

Filipino Schoolteachers in Their Own Eyes: A Study on the Self-Image and Social Status of Filipino Teachers

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ABSTRACT

This study aims to describe and analyze the perception Filipino schoolteachers have about their professional image and prestige. Using the grounded theory approach, it investigated the factors these schoolteachers consider as they paint a complete picture of their professional selves.

The questions that guided this study are: a) How do Filipino schoolteachers describe their professional image? 2) How do Filipino schoolteachers describe the social status or prestige of the teaching profession in relation to other professions? 3) What problems do they encounter in the course of attempting to raise their profession's social status? 4) What strategies do they use to solve these problems?

Several Filipino schoolteachers were interviewed for this study. From these interviews, the elements that make up professional image and occupational prestige were inferred. The comprehensive theory that emerged from the interviews is that the professional self-image of teachers in the Philippines is inconsistent with their perceived occupational prestige. Because society considers their occupation as inferior to other professions, teachers tend to experience affective problems including various forms of anxiety and an exaggerated sense of pride. To address these problems they employ at least five agency-based strategies namely, self-reflection, performance improvement, academic advancement, professional development, and awareness-raising.

It is hoped that such findings will contribute to the limited body of knowledge that explores the affective aspect of the professional lives of Filipino teachers. This is key in formulating educational policy decisions that aim to transform schoolteachers into esteemed and, more importantly, empowered members of the Philippine educational system.

Keywords: professional self-image, occupational prestige, teacher perception, Filipino schoolteachers

INTRODUCTION

In little over a century, teachers in Finland have elevated their social status from second-rate citizens to highly educated members of the Finnish workforce (Jauhiainen, Kivirauma, & Rinne, 1998). During the 17th and 18th centuries, almost anyone who was deemed "experienced in the school of life" was licensed to teach (Jauhiainen et al., 1998). As a result, the teaching profession in the country at the time was barely regarded as prestigious. Such low status became a cause for concern for the Finnish state. Addressing the dire need of teachers to raise their status on the same level as other professionals, the government, in cooperation with local universities, developed programs that subjected teachers to rigorous academic training and provided them with various support systems and incentives to encourage them to improve their practice. In the present day, all teachers – from primary

school to university level – are highly respected in Finland so much so that the country hardly experiences recruitment problems to the teaching profession as far as the popularity and prestige of training are concerned (Jauhiainen et al., 1998). In the Philippines, however, this may not be the case. As this study shows, there is a widely held notion among Filipino teachers that they are not afforded the same amount of respect as their medical and legal counterparts. As much as society considers their profession as the most noble, ironically, teachers in the country feel that it ranks low in terms of social status and prestige. To understand more about the self-perceived image Filipino schoolteachers have about their profession, this study interviewed several Filipino teachers asking them to describe the characteristics that make up their professional image and occupational prestige.

LITERATURE REVIEW

In their efforts to paint a comprehensive landscape of the teaching profession, several researchers in education have examined teachers through the combination of two distinct theoretical lenses: the systems theory and the critical theory (Thirumurthy, Szecsi, Hardin, & Ramsey, 2007). Often used in connection with organization theory and management practice, the systems theory posits that a cooperative system, such as the teaching profession, is a complex amalgam of various physical, personal, and social components (Thirumurthy et al., 2007). It is based on the assumption that the only meaningful way to study a social group or organization is to study it as an integrated whole. Thus, it is crucial to understand not only each element that make up the teaching profession, but also the interrelationships among these elements in order to understand the profession in its entirety. For instance, in analyzing the social status of teachers, researchers who follow the systems theory identify varying perceptions regarding the social status of teachers and place these within the larger context of the country's socio-cultural practices and sociopolitical policies. By doing so, they see how a single variable, such as the social status of teachers, relates to other aspects of teaching and society.

