

Men in the 'Profession of Women': Views, Struggles, and Inspirations

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Abstract

This study aims to realize the views, struggles and inspirations of male pre-service teachers. In doing so, qualitative-descriptive design was chosen with the utilization of a semi-structured interview. The respondents were chosen via purposive sampling, which led to eight (8) participants in total. It was then found out that they perceive the tasks in the profession to be arduous and loaded, while some added that they also view these to be meaningful and contributory to the society. While the majority further suggested that the teaching profession is for the long-term, half of them based their decisions on how they assess themselves in terms of capabilities in handling such tasks. The findings also exposed that more than half of them struggled on the sudden shift of the learning platform. Quantity of tasks and public speaking also emerged as struggles they had, but only one gender-specific struggle came out from results which is stereotyping the profession by the surrounding people. Lastly, family, positive classroom environment, dreams and model came out to be the inspirations of these teacher candidates.

Keywords: *male pre-service teachers, views, struggles, inspirations*

Introduction

Background of the study

Statistics have been apparently transparent of how low the proportion of male educators over the years, compared to the opposite gender. Across the Teaching and Learning International Survey (TALIS) participating countries, which first back then included Bulgaria, Estonia, Lithuania, the Slovak Republic and Slovenia, male teachers were only around 30% and female teachers stood in number as the majority in every surveyed country. The National Center for Education Statistics (NCES) found out that in 2017-2018, teaching positions in public schools were filled by 76% female, meanwhile their number even outnumbers male gender in the elementary school level, with 89% accounted for. The case is closely similar to the Philippines where females greatly dominate the profession in population. In 2014-2016, The World Bank Data recorded for the country to steadily have around 73% of the teachers to be female. Later years in 2017-2020, it slightly went down to 71% female teachers, especially considering it has been for a couple of

years. Although the male teacher population increased in a way, this humble increase does not change the overwhelming gap between the genders' population. This huge disparities in numbers between these genders considerably put the male gender as a minority group in the profession (Alieto, 2018; Alieto, 2019; Alieto et al., 2019; Alieto et al., 2020; Buslon, 2020; Dela Rama et al., 2020; Perez & Alieto, 2018; Somblingo & Alieto, 2019). Thus, people, unfortunately, often regard it as a “women’s profession”.

Aside from the scarcity of male individuals taking a step to this path of profession, it is also realized that male teachers are the ones to have more tendencies to leave the profession than the other gender (“Trends in the diversity of teachers in England,” 2020). This poses another factor behind the prevailing lower account of male proportions in the overall teacher population.

In the attempt to answer this, one of the aims of this study is to know how the present pre-service male teachers view teaching profession at this early point; how do they view the expected tasks of a teacher and whether they view the profession as either a long-term or a short-term career for them.

More to the stated above, the study as well further aims to know if the male teacher candidates have already been experiencing struggles in their pursuit of this profession as a future career and as to what they think is/are the reasons causing these to occur. Filling this would shed light if they have struggles that are limited to the gender and also whether there are reported struggles of male teachers that already occur even in their preparatory stage. Fundamentally, this paper caters the curiosity to know too what is/are inspires/inspired them to keep going and reaching this far despite the identified struggles, since the respondents have just finished their 3rd year in the program.

Review of Related Literature

Perspectives towards the Teaching Profession

Teaching as a profession has been hoisting varying viewpoints, but positive ones predominantly stood out. Such a profession is established to be contributory to society as a whole (Johnston, McKeown, & McEwen, 1999). However, despite these generous remarks, the study of Hargreeves et al. (2016) revealed that there is quite a gap between teaching as a profession and those other professions in terms of the perceived status in the society. The latter professions in his study were apparently with higher perceived status than the teaching profession, which comes unfortunate (Nenty, Phuti & Mayo, 2015). Pre-service teachers also hold their respective views of the profession. Teacher candidates from University of Botswana expressed how significantly important they view the teaching profession is. (Nenty, Phuti & Mayo, 2015). Meanwhile, Peter and Peter (2011) specified and added in their study that teacher trainees vary perspectives towards teaching such as imparting of knowledge, insufficient salary with non-existent incentives and low status as a profession.

There are even claims that student teachers as well view the said profession as a great career choice (Coulthard & Kyriacou, 2000; Fwu & Wang, 2002). These findings also concur with the findings of Nenty et al. (2015) which catered teacher candidates from University of Botswana as

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participants. Studies also have tackled this matter with regards to gender variables. Jafarigozar & Zeinali (2019) found that there exists no difference between male and female teacher candidates in terms of their perceptions of expertise, job difficulty, salary and satisfaction to their would-be profession, as they have the same statements. Feng (2011) uncovered that Chinese male high school graduates unfortunately consider the teaching career to be the least desirable path to take as a profession. Meanwhile, it was found that those males who desire to teach are more than satisfied to be role models and serve students; more importantly, they believe that they have the equal capacity as women to teach too (Meader & Larwin, 2021). This shows that even teaching profession is often feminized in most of the areas around the world (Creed & Patton, 2003; Spitze & Logan, 1990; Wilgosh, 2002; Miller, Lietz, & Kotte, 2002), the male counterparts could still have their heart for the profession, as some is able to perceive it positively.

