

Assessing the Reasons and Satisfaction of Teacher Education Graduates in Choosing a Non-Teaching Career: Towards Minimizing Irrelevant Employment Through an Effective School Program

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Abstract

The purpose of the study is to determine what quantitative aspects need further explanation in choosing a non-teaching job by education graduates in terms of; (1) non-commitment to the teaching profession, (2) circumstantial influence (3) competitive income and (4) support for passion and growth. Also, it seeks to determine the level of career satisfaction in terms of (1) job security, (2) compensation, (3) interpersonal relationship and (4) organization culture. Results of the study shall contribute in the development of an effective school program in order to minimize irrelevant employment among teacher education graduates, and eventually stay in the teaching profession. Employing purposive sampling technique, the participants of the study are 12 teacher education graduates of Rizal Memorial Colleges Inc. The study utilized explanatory sequential mixed method design where a two-phase stage was employed in collecting data. In the quantitative phase, the researcher used a survey questionnaire in determining the reasons of the teacher education graduates in choosing a non-teaching job as well as their corresponding career satisfaction. In the qualitative phase, the researcher used in-depth interviews in gathering data to identify what school programs to be undertaken in order to minimize irrelevant employment among teacher education graduates and eventually stay in the teaching profession. Results revealed that competitive salary ($M=3.51$) and support for passion and growth ($M=3.49$) were observed to be the most reasons why the participants chose a non-teaching career. In terms of satisfaction, the participants indicated high satisfaction in their non-teaching career on job security ($M=3.42$) and compensation ($M=3.59$). More so, it was found that the school program to minimize irrelevant employment among teacher education graduates, and eventually stay in the teaching profession, revealed four major themes namely: (1) commitment, (2) patience, (3) contentment and (4) openness to change. This study suggests that educational institutions should prioritize initiatives aimed at fostering commitment among education graduates towards the teaching profession. This can involve providing comprehensive career guidance and counseling services to help graduates understand the value and opportunities within teaching.

Keywords: Choosing a non-teaching job, teacher education graduates, career satisfaction, explanatory sequential



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INTRODUCTION

Soft skills are viewed as more important in the 21st-century workplace. Workers with professionalism or work ethics, communication skills, teamwork, collaboration, and critical thinking and problem-solving skills are inspired by employers. Among other professions, several investigations have identified that teacher education skills and competencies are transferable to other non-teaching careers. Several transferable teaching skills are identified that are beneficial to non-teaching jobs like the willingness to learn and listen, and other skills such as complex problem solving, coordination, critical thinking, mentoring, and

decision-making. In addition, managing time, monitoring, multi-tasking, negotiating, speaking, understanding individuality, analyzing and evaluating systems, reading, and writing skills, and being service-oriented are the competencies usable in other non-teaching careers.

In the Philippines, it is possible for individuals in any profession, including non-education graduate teachers, to experience frustration in performing the task. Teaching can be a challenging and demanding profession and various factors can contribute to frustration. These may include lack of resources of which inadequate teaching materials, outdated

textbooks, and a lack of technological resources can frustrate teachers who want to provide the best education for their students. Schools in far-flung areas had no electricity where ICT integration cannot be manipulated, and technological aid is not evident. Another factor is the large number of learners in a single classroom and managing student behavior and maintaining a positive and conducive learning environment. Additionally, bureaucratic hurdles, administrative tasks, and paperwork can add stress and frustration to a teacher's workload.

Moreover, the government spent a budget for 1.6M Filipino students for their free tertiary education to meet the demands of human resources in the country (Rocamora, 2021). Unfortunately, not all graduates landed a job related to their completed program. This is also true in teacher education wherein a significant portion of government investments are wasted as reflected in low performance in the licensure examination and some education students after their graduation leaving the profession and switching to other careers (Abulon & Rungduin, 2015). Additionally, tracing teacher education graduates who are working in non-education career is uncommon for educational institutions because of institutional and program assessments that require alignment of the program completed to the present work of graduates. Moreover, According to Smith (2020), irrelevant employment is the condition where individuals are employed in jobs that do not utilize their specific training, skills, or qualifications acquired through their educational background. In the context of teacher education graduates, irrelevant employment occurs when these graduates pursue non-teaching careers that do not align with their specialized training in education. This mismatch can lead to underutilization of their expertise, lower job satisfaction, and potential long-term career dissatisfaction.

The above articulations posit the idea that there is a need to determine the level of choosing non-teaching jobs among education graduates of Rizal Memorial Colleges (RMC), Davao City. Specific objectives of the study are the

following: a) To determine the reasons of teacher education graduates in choosing a non-teaching job in terms of: non-commitment to teaching profession, circumstantial influence, competitive income, and supports to passion and growth; b) to determine the level of career satisfaction of teacher education graduates in a non-teaching career in terms of job security, compensation, interrelationship, and organization culture; and, c) to contribute in the development of an effective school program minimize irrelevant employment among teacher education graduates (Qualitative) to stay teaching career.

From a focused perspective, the study is significantly important to universities and colleges as the results can be a basis for policy solutions especially in ensuring sufficient supply without lowering the bar, which would simultaneously upgrade the quality and attractiveness of the job. This study could also provide additional information on the effects of employing non-teaching jobs among teacher education graduates. Furthermore, the findings of the study will provide the program head, as well as the teachers, a better understanding as to assist, support and give technical assistance and encouragement to graduating education students; thus, this will be the basis for policy academic planners of the school in redirecting their school plan giving more emphasis on uplifting the desire and high commitment to the teaching profession.

LITERATURES

The literature investigated the reasons for choosing a non-teaching job by education graduates. Previous studies describe the challenges and experiences of educators. The literature also defined career satisfaction. Several authors and scholars described career satisfaction, as well as its factors and outcomes.

Choosing a Non-Teaching Job by Education Graduates. According to the study of Bates (2009), money is the primary reason why teacher graduates choose non-teaching jobs. That is why most individuals change jobs—they

can earn more money doing something different. The next reason is children, as teachers become parents too, and no one understands the importance of having a parent present in a child's life better than a teacher. If a teacher becomes a parent and no longer needs to work to pay their bills owing to alternative sources of income, they may choose to be a stay-at-home parent. They may enjoy teaching but despise the non-teaching activities that come with the job. Teaching is not the vocation they expected it to be. Additionally, health is another reason. They may be immunocompromised, and it is impossible to deal with children without being exposed to a variety of germs. Teachers become sick frequently. However, it's just part of the job.

Additionally, a study by Bielefeld (2020) sheds light on the challenges faced by educators, highlighting the high stress levels and inadequate compensation prevalent in the teaching profession. While teachers find fulfillment in their interactions with students, difficulties arise primarily from interactions with parents, leading many to consider leaving the field. The study also emphasizes the unpredictable nature of teaching; despite careful planning, teachers must remain flexible to accommodate unforeseen events in students' lives. Despite the exhausting nature of the work, educators find fulfillment in the dynamic nature of their profession.

Likewise, a study by Wright (2016) found that many teachers are leaving the profession because of several big reasons. One is all the difficult paperwork and meetings they have to do, along with the complicated process to keep their teaching qualifications up to date. Also, teachers have to deal with politics and strict rules from bosses, and often don't have enough stuff to do their job well. They also spend a lot of time grading papers and making lesson plans, often late into the night. Parents sometimes expect teachers to do a lot more than just teach, which adds to the pressure. Plus, dealing with students who don't want to learn makes teaching even harder. All these things together often make teachers feel burnt out pretty quickly.

Career satisfaction. Career satisfaction is the individual's general attitude towards his job, the difference between the amount of reward received, and the amount that workers believe should be accepted (Robbins et al., 2013). Another understanding of career satisfaction is a collection of various feelings and a person's belief in his current job (George & Jones, 2012). Career satisfaction can affect the behavior of employees in the company where he works, which can lead to high turnover.

Youcef et al., (2016) report that career satisfaction is a combination of psychological, physiological, and environmental factors that genuinely lead an employee to claim they are pleased with their jobs. They claim that workers are fulfilled with their employers. Moreover, career satisfaction is the emotional status of employees when input offered by a work is matched with feedback from employees. Employee feedback in this case is how much material or non-material. Additionally, Hardiansyah & Rasia (2022) describe the meaning of career satisfaction, namely as a positive emotion about one's job which is the result of an evaluation of one's individuality. This career satisfaction is individual, the level of satisfaction between one individual and another varies. Usually, each individual will feel satisfied with his work if the work done is in accordance with the hopes and goals of his work.

Meanwhile, Murtiningsih (2019) defined career satisfaction as the individual's general attitude towards his job, the difference between the amount of reward received, and the amount that workers believe should be accepted. George & Jones (2012) explains four factors that affect career satisfaction as follows: (1) Personality, are the nature of a person as a determinant of how he thinks and feels satisfied with his work; (2) Values, reflect the employee's belief in achieving the results of his work and how to behave in action; (3) The work situation, which includes an interest in work, social relations with superiors and the surrounding environment, security and justice in the provision of salaries and benefits; and (4) Social

influence, the influence of individuals or groups on a person's attitudes and behavior.

Lastly, Robbins and Judge (2016) pose the outcomes of career satisfaction including job performance, organizational citizenship behavior, customer satisfaction and life satisfaction. Otherwise, employee's dissatisfaction will result in non-productive work behavior, absenteeism, turnover, and employee voice (complaint). This is reinforced by Griffin & Moorhead (2009) that a satisfied employee tends to be absent less often, to make positive contributions, and to stay with the organization, while dissatisfied employees may be absent more often, may experience stress that disrupts coworkers, and may be continually looking for another job.

METHODOLOGY

This section deals with the methods that the researcher has undertaken for this study. This includes the population and sampling, instrumentation, data source, and data analysis.

Research Design. The study utilized an explanatory sequential mixed method design, which combined quantitative and qualitative approaches to understand the process of choosing a non-teaching job by education graduates and its impact on their career satisfaction. The study initially employed surveys or questionnaires to gather quantitative data, followed by interviews to delve into qualitative insights. The approach involved two distinct phases, with the quantitative phase preceding the qualitative phase. The rationale behind this sequential design was to first establish a general understanding of the research problem through quantitative analysis, then refine and explain the statistical results using qualitative data to explore participants' perspectives in more depth. The qualitative phase aimed to document the experiences of the participants regarding the variables under study, complementing and elaborating on the findings from the quantitative phase. This methodological approach is supported by previous literature, which emphasizes the importance of integrating

quantitative and qualitative data to provide a comprehensive understanding of complex phenomena.

Population and Sampling. The sample population was twelve (12) teacher education graduates and then followed up with five (5) purposefully selected education graduate teachers to explore those results in more depth through an in-depth interview. The researcher chose the participants as they are teachers who were officially alumni of Rizal Memorial Colleges (RMC). Moreover, the study was delimited only to the nature of the problem based on the research questions and thus it did not consider performance of the teacher education graduates. The recruitment process was challenging, especially a specific group such as education graduates. Aside from distance, most of the participants that the researcher asked were not willing to participate.

Instrumentation. In gathering the data, the researcher used modified survey questionnaires to collect quantitative data. A panel of experts subjected the tools to content validity and pilot tested them to determine their reliability. The researcher adapted the first part of the instrument, which asked education graduates to choose a non-teaching job, from the study of Panlaqui and Bardemorilla (2023). Each indicator of choosing a non-teaching job by education graduates consists of 5-item statements in the questionnaire. The adapted questionnaire has a Cronbach alpha value of .865, which means that it has good reliability. Moreover, the second questionnaire with a total of 5 items each indicator was adapted from Lopes and Oliveira (2020). It was used to measure career satisfaction of the teacher-education graduates. The adapted questionnaire has a Cronbach alpha value of .967, which means that it has good reliability.

In the qualitative phase, the researcher employed a semi-structured, in-depth interview approach. Each participant was interviewed using a validated interview guide, which the researchers developed based on the quantitative results utilizing the follow-up

explanation model. The researcher uses the follow-up explanation model since the researcher needs qualitative data to explain or expand on quantitative results (Creswell, Plano Clark, et al., 2003). In this model, the researcher identifies specific quantitative findings that need additional explanation, such as statistical differences among groups, individuals who scored at extreme levels, or unexpected results. The researcher then collects qualitative data from participants who can best help explain these findings with participants' consent; the interviewer took notes during the interviews. Additionally, all interviews were audio-recorded and transcribed verbatim. Thematic content analysis was then utilized to scrutinize the participants' responses. The researcher carefully reviewed the audio materials to ensure accuracy, checking for any omissions or inaccuracies in the transcription. These meticulous steps were undertaken to ensure the accuracy of the gathered data and to provide substantive information, enabling thorough analysis and interpretation of significant findings.

Data Source. The quantitative phase of the study involved several key steps: first, obtaining permission from relevant authorities to conduct the study; second, subjecting the questionnaires to content validation and pilot testing to ensure reliability; third, administering and distributing the questionnaires to the respondents, either in person or via drop box; fourth, retrieving the completed questionnaires; and finally, analyzing and interpreting the results using statistical tools.

Since the researcher utilized the explanatory sequential, the researcher conducted the two methods in separate phases and collects only one type of data at a time. During the qualitative phase, the researcher conducted one-on-one, in-depth interviews in a conducive environment, focusing on gathering the participants' real-life experiences and suggestions for improving the performance of non-education graduate teachers to enhance career satisfaction. The researcher thoroughly discussed ethical considerations with the participants and emphasized their perspectives on the

phenomenon of interest. The researcher then recorded the interviews with the participants' permission for further analysis.

Data analysis. The following statistical tools were used to answer the research questions: Mean was used to determine the level of performance of choosing a non-teaching job by education graduates and career satisfaction. Further, the researcher made use of Thematic Content Analysis and triangulation as a means to analyze the qualitative results of the study. According to Anderson (2007), Thematic Content Analysis (TCA) is a descriptive presentation of qualitative data. Qualitative data take the form of interview transcripts collected from research participants or other identified texts that reflect experientially on the study's topic. This study analyzed the transcripts gathered from the in-depth interview to produce meaningful themes. Braun and Clarke's (2006) thematic analysis involve six flexible, iterative steps: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The process starts with deep engagement with the data, progresses through identifying and refining themes, and concludes with a coherent and persuasive report that aligns with the research question. Researchers are encouraged to adapt these guidelines to fit their specific research context and data.

Moreover, According to Guion (2002), qualitative researchers use triangulation to verify and validate their findings. This method was applied in this study to confirm information obtained during in-depth interviews. By using various techniques such as interviews, observations, and document analysis, researchers can cross-verify findings, uncover deeper insights, and identify inconsistencies. This comprehensive approach enhances the credibility and validity of the study by examining the phenomenon from multiple perspectives. In phenomenological research, methodological triangulation is the most common type, involving interviews, evaluations, record analysis, and other relevant materials.

RESULTS

This part highlights the results and discussion of the study. This mixed-methods study aimed to ascertain the level of education graduates choose non-teaching jobs, taking into account factors such as non-commitment to the teaching profession, circumstantial influence, competitive income, support for passion and growth, and to determine the level of career satisfaction in terms of job security, compensation, interpersonal relationships, organizational culture. Furthermore, the study delved deeper into identifying the quantitative findings that require further elucidation, with the aim of recommending a school program that would reduce unnecessary employment among teacher education graduates from Rizal Memorial Colleges (RMC), Davao City.

Table 1
Reasons in Choosing a Non-Teaching Job by Education Graduates

No.	Indicators	Mean	Descriptive Interpretation
1	Non-commitment to teaching profession	2.94	Moderate
2	Circumstantial Influence	2.80	Moderate
3	Competitive income	3.51	High
4	Supports to passion and growth	3.49	High
	Overall	3.19	Moderate

Presented in Table 1, the reasons in choosing a non-teaching job by education graduates was measured by four indicators, namely: non-commitment to the teaching profession, circumstantial influence, competitive income, and support for passion and growth. The mean ratings for these indicators are as follows: the indicator for non-commitment to the teaching profession received a moderate rating of 2.94. The rating for circumstantial influence, at 2.80, was deemed moderate. The competitive income is high (3.51), and the supports for passion and growth are high (3.49). The overall mean rating of 3.19, or moderate, signifies that a competitive salary and support for passion and growth in the four indicators have oftentimes been observed.

Table 2
Level of Career Satisfaction of Teacher Education Graduate in a Non-Teaching Career

No.	Indicators	Mean	Descriptive Interpretation
1	Job Security	3.42	High
2	Compensation	3.59	High
3	Interpersonal relationship	3.06	Moderate
4	Organizational culture	2.76	Moderate
	Overall	3.20	Moderate

Shown in Table 2 is the data on the level of career satisfaction of teacher-education graduate in a non-teaching career terms of job security, compensation, interpersonal relationships, and organizational culture. The mean ratings for these indicators are as follows: In terms of job security, the mean rating for career satisfaction was FIGURE3.42, indicating a high level of satisfaction. The mean rating for compensation was 3.59, indicating a high level. Additionally, the results indicate a moderate overall mean rating of 3.20 for interpersonal relationships (3.06) and organizational culture (2.70). This indicates a moderate level of career satisfaction in terms of job security, compensation, interpersonal relationships, and organizational culture.

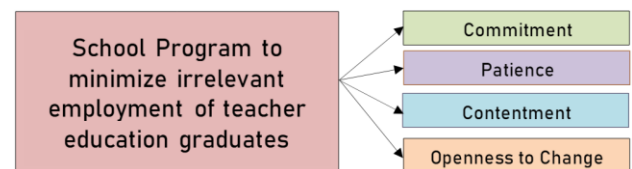


Figure 1
School Program to Minimize Irrelevant Employment of Teacher Education Graduates

Figure 1 showed the school program to minimize irrelevant employment of teacher education graduates. The study identified four key themes: (1) commitment, (2) patience, (3) contentment, and (4) openness to change. The results showed that the participants' responses were based on their experiences with how they coped with the situation concerning their choice of non-teaching work among education graduates.

DISCUSSION

This section highlights the discussion of the findings of the study. Also, conclusions are presented based on the results of the study. In addition, timely recommendations are offered to give opportunities to future researchers.

This study aimed to determine reasons in choosing a non-teaching job by education graduates in terms of factors such as non-commitment to the teaching profession, circumstantial influence, competitive income, support for passion and growth, and level of career satisfaction in terms of job security, compensation, interpersonal relationships, organizational culture. Furthermore, the study delved deeper into identifying the quantitative findings that require further elucidation, with the aim of recommending a school program to minimize irrelevant employment among teacher education graduates to stay teaching careers from Rizal Memorial Colleges (RMC), Davao City.

On the reasons in choosing a non-teaching job by education graduates in terms of factors such as non-commitment to the teaching profession, circumstantial influence, competitive income, support for passion and growth, the overall mean result of the level of choosing a non-teaching job by education graduates is moderate equivalent means that competitive salary and support to passion and growth in the four indicators have been oftentimes observed. The findings support the claims that teachers' competencies are transferable to non-teaching careers. The rich narrative data gathered in the study of Abulon and Rungduin (2015) showed that financial and economic reasons, which include perceptions of insufficient salary levels, are driving the graduates away from teaching. Likewise, a mismatch between personal characteristics, including health issues related to the demands of the teaching profession, was crystallized. Although a number of the respondents admitted that they do not see themselves as teachers even if they were trained as such, yet, they expressed seeing themselves as part of the allied professions in teaching. Similar result found from the study of

Wulandari (2020) that economic, school environment, relationship among teacher, students, administrative staff, and workload becomes the reason why the participants choose the non-teaching job. While the reason for the participant working in their current occupation is that they got the benefits of their job, which are they could improve their English competency, and they got the chance to learn new things.

On the level of career satisfaction of teacher education graduates in a non-teaching career in terms of job security, compensation, interpersonal relationships, organizational culture, the overall mean result of career satisfaction is a moderate equivalent means that compensation and job security in the four indicators have been oftentimes observed. Career satisfaction has a positive correlation with work motivation (Maharjan, 2012). Job performance and employee loyalty can also increase by developing career satisfaction. In relation to, study of Idris et al., (2021) revealed that to improve employee satisfaction, the work environment has proven to be a trigger for employees to feel satisfied with what they have been doing so that they will work more effectively and efficiently in helping the organization achieve its goals. The role of career satisfaction as compensation mediation on employee performance has been proven to have no effect either partially or simultaneously. Meanwhile, career satisfaction as a mediator in the work environment and employee performance is proven positively and significantly. This shows that the work environment can improve employee performance both directly and indirectly through job satisfaction.

On the school program to minimize irrelevant employment among teacher education graduates to stay teaching careers, the interview's first theme is commitment. Commitment involves focus. It helps individuals stay focused on their chosen field. Committing to a specific career path or area of expertise reduces your susceptibility to opportunities beyond that domain. This focus ensures that you're investing your time and energy into

developing skills and knowledge relevant to your chosen field. Contradictory, non-commitment to teaching may also stem from personal or family-related issues. Graduates may face challenges such as health issues, financial pressures, or family responsibilities that make it difficult for them to fully invest in their teaching careers. Rots et al. (2010) found that many individuals lack dedication to the teaching profession because it is not their personal choice, and they lack career guidance and counseling. Those who have the initial motivation to enter the program demonstrate a commitment to the teaching profession.

The second theme found was patience. It takes longer to find a teaching job due to competition. Patience helps job seekers overcome setbacks. While looking for a teaching job, people might improve their talents. Patience lets them perceive this as a learning experience. Job-hunting, especially rejection, can be stressful and discouraging. Patience helps people stay positive and hopeful for the perfect chance. Job hunting requires education and community connections. Patience lets people network, attend events, join professional organizations, and meet educators who may offer advice or career prospects. Similar to Khush (2021), self-efficacy is the idea that we can overcome obstacles and complete a task (Akhtar, 2008). Graduates must find non-program-related occupations due to failing the board and the requirement to make money. After graduation, they find work to meet their physiological demands and remain self-confident despite obstacles. Teachers who are waiting for jobs should be patient. It improves job search skills and builds resilience.

The third theme was contentment, teachers need a love for education and a willingness to help others. If someone enjoys helping others learn and improve, they are more likely to select a teaching position that matches their values and passions than a less fulfilling one. Intrinsic motivation—not money or status—drives contentment. For individuals who enjoy teaching, inspiring, and seeing pupils succeed, teaching is fulfilling. Job satisfaction can improve well-being since people have more

time for other things. According to IPL Organization (2021), employee contentment strongly impacts productivity, performance, quality, commitment, retention, and turnover. Career happiness is vital for retaining the right personnel. It involves matching the appropriate person to the right job in the right culture and keeping them happy. Rahman et al. (2012) observed that a harmonious and organized environment motivates employees to offer their best to the institution, share their knowledge, and instruct students. We presume that employees enjoy their work and fulfill their duties responsibly. It will indirectly achieve its purpose and boost quality and productivity.

The fourth theme of the interview revealed openness to change. Some participants are flexible with their work. Even if they are content, they are open to new opportunities. Teachers may or may not be affected by this future adjustment. Teaching demands lifelong learning. Effective teaching requires a willingness to learn and grow, which is shown by an openness to change. Open-minded graduates are more likely to attend workshops, professional development, and innovative teaching approaches to improve their skills. For someone from a different field, teaching can be difficult. Openness to change requires resilience and the ability to recover from setbacks. Resilience will help graduates negotiate the challenges and complexities of teaching. Participants' comments indicate they are open to job changes. Their satisfaction throughout the interview depends on their needs. Hof, Strupler, and Wolter (2011) found that professionals who switch to teaching earn more in their first job than comparable workers in the same occupation. Additional data show that the average career changer expects to earn far more as a teacher than in their previous career. However, the study demonstrates high heterogeneity and a zero-salary elasticity of the teacher supply, suggesting that non-monetary incentives drive job transition more than monetary considerations. Knowing the profession, time, and professional conditions enabled teaching judgments, while status, beliefs, and money might enable but often confined them (Siostrom et al., 2023).

Considering the analysis above and the implications it may bring, the educational institutions should prioritize initiatives aimed at fostering commitment among education graduates towards the teaching profession. This can involve providing comprehensive career guidance and counseling services to help graduates understand the value and opportunities within teaching. Additionally, measures to improve job security and compensation within the teaching field should be explored to attract and retain talent. Moreover, creating a supportive organizational culture that values interpersonal relationships and promotes professional growth and satisfaction can significantly enhance career fulfillment among teachers. Furthermore, incorporating themes of commitment, patience, contentment, and openness to change into teacher education programs can better prepare graduates for the realities and challenges of the teaching profession, ultimately contributing to higher levels of career satisfaction and retention.

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