If systems theory offers a broad view of social organizations, critical theory, on the other hand, suggests a narrower and more personal approach. Critical theory considers individuals as important units of analysis. To understand human nature and behavior, critical theorists look at the ideas and values held by every individual (Thirumurthy et al., 2007). For them, these serve as the primary impetus for humans to exercise their innate critical rationality. Critical theorists argue that if people sense a conflict between their beliefs and the status quo, they will be driven to bring about social change. Put differently, critical theorists view individuals as agents capable of transforming the current order of society. In the field of education, for example, teachers can be major instruments of educational reform as long as they have enough motivation and power to change the present system.

Although seemingly contradictory, the systems theory and critical theory can supplement each other to understand social phenomena more completely (Thirumurthy et al., 2007). While critical theory provides us with a micro-analysis of human behavior, systems theory situates this explanation in a bigger social context, linking it with other factors that could possibly account for it. Combining these two approaches, therefore, could lead to more accurate and comprehensive findings, particularly on the how teachers view themselves socially and professionally.

In our quest to comprehend the identities of teachers, significant effort to understand their self-perceptions must be made. Teachers attribute certain meanings to their selves. Shaped by intrinsic and extrinsic factors, these “self-designations and self-attributions” make up their personal identities. In contrast, their social identities consist of imputations to them by other

individuals. Following Snow and Anderson's (1987) definition, social identities are made up of "imputations based primarily on information gleaned on the basis of appearance, behavior, and the location and time of the action" (p.1347).

According to Lin Chi'ing-Jiang (1994), a Taiwanese scholar on the sociology of Education, two variables related to the identities of teachers are worth studying, namely, occupational prestige and professional self-image.

The occupational prestige of teachers refers to the prestige ranking of teachers' work by different members of society engage in different occupation. This may not represent teachers' actual status, but is nevertheless a good indicator of it (Chi'ing-Jiang, 1994). The ranking of teachers' prestige by different members of society reflects society's general concept of the value of teachers' work. Teachers themselves would almost constantly compare their profession with others to assess their social status (Chistolini, 2010). Here, social status is understood as "the position of an individual or a social group in the social stratification on a scale of social prestige" (Aeltermann, Rots, & Sabbe, 2002). The position in this social hierarchy is determined by factors such as salary, responsibility, social benefit and social influence (Aeltermann et al, 2002). Perception of the social status of teachers, meanwhile, is partly influenced by the public opinion formulated about their profession (e.g. in the media) (Aeltermann et. al, 2002).

The professional self-image of teachers refers to the perception and attitude of teachers themselves, in regard to the professional nature and extent of professionalism of teachers' work, as well as the means to enhance this professionalism (Chi'ing-Jiang, 1994). It reveals the extent of self-acceptance and self-expectation on the part of teachers, their willingness to commit to educational work, and their perception of the importance and professionalism of teaching. How teachers view their profession may be reflected in their reason for choosing the profession and their job satisfaction. It can also be influenced by a number of factors including level of remuneration they receive.

Cross-cultural studies indicate that the occupational prestige and professional self-image of teachers vary widely across the world. For instance, in Taiwan, despite the popular notion that the social status and prestige of teachers have significantly declined, it was found that most teachers in Taiwan are still highly respected and honored (Chi'ing-Jiang, 1994). The same could not be said for countries such as Italy, Cyprus, and Libya, however. In an international survey conducted by Chistolini (2010), she found that in these countries, society is less appreciative of the contribution teachers make. Teachers in Poland, meanwhile, expressed their desire to see an improvement in the way they are perceived. This feeling may imply that they themselves perceive their ranking in society as unsatisfactory, thus in need of enhancement. In another study, it was shown that higher status and self-image proved elusive for most Belgian teachers (Depaepe & Simon, 1997).

RESEARCH AND INTERVIEW QUESTIONS

After reviewing the relevant literature, short discussions with the respondents were held with the aim of exploring their experiences and view regarding the concept of professional prestige and image and considering possible ethical concerns that could arise from the interview. At this stage, the research questions were developed and defined. This study attempts to answer the following questions:

1. How do Filipino schoolteachers describe their professional image?

2. How do Filipino schoolteachers describe the social status or prestige of the teaching profession in relation to other professions?
3. Are there inconsistencies between their professional self-image and occupational prestige? What problems do they encounter in the course of attempting to raise their profession's social status?
4. How do they address such problems? What strategies do they use to solve these problems?

These research questions were used as the basis for constructing the interview questions. To build rapport with the respondents, they were given a short questionnaire consist of "warming up" questions (Robson, 2002) asking their background information. This was followed by the main interview schedule, a series of open-ended questions:

1. Compared to other professions such as doctors, lawyers, and engineers; how important do you think your job is? How does the teaching profession contribute to society?
2. How would you compare the teaching profession vis-à-vis other professions (e.g. doctors, lawyers, and engineers) in terms of prestige/social standing and self-satisfaction? What made you say so?
3. How do you feel when the teaching profession is being compared to other professions?
4. In what way can you uplift the social standing and prestige of Filipino teachers vis-à-vis other professions in the country?
5. In what way do you think your sense of professional pride has influenced your attempt to make your teaching effective? Describe situation/s where it helped your attempts to make your teaching effective. Describe situation/s where it hindered your attempts to make your teaching effective.
6. How did you address the situation/s where your sense of professional pride hindered your attempts to make your teaching effective? Who, if anyone, helped you overcome such barrier and how?

METHODOLOGY

This study used a "grounded theory" methodology because it allowed the researcher to explore the processes at work as teachers describe their profession. Such method allowed the data gathered to speak for themselves, and thusly provided us with rich and substantive narratives that would help us better understand the experiences and stories of Filipino schoolteachers. It allowed us to "generate theory in complex social settings, whilst retaining rigor and being open to critical inspection" (Miller, 1995, p. 6). Owing to its qualitative nature, the grounded theory approach also encouraged a deeper, more reflexive, and more nuanced analysis as these narratives were pieced together against the wider social context that is Philippine society. After all, to gain a more complete understanding of the nature of the teaching profession in the country is the primary aim of this study.

Sampling of the respondents in the study was purposive such that respondents were chosen as the research progressed specifically to gain more information which helped in generating conceptual categories. The present study involved qualitative data collection through individual semi-structured interviews with nineteen schoolteachers in different public and private schools in the Philippines. All of them are currently graduate students of a class on

the Psycho-Philosophical Foundations of Education (EDFD 201) in the University of the Philippines-Diliman. All of the respondents were fluent English speakers, as well. Steps were taken to ensure a rigorous analytical process throughout the gathering of data. Moreover, all relevant ethical issues were considered during this procedure.

All of the respondents were given copies of all the interview questions electronically. They were given seven days, at most, to answer these. To ensure confidentiality, the respondents answered the questions anonymously. However, since emailing their answers directly to the researcher would reveal their identities, they submitted these to the class professor instead. The class professor gathered all the responses, ensuring that none of these could be specifically traced back to any respondent. He then uploaded these in bulk on to the class' online page where the researcher could access them. Respondents were then thanked and asked if they had felt comfortable to share their thoughts honestly and openly. Although done through informal conversations before and after class hours, the checking for feedback is crucial to ensure accurate interpretation of the respondents' answers.

To begin the analysis of the data gathered, all the responses were examined and sorted based on the similar properties they shared. An open code or label was assigned to each set of data that had common properties. After this process, also known as open-coding, substantial and more abstract connections between open-codes were drawn. The relationships between the open-codes were identified with a second order of labels known as axial-codes. Axial-codes were further refined through increasingly higher levels of abstraction as the analysis progressed. Through this examination, selective codes gradually emerged which became the basis for the final findings of the study. *(See Appendix for Table of Codes)*

PRESENTATION OF DATA AND ANALYSIS

How do Filipino Schoolteachers Describe their Professional Image?

With most of the interviewees describing the teacher as “the bloodline of society”, what emerged from their narratives was the image of a powerful member of society who fulfills a multidimensional social function. Teachers believe that they are capable of influencing all aspects and levels of society -- from the individual students to the entire country. Inherent in the nature of their practice is the power to teach -- to change the knowledge, skills, values, and attitudes of their students. In the words of two respondents,

Teachers handle the mind, heart, soul of every learner

[They] are like molds that shape their students and makes students realize their dreams.

The scope of such power and influence is not limited to the classroom, however. It extends beyond onto the public social sphere. For teachers, their roles are significant as far as five social domains are concerned: family, culture, morality, economy, and politics.

Teachers view themselves as equal to parents. In addition to teaching in the classroom and handling other school responsibilities, they are obligated to care for the well-being of their students. They are, according to one respondent, "second parents" who also worry about their students' welfare, health, and other non-academic concerns. Interestingly, teachers in India share the same notion. They add that the perception that teachers are substitute parents is not only held by the teachers themselves, but also by their students and the students' families (Gupta, 2003).

Teachers believe that they are transmitters of culture as well. Through them, norms perpetuate and change. They transfer the values and traditions held by previous generations to

the present generation. Depending on their own philosophy, they can modify these as they pass these along to their students. On the other hand, if they wish to maintain the status quo, then systems of beliefs and values are taught as is to create what one teacher referred to as "like-minded individuals".

Teachers embrace a moral and political responsibility, too. They feel that they are obligated to make "good" members of society with the ultimate goal of building a nation with "moral integrity". One teacher states that teachers carry the burden of "determining the destiny of the nation". This implies, therefore, that the fate of society heavily relies on the teaching profession. "Teachers determine the kind of society we'll have," said one respondent.

Most, if not all, of the respondents portrayed teachers as the backbone of the country's economy. After all, they produce professionals and consequently build the workforce. Part of their role is to make independent and self-sufficient citizens who could earn a living for themselves and could contribute to economic progress. Without teachers, the number of skilled and functionally literate professionals who would enter the labor market would be very limited. Ultimately, for teachers, their profession is the root of all other professions. To paraphrase one of the respondents, it is the foundation of a productive and functional society.

How do Filipino Schoolteachers Describe the Social Status or Prestige of the Teaching Profession in Relation to other Professions?

From the interviews emerged a general conception of social stratification based on occupational prestige. All of the teachers interviewed were in agreement in saying that teachers rank low in terms of social status relative to other professions such as the medical and legal profession. They do not enjoy the same prestige as doctors and lawyers do. A main indicator of the inferior social status of teachers is the meager material benefits they receive which include salary and fame. Teachers believe that they do not earn as much as people from other professions. One respondent hypothesized that, "maybe because of the monetary factor, we are not as esteemed." Perhaps, if teachers received more remuneration than they already do, according to the respondent, then their profession will be placed higher in the social ladder. When asked why the teaching profession is not regarded as reputable as their medical and legal counterparts, the interviewees claimed that society thinks their skills are not as intellectually demanding and challenging as those of doctors and lawyers. As explained by one respondent, "We are belittled by other professions because they think [teaching] is easy to do."

Another respondent contends that even if one is not trained as a teacher, as long as you have expertise in a particular field, then you are "automatically qualified" to teach that content area. In other words, for teachers, prevalent in society is the idea that the teaching profession is not a specialized field. Training in pedagogy is hardly necessary. All that is required is for one to know the subject matter he or she wishes to teach. Besides, according to the respondents, most people think that all teachers do is merely reiterating everything written in the textbooks to students. Thus, based on the respondents' experiences, there have been instances when they would hear their friends tell others who lack highly specialized skills to teach, seemingly lending credence to the saying that "those who can't do teach".

This notion prevails as parents themselves do not encourage their children to be teachers. One respondent admitted that her own family was not supportive of her career choice, "My own family tells me to change profession since the amount of work I do is not proportional to the pay I get plus my job is less glamorous than my siblings' job."