Struggles in the Teaching Profession

Authors, in their respective studies, unveiled similar struggles experienced by the male teaching group in the profession. Physical interaction with students, too much workload and social isolation were some of the recorded gender-specific challenges faced by these participants (The Good Schools Guide, 2017). In a similar vein, the eight participants from the study done by Henry (2012), shared the same story of primarily having the concern with their physical contact with students. They felt worried and anxious about what people or parents may think when they are led to instances when physical contact comes inevitable. On the other hand, parents and students have a positive impression in having male teachers in elementary levels. Accordingly, it is because they serve as a good male role model for students who lack positive male role models at home. (Henry, 2012). Hence, although male teachers may receive a great regard as a teacher in their field, it cannot still guarantee that physical contact will not be tainted with malicious shading, in which participants have shown to struggle about.

The struggles teacher candidates have seemingly appeared to steer away from these stereotypes and more on tasks and transitions. Napanoy et al. (2021) collected both quantitative and qualitative data from pre-service teachers and later found out that regardless of age, they have troubles in the identified three areas such as students, tasks and peers. White and McSharry (2021) shared quite unique findings about the struggles of pre-service teachers. Accordingly, the prohibition of physical contact and support during the earlier times of the pandemic led pre-service teachers to feel isolated and detached, which then caused them to think twice of their course. This is a statement not related to tasks nor on handling/interacting with their students and mentors, but rather within their colleagues, which suggests the importance of support from the environment and not just the enhancement of training programs.

Inspiration versus Motivation

Inspiration is an emotional drive that stimulates an individual's mind to take a course of action with conviction wherein it gives a sense of feeling to accomplish something. Moreover, Korthagen (2004) states that inspiration influences actions and behaviors. This goes in line with Schatzki

(2009) who as well stated that inspiration is measured and expressed through the behavior and action of the person experiencing it thus inspiration epitomizes meaning.

It should also be noted that Inspiration should not be confused with motivation for the reason that inspiration is defined as “breathing spirit into” while on the other hand motivation refers to the element of desire to act in order to attain a goal. (Brown, 2005) The concept of inspiration mimics an uphill spiral path which can steer into motivation hence, these two are not interchangeable; motivation originates from either an external origin for example motivation that comes from a teacher, a parent or a book that has been read or internal root such as a desire to become a teacher thus, this results to form emotional associations, whereas inspiration can be driven by transcendent such as spirituality or religiosity in which an inspired individual is equipped by an impactful force to stay on a chosen endeavor in order to fulfill an ultimate purpose.

A study conducted by (Van der walt et al. 2013) states that the majority of pre-service teachers are inspired to pursue teaching due to the transcendental aspect of inspiration and their development of occupational identity, most particularly the image of being an ideal teacher. The findings also revealed that emotions did not purposely exert influence on the respondent's overall source of inspiration but rather they had a "strong divine calling to be a teacher " which falls under the internal source (transcendence).

Research Questions

Considering the above context and objectives, this study addressed the following research questions:

1. How do male pre-service teachers view the teaching profession?
2. What were the struggles of the respondents in the pursuit of the teaching profession?
3. What inspires the respondents to keep on pursuing their career?

III. Methodology

Research Design

This study’s design is qualitative-descriptive, as the research questions attempt to ask the perspective, struggles and inspirations of the participants towards the teaching profession. Thus, the current study utilizes semi-structured one-on-one interviews. Fraenkel and Wallen (2008, in Apsari et al., 2017) acclaimed that qualitative research possess the following: (1) the researchers serve as the direct instrument of this research as they are the ones who gather; (2) the data is collected via words and images; (3) the researchers gather and examine processes and outcomes; (4) they also analyze data inductively; (5) Finally, it fundamentally focuses on the understanding of individuals’ lives.

Participants of the study

The respondents of the study were chosen through purposive sampling. There was a total of eight (8) male pre-service teachers who are from Western Mindanao State University (WMSU) College of Teacher Education. The inclusion criteria are the following: (1) officially enrolled last year in a secondary education course at the College of Teacher Education; (2) participated in an online class during the pandemic; and (3) was on their third-year level in their course last year. The respondents' ages ranged from 20 to 22 years old. Lastly, the languages they utilized are either or both Filipino and/or English.

Instruments and Data Collection

To fill in the data gaps, the study used a semi-structured interview prepared by the researcher in accordance with the research questions. The semi-structured interview is established on the collecting of thorough responses from respondents, and it restricts inquiries to avoid broad student feedback (Patton, 1990, cited in Apsari and Satriani, 2016). The interviews were conducted via recorded phone conversations, with transcription completed for data analysis. Before proceeding to the gathering of the data, the researcher sought ethical consent from the identified participants.

Method of Analysis

In analyzing the gathered data, thematic analysis was utilized as a method to do so. Thematic analysis is the method to which various themes are being identified after examining and re-reading transcripts of the data gathered (King, 2004; Ezzy & