40	Disagree
4	Chose education due to job security for teachers	2.43	Disagree
5	Chose education due to lack of other options	2.10	Disagree
6	Teaching provides opportunity to serve others	2.23	Disagree
7	Chose education because it was the only course available locally	1.73	Strongly Disagree
8	Influenced by parents or family members	1.67	Strongly Disagree
9	Education offers employability in teaching and other fields	2.03	Disagree

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No.	Statement (Indicator / Theme)	Weighted Mean	Interpretation
10	Chose education because friends also took it	1.67	Strongly Disagree
11	Did not know what other course to take	1.80	Disagree
12	Parents were also teachers	1.63	Strongly Disagree
13	Teaching background allows opportunity to work abroad	2.10	Disagree
14	Inspired by good teachers	3.53	Strongly Agree
15	Likes children	3.10	Agree
16	Teachers play important roles in society	3.27	Agree
17	Belief in own teaching ability	3.07	Agree
18	Teaching is passion	3.13	Agree
19	Higher salary compared to other professions	2.53	Neutral
20	Long vacation benefits	2.30	Disagree
21	Teachers are highly respected in community	2.77	Agree
22	Opportunity-based entry into teaching	2.80	Agree
23	Belief that teaching is God's plan	2.87	Agree
24	Security of tenure in teaching profession	2.67	Agree
Overall Weighted Mean		2.52	Agree

LEGEND:

RANGES INTERPRETATION

3.26 – 4.00 Strongly Agree (High Motivation)

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- 2.51 – 3.25 Agree (Moderate Motivation)
- 1.76 – 2.50 Disagree (Low Motivation)
- 1.00 – 1.75 Strongly Disagree (Very Low Motivation)

Table 1 presents the motivational level of aspiring teachers in choosing the teaching profession. Based on the data, it was revealed that the motivational level of aspiring teachers in choosing the teaching profession obtained an overall weighted mean of 2.52 (Agree). This means that aspiring teachers mostly have “Moderate Motivation” with the indicators listed on the table. The statement which states that, “Aspiring teachers choose teaching a profession because they were inspired by good teachers” obtained the highest mean of 3.53 (High Motivation). This indicates that having a good teacher can inspire students to choose teaching as a profession. On the other hand, the statement which states that, “Chose education because it was the only course available locally”, “Influenced by parents or family members”, “Chose education because friends also took it”, “Parents were also teachers”, obtained Very Low Motivation rating. The moderate motivation level can further be interpreted as a reflection of the current educational climate where teaching remains a meaningful profession, yet demanding working conditions influence career perceptions. According to the study of Tea Pavin Ivanec and Ana Defar (2023), intrinsic motivations such as personal interest, emotional fulfillment, and social utility strongly influence the decision to become a teacher, but these are sometimes weakened by stress and concerns regarding professional challenges. Their findings emphasized that emotional competence and life satisfaction significantly contribute to teaching motivation among prospective teachers.

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Table 2

Teachers' Self-Efficacy Level

Domain	Indicator	Weighted Mean	Interpretation
A. Instructional Delivery	1. Confident in establishing a positive and respectful classroom environment	5.00	Always
	2. Can manage classroom behavior effectively using positive reinforcement	4.90	Always
	3. Able to de-escalate conflicts and maintain a calm demeanor	4.90	Always
	4. Able to balance structure and flexibility in the classroom	4.83	Always
	5. Fosters a sense of community and inclusivity	5.00	Always
	6. Confident in setting clear expectations and consequences	4.97	Always
	7. Uses proactive strategies to prevent misbehavior	4.93	Always
	8. Able to manage transitions and minimize disruptions	4.83	Always
	9. Confident in maintaining accurate records	4.97	Always