Are there Inconsistencies between their Professional Self-Image and Occupational Prestige? What Problems do they Encounter in the course of Attempting to Raise their Profession's Social Status?

The interviews reveal that the professional self-image of teachers is inconsistent with their occupational prestige. Although teachers see themselves as socially useful and important beings, they think society disagrees. If anything, for them, society speaks of the teaching profession as contemptibly insignificant. Because of such negative perception, teachers likely experience affective problems. Particularly, they develop an exaggerated sense of pride as a defense mechanism to the lack of social rewards and recognition they receive. Teachers would convince themselves that the teaching profession is an exclusive and highly specialized field contrary to the popular notion that it is commonplace and "easy". This sense of pride, however, is a double-edged sword. On one hand, it can be a virtue in that it boosts the profession's morale. On the other hand, it can be a vice. For instance, according to one respondent, his sense of pride has led him to ignore other people's advice regarding his practice: "I feel too proud that I tend to focus on my own knowledge and ideas and believe that I don't need others' help." The same was said by another respondent: "I don't feel like accepting other views or ideas from someone who is not a teacher." Such attitude can be counter-productive since it leads teachers to shut off potentially constructive feedback and evaluation.

The respondents also reported that they experience a certain level of anxiety. They find it difficult to comprehend and accept that society undervalues their efforts. Because of this, at times, teachers would feel despondent about their practice and the general state of their profession. One respondent admitted, "I would experience self-doubt and inefficiency." "I feel ashamed I'm not very proud of teaching to be honest because it is not at par with other professions," said another. A possible consequence of these negative emotions is for teachers to become demotivated to continue their careers especially when they are not socially appreciated and financially compensated enough.

How Do They Address Such Problems? What Strategies Do They Use To Solve These Problems?

To address these problems, teachers employ at least five agency-based strategies namely, self-reflection, performance improvement, professional development, advancement of the scholastic literature in education, and awareness-raising. These strategies are described as agency-based because they primarily involve internal efforts which allow teachers to generate a sense of power to shape their professional identities. As explained by Leibowitz, van Schalwyk, Ruiters, Farmer, and Adendorff. (2012):

When there is alignment between an individual's commitments and their social roles, social identity is achieved. The emergence of agency as a positive response to a sense of self-worth and competence would also support the account of identity as emerging from an individual's trajectory within a community of practice (p. 357).

In other words, how teachers perceive themselves and how they think others perceive them is a product of their continuous reflection and examination as part of their capacity to shape their own image and norms and to act against the social order.

The self-monitoring strategy involves ways wherein teachers focus on themselves by becoming sensitive to their own skills, attitudes, and dispositions. Put accurately by one respondent, "we need to identify our own goals, strengths, and weaknesses because how others see us is often a reflection of how we see ourselves too." After developing such sense

of self-awareness, the teachers adjust their image and performance to create a more socially desirable impression which in this case is to be in equal standing as people in other professions. At this point, teachers carry out performance-improvement techniques. Their main goal is to become what is an idealized notion of a "good teacher". One who is not "corrupt" and "imparts the best knowledge to students", according to one interviewee. To this end, teachers can take steps to engage in professional development. "They can attend seminars to become a more competent professional," one respondent advised. Another interviewee added, "Obtaining further education and adequate training would really make a difference." In addition to professional development, teachers find it important to contribute to academic literature regarding the profession. Adequate research will shed more light on the issues and concerns that will help alleviate the status of teachers in society. Finally, the interviewees almost unanimously suggest that they should talk proudly about their practice to let the youth, as well as others, know the significance of teaching. This is one way of raising social awareness about and appreciation of teachers.

CONCLUSIONS AND IMPLICATIONS

This study addressed several research questions. The first sought to determine how Filipino schoolteachers describe their professional image. The interviews reveal that teachers see themselves as powerful members of society who fulfill a multidimensional social function. They believe that by virtue of their profession, they can shape all aspects of society -- family, culture, morality, economy, and politics. Secondly, despite seeing themselves as influential social actors, teachers believe that society considers their occupation as inferior to other professions. Such dissonance causes them to experience some emotional problems including an exaggerated sense of pride and mild anxiety which could get in the way of effective teaching. Lastly, the present study sought to identify the strategies teachers employ to address the problems they encounter. Based on the interviews, teachers employ at least five agency-based strategies namely, self-reflection, performance improvement, academic advancement, professional development, and awareness-raising.

The findings of this case study have two main implications. One, knowing the discrepancy between the prestige and image of teachers, policymakers in the field of education could develop programs that would alleviate the social status of teachers and prestige in the country. As mentioned earlier in this paper, the Finland government was actively involved in elevating the status of the teaching profession. Placing adequate support systems in the form of rigorous academic training programs and better compensation schemes could make significant contributions to the professional growth and image enhancement of teachers. Also, it is worth noting that the interviewees made no mention of developing a collective consciousness and initiating collective mobilizations to raise their profession's social status and prestige. Rather, the strategies they mentioned were carried out individually. Future research could look into the potential benefits of collective efforts among teachers in addition to taking collaborative steps with other professions. In contrast, Sarafoglu (1997) also found intrinsic reasons why teachers stay in the profession. These reasons include a love of learning, a love of children, resilience, collegiality, and reflectivity.

Finally, the limitations of this study must be noted. Since this is a study involving nineteen teachers in Metro Manila, its findings may not be generalizable to the entire population of teachers in the Philippines. If anything, its results should be taken as support to other research regarding the current social status and prestige of Filipino teachers.

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APPENDIX

How do Filipino schoolteachers describe their professional image?

<i>Responses of Interviewees</i>	<i>Open-codes</i>	<i>Axial-Codes</i>	<i>Selective-codes</i>
<ul style="list-style-type: none"> • makes people understand how to make their lives better • capacity to shape and inspire the minds of the people • makes students realize their dreams • handles the mind, heart, soul of every learner • influence personality dimensions of an individual • second parents • assumes the role of parents • facilitator of knowledge • pass along skills and knowledge to create like-minded individuals • molding people into good persons • cultivate the goodness as future members of society • transforms citizens into professionals • producer of professionals • makers of independent and self-sufficient member of society • builder of future workforce • makers of other professions • determines the kind of society we'll have • shape the fate of the society • determines the destiny of the nation • building nation • builder of country with moral integrity • there would be no other professions • root of all other professions • foundation of a human being • core of every profession • bloodline of society • backbone of society 	<ul style="list-style-type: none"> • Help students realize their identity, potential, and dreams • Influence the thinking and behavior of learners • assume the role of parents • pass along knowledge • transmit norms and culture • have the obligation to make "good" members of society • make professional • build workforce • build the nation • shapes society 	<p>self</p> <p>family</p> <p>culture</p> <p>moral</p> <p>economic</p> <p>political</p> <p>ultimately</p>	<p>Powerful and multidimensional social function</p>

How do Filipino schoolteachers describe the social status or prestige of the teaching profession in relation to other professions?

<i>Responses of Interviewees</i>	<i>Open-codes</i>	<i>Axial-codes</i>	<i>Selective-codes</i>
<ul style="list-style-type: none"> • Not a high status profession in terms of power, money, and fame • Not looked up to and meager salaries • Less glamorous • Reputation is low • Income and length of study –regard is not as high • Not in the same prestige lane as doctors and lawyers • Other professionals have higher prestige or social standing • Lowest ranks in the hierarchy of professions • not as esteemed because of the monetary factor 	<ul style="list-style-type: none"> • Inferior status and low prestige based on: • Power • Money • Fame 	Material benefits	
<ul style="list-style-type: none"> • Prestige is not so high. Own family tells me to change profession • “mag-teacher ka nalang” • parents don’t encourage their kids to be teachers 	<ul style="list-style-type: none"> • Family isn’t supportive • Children are not encouraged to be teachers • People think of it as an easy job 	perception of others	A general conception of social stratification based on occupational prestige
<ul style="list-style-type: none"> • Prestige would be low since these professions are seen to have more money, more challenges, and involved physically in the growth of the nation • doctors and lawyers are more knowledgeable makes you automatically qualified to teach. More rigorous and longer training 	<ul style="list-style-type: none"> • Is not directly involved in the growth of nation 	Social contribution	
<ul style="list-style-type: none"> • Society belittles the teaching profession because of remuneration and the perceived skills • not regarded highly because it is common • Being a lawyer or an engineer is more prestigious because of high level of intelligence • belittled by other professions because they think it is easy to do 	<ul style="list-style-type: none"> • training • skills • knowledge • common 	Not specialized	

Are there inconsistencies between their professional self-image and occupational prestige?

What problems do they encounter in the course of attempting to raise their profession’s social status?

<i>Responses of Interviewees</i>	<i>Open-codes</i>	<i>Axial-codes</i>	<i>Selective-codes</i>
<ul style="list-style-type: none"> • Too proud that tend to focus on my own knowledge and ideas and believe that I don’t need others’ help • Dismissed answers and reasoning of students • Don’t feel like accepting other views or ideas from someone who is not a teacher • Cocky students make me feel my pride as a teacher is being pricked so I just get angry and tell them off • Teachers themselves take their jobs lightly • Experience self-doubt and inefficiency • I feel intimidated • I feel ashamed I’m not very proud. It is not at par with other professions • I feel disadvantaged in terms of the income • Not given enough credit • I feel sad when the teaching profession is being compared to other professions • I feel irritated sometimes • I am sad • Feel irritated • Sometimes feel demotivated when requested for salary raise 	<ul style="list-style-type: none"> • Too proud • Underperforming • Feeling shame and self-doubt • Feeling disadvantaged and discriminated against • Feeling sad and irritated • Feeling demotivated 	<p>Heightened and consequently counterproductive sense of pride</p> <p>Negative emotions, anxiety</p>	<p>Affective problems</p>

How do they address such problems? What strategies do they use to solve these problems?

<i>Responses of Interviewees</i>	<i>Open-codes</i>	<i>Axial-codes</i>	<i>Selective-codes</i>
<ul style="list-style-type: none"> • But before doing all that, be sure that teaching is really something you WANT to do. • By starting with the way we view ourselves as teachers. How others see us is often a reflection of how we see ourselves too. Teachers must see themselves as significant contributors to nation building and act as such. • identifying my weaknesses • By being a good teacher and imparting the best knowledge to my students • By being good at what I do. Some teachers who are not (do not do) good on their craft. Some are known to be corrupt, while some are (physically, emotionally, and mentally) abusive to students in general. I think by just being at your best in teaching, and probably tag along with you your co-teachers/administrators, will give justice and prestige to the profession. • Just do my job properly, not giving other people any basis for doubting our profession. • More research that would focus on subjects that are not usually being researched. • Do research and contribute to the education sector. • Attend seminars to be a more competent professional. • obtaining further education and adequate training would really make a difference • Constantly working on my personal and professional development.. • Also, being a good role model to my students • Let the youth know the significance of teachers in their lives. • Frequently talking about the teaching profession positively. • Talk proudly about it. Treat it with pride. Be confident about yourself. Be a role model. 	<ul style="list-style-type: none"> • being aware of one's goals, strengths, and weaknesses • By being a good teacher • Doing the job properly • Contributing to the research on education • attending training/seminars • furthering education • Letting people know about the significance of teaching 	<p>self-reflection or self-monitoring strategy</p> <p>Performance-improvement</p> <p>Academic/scholastic contribution</p> <p>professional development</p> <p>Raising social awareness</p>	<p>Agency-based Strategies</p>