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Domain	Indicator	Weighted Mean	Interpretation
	10. Can create a safe and welcoming learning environment	4.83	Always
B. Classroom Management	11. Confident in establishing a positive classroom environment	4.90	Always
	12. Manages behavior using positive reinforcement	4.83	Always
	13. De-escalates conflicts and maintains calm demeanor	4.93	Always
	14. Balances structure and flexibility in classroom	4.93	Always
	15. Fosters sense of community and inclusivity	4.93	Always
	16. Sets clear expectations and consequences	4.87	Always
	17. Uses proactive strategies to prevent misbehavior	4.80	Always
	18. Manages transitions and minimizes disruptions	4.90	Always
	19. Maintains accurate records	4.90	Always
	20. Creates a safe and welcoming learning environment	4.93	Always
C. Learners' Support and Motivation	21. Supports learners' emotional and social needs	4.97	Always

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Domain	Indicator	Weighted Mean	Interpretation
	22. Identifies and responds to individual learner needs	4.97	Always
	23. Motivates learners to reach full potential	4.97	Always
	24. Builds strong relationships with learners	4.97	Always
	25. Promotes love for learning	4.97	Always
	26. Provides constructive feedback for learner growth	4.93	Always
	27. Fosters growth mindset among learners	5.00	Always
	28. Encourages learners to take risks and explore ideas	4.93	Always
	29. Provides opportunities for reflection and self-assessment	4.97	Always
	30. Is approachable and responsive to learner concerns	4.97	Always
D. Professional Growth and Collaboration	31. Stays current with best practices in education	4.83	Always
	32. Reflects on teaching practices for improvement	4.90	Always

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Domain	Indicator	Weighted Mean	Interpretation
	33. Open to new ideas and perspectives	4.97	Always
	34. Articulates teaching philosophy and values	4.93	Always
	35. Committed to lifelong learning	4.97	Always
	36. Collaborates effectively with colleagues	4.93	Always
	37. Contributes to school-wide initiatives	5.00	Always
	38. Accepts and acts on feedback from peers and administrators	4.93	Always
	39. Participates in peer observation and coaching	5.00	Always
	40. Committed to ongoing professional development	4.83	Always
Overall Weighted Mean		4.92	Always

LEGEND:

RANGES INTERPRETATION

4.21 - 5.00 Always

3.41 – 4.20 Often

2.61 – 3.40 Sometimes

1.81 – 2.60 Rarely

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Table 2 presents the teachers' self-efficacy level for all indicators. Based on the table, it was revealed that teachers' self-efficacy level obtained an overall weighted mean of 4.92 which is interpreted as Very High Self-Efficacy. This indicates that aspiring teachers possess the competencies of being a good teacher. Their instructional delivery, classroom management, learners' support and motivation, and professional growth and collaboration received an overwhelming rating as they are ready professionally to become a teacher. Their belief in their ability to execute teaching successfully and their behaviors in accomplishing the task manifest their readiness for the position. This finding suggests that aspiring teachers possess confidence in managing classrooms, delivering instruction, engaging learners, and addressing educational challenges. A very high level of self-efficacy further indicates that respondents perceive themselves as competent, prepared, and capable of becoming effective educators in the future. According to Bandura's Social Cognitive Theory, self-efficacy influences how individuals think, feel, motivate themselves, and behave. Aspiring teachers with high self-efficacy are more likely to demonstrate persistence, resilience, creativity, and positive teaching behaviors even when faced with challenges in the teaching-learning process. A study by Hendricks, Olawale, and Saddiq (2024) found that pre-service teachers with high self-efficacy demonstrate greater confidence in teaching, classroom interaction, and instructional decision-making. The study emphasized that aspiring teachers who strongly believe in their teaching abilities are more likely to positively influence student learning outcomes and classroom performance.

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Table 3

Employability of Aspiring Teachers (PPST-Based Indicators)

Domain	Indicator	Weighted Mean	Interpretation
Domain 1: Content Knowledge and Pedagogy	1. Demonstrates strong mastery of subject matter	4.90	Strongly Agree
	2. Applies appropriate teaching strategies for diverse learners	4.80	Strongly Agree
	3. Designs lesson plans aligned with curriculum standards	4.87	Strongly Agree
	4. Integrates educational theories into teaching practices	4.87	Strongly Agree
	5. Uses varied instructional materials to enhance learning	4.87	Strongly Agree
Domain 2: Learning Environment	6. Establishes positive and respectful classroom environment	4.83	Strongly Agree
	7. Manages learner behavior effectively	4.90	Strongly Agree
	8. Promotes inclusive and supportive learning spaces	4.80	Strongly Agree
	9. Maintains discipline while encouraging participation	4.97	Strongly Agree

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Domain	Indicator	Weighted Mean	Interpretation
	10. Demonstrates strategies that foster engagement	4.97	Strongly Agree
Domain 3: Diversity of Learners	11. Adapts instruction to diverse learner needs	4.87	Strongly Agree
	12. Sensitive to cultural and socio-economic backgrounds	4.87	Strongly Agree
	13. Modifies teaching for different abilities	5.00	Strongly Agree
	14. Promotes equity and inclusivity	4.97	Strongly Agree
	15. Considers individual differences in planning instruction	4.97	Strongly Agree
Domain 4: Curriculum and Planning	16. Prepares detailed and well-structured lesson plans	5.00	Strongly Agree
	17. Aligns objectives, activities, and assessments effectively	4.90	Strongly Agree
	18. Incorporates 21st-century skills in lessons	4.90	Strongly Agree
	19. Uses curriculum guides effectively	4.93	Strongly Agree
	20. Adjusts lesson plans based on learner needs	4.97	Strongly Agree

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Domain	Indicator	Weighted Mean	Interpretation
Domain 5: Assessment and Reporting	21. Designs appropriate assessment tools	4.77	Strongly Agree
	22. Interprets assessment results to improve instruction	4.80	Strongly Agree
	23. Provides constructive feedback to learners	4.90	Strongly Agree
	24. Uses formative and summative assessments appropriately	4.87	Strongly Agree
	25. Maintains accurate learner records	4.97	Strongly Agree
Domain 6: Community Linkages and Professional Engagement	26. Collaborates with parents and stakeholders	4.80	Strongly Agree
	27. Participates in school and community activities	5.00	Strongly Agree
	28. Demonstrates professional communication and conduct	4.93	Strongly Agree
	29. Works effectively with colleagues and leaders	4.90	Strongly Agree
	30. Understands role in community development	4.93	Strongly Agree

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Domain	Indicator	Weighted Mean	Interpretation
Domain 7: Personal Growth and Professional Development	31. Seeks professional development opportunities	4.77	Strongly Agree
	32. Reflects on strengths and weaknesses	4.93	Strongly Agree
	33. Open to feedback for improvement	4.90	Strongly Agree
	34. Demonstrates resilience in challenges	4.97	Strongly Agree
	35. Committed to continuous learning	4.87	Strongly Agree
Overall Weighted Mean		4.90	Strongly Agree

LEGEND:

RANGES INTERPRETATION

4.21 - 5.00	Strongly Agree
3.41 - 4.20	Agree
2.61 - 3.40	Moderately Agree
1.81 - 2.60	Disagree
1.00 - 1.80	Strongly Disagree

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Table 3 presents the extent of employability of aspiring teachers based on Philippine Professional Standards for Teachers (PPST) indicators in the different domains like, content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning and assessment and reporting. Based on the table, it was revealed that the extent of employability of aspiring teachers based on Philippine Professional Standards for Teachers (PPST) indicators in the different domains like, content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning and assessment and reporting obtained an overall weighted mean of 4.90 which is interpreted as Very High Employability rating. This indicates that having been able to attain the degree and professionally passed the licensure examination had prepared them to attain a very high employability. This means that aspiring teachers strongly agree on the indicators based on Philippine Professional Standards for Teachers (PPST) that they acquire it and that they are ready to engage in the teaching profession. The very high extent further indicates that aspiring teachers consistently exhibit competencies aligned with the PPST domains, such as content knowledge and pedagogy, learning environment management, diversity of learners, curriculum planning, assessment and reporting, community linkages, and personal professional development. This means that respondents perceive themselves as capable of meeting professional teaching expectations and adapting to the demands of the teaching profession. The study conducted by Herrera (2024) revealed that the domains of the Philippine Professional Standards for Teachers are essential in developing teachers' professional competence, instructional capability, and career readiness. The study highlighted that competencies related to innovative teaching strategies,

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assessment practices, learner management, and professional growth are vital indicators of teacher preparedness and employability.

Table 4

Challenges Encountered by Aspiring teachers in Applying for Teacher I Position

No.	Challenges	No. of Responses	Percentage	Indicator / Theme
1	Complex hiring requirements and procedures	30	100%	Administrative Complexity
2	Lengthy hiring process causing delays and uncertainty	30	100%	Process Delay
3	Limited Plantilla positions despite many qualified applicants	30	100%	Structural Limitation
4	Unpaid waiting period before employment	30	100%	Economic Insecurity
5	High competition leading to stress and anxiety	30	100%	Psychological Pressure
6	Challenges in online application systems or submissions	28	93%	Digital System Barriers
7	Limited digital literacy for application processes	25	83%	ICT Competency Gap
8	Lack of mentorship or guidance from experienced teachers	22	73%	Professional Support Gap
9	Pressure from family or expectations to secure employment	15	50%	Social Expectation Pressure

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No.	Challenges	No. of Responses	Percentage	Indicator / Theme
10	Difficulty demonstrating teaching competence during demo teaching	11	37%	Performance Demonstration Challenge
11	Limited specialization alignment with available teaching positions	10	33%	Qualification Mismatch
12	Insufficient training or seminars attended	9	30%	Professional Development Gap
13	Lack of teaching experience compared to other applicants	8	27%	Experience Deficiency
14	Difficulty understanding ranking systems	4	13%	System Understanding Gap
15	Frequent changes in hiring guidelines or policies	3	10%	Policy Instability

Table 4 presents the challenges encountered by aspiring teachers in applying for teacher I position. Based on the answers of the respondents, it was revealed on the table that all of the aspiring teachers encountered difficulties in applying for teacher 1 position in terms of administrative complexity, process delay, structural limitation, economic insecurity and psychological pressure. This means that aspiring teachers experienced these while submitting themselves for that position. On the other hands, the data also shows that policy instability, system understanding gap, experience deficiency, professional development gap, qualification mismatch and performance demonstration challenge received less than 50% difficulties. This

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implies readiness of the teachers for the process and awareness also of the documents to be presented during the evaluative assessment.

CONCLUSION

Based on the findings of the study, it can be concluded that aspiring teachers possess the essential qualities and competencies necessary for future success in the teaching profession. Although the respondents demonstrated a moderate level of motivation in choosing teaching as a profession, they exhibited a very high level of teachers' self-efficacy and a very high extent of employability based on the Philippine Professional Standards for Teachers (PPST). The moderate motivation level suggests that aspiring teachers recognize the value and importance of teaching; however, their motivation may be influenced by external factors such as workload, compensation, professional challenges, and societal perceptions toward the teaching profession. Despite these concerns, respondents still show willingness and interest in pursuing a teaching career. Moreover, the very high level of self-efficacy indicates that aspiring teachers strongly believe in their ability to perform teaching-related tasks effectively. They possess confidence in classroom management, instructional delivery, learner engagement, and problem-solving, which are essential characteristics of competent educators. This finding further implies that teacher education programs and professional preparation activities effectively enhance the confidence and readiness of aspiring teachers. Furthermore, the very high extent of employability based on the PPST signifies that aspiring teachers consistently demonstrate the competencies, skills, and professional

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standards expected of beginning teachers in the Philippine educational system. The respondents appear to be well-prepared academically, professionally, and personally for the demands of the teaching profession. Overall, the findings imply that aspiring teachers are generally prepared and capable of becoming effective educators. However, strengthening their intrinsic motivation and sustaining their professional confidence remain important to ensure long-term commitment, effectiveness, and satisfaction in the teaching profession.

RECOMMENDATIONS

1. Aspiring teachers should continue developing their professional competencies, teaching skills, and self-confidence through active participation in trainings, seminars, workshops, and teaching-related activities.
2. Aspiring teachers should also strengthen their intrinsic motivation by recognizing the noble purpose and societal contribution of the teaching profession.
3. Continuous self-improvement, reflective practice, and adaptability to educational changes are encouraged to sustain professional growth and readiness.
4. Teacher education institutions should strengthen programs and activities that enhance both the motivation and professional preparedness of aspiring teachers.
5. Institutions may provide mentorship programs, career orientation, mental wellness support, and authentic teaching experiences that will help students appreciate the value of teaching and overcome professional anxieties.

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6. Greater emphasis should also be given to experiential learning and PPST-aligned competencies to further improve employability and teaching readiness.
 7. Faculty members and practice teaching mentors should continuously provide guidance, encouragement, and constructive feedback to aspiring teachers.
 8. Mentors should also expose aspiring teachers to learner-centered strategies, classroom management techniques, and reflective teaching practices that can enhance their confidence and competence.
 9. School administrators and educational policymakers should develop support systems and policies that promote teacher welfare, professional recognition, and career growth opportunities.
 10. Future researchers may conduct similar studies using wider populations and different educational contexts to validate and expand the findings of the present study. They may also explore other variables related to aspiring teachers' motivation, self-efficacy, and employability such as emotional intelligence, resilience, teaching internship experiences, academic performance, and technological competence. Qualitative or mixed-method studies may also be conducted to gain deeper understanding of the experiences and challenges of aspiring teachers.

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AUTHOR'S PROFILE



MS. JENNIFER B. ARQUILLANO

Jennifer B. Arquillano was born on April 19, 2000. She spent her early years in Albuera, Leyte, where she began developing her passion for learning and teaching. She completed her Elementary Education at Balugo Elementary School and continued her secondary studies at Dr. Geronimo B. Zaldivar Memorial School of Fisheries. These formative years helped shape her discipline, perseverance, and strong interest in education.

After finishing High School, Jennifer pursued higher education at Eastern Visayas State University- Ormoc City. In 2023, she earned her degree of Bachelor in Elementary Education. Her dedication to her chosen field motivated her to prepare for the Licensure Examination for Teachers (LET), which she successfully passed in 2024, officially beginning her professional journey as a licensed educator.

Jennifer's teaching career began during her time as a student teacher at Can-adieng Elementary School. It was there that she first discovered her passion for education and her commitment to guiding young learners toward success. Through her daily interactions with students, she developed a strong sense of responsibility and dedication to creating a positive and supportive learning environment where children could grow academically and personally.

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During her practice teaching, Jennifer demonstrated patience, creativity, and compassion in handling her students. She worked hard to make lessons engaging and meaningful, ensuring that every child felt encouraged and valued inside the classroom. Her experiences allowed her to strengthen her teaching skills while also building meaningful relationships with students, fellow teachers, and parents. These moments inspired her to continue pursuing excellence in the field of education.

After successfully qualifying for the Teachers' RQA (Registry of Qualified Applicants), Jennifer gained valuable experience as a substitute teacher and tutor at Aral Tutors. These opportunities allowed her to further enhance her teaching abilities, adapt to different learning environments, and strengthen her passion for educating young learners. Through her dedication, patience, and commitment to helping students succeed, she continued to grow both professionally and personally as an aspiring educator.

Committed to lifelong learning and professional growth, Jennifer enrolled in the Master of Arts in Education (MAEd), major in Elementary Education, at Western Leyte College of Ormoc, Incorporated in 2024. Determined to become a more effective and inspiring educator, she continues to pursue her graduate studies while enhancing her knowledge, teaching strategies, and professional skills. Her dedication to advanced learning reflects her passion for providing quality education and making a meaningful difference in the lives of her students.

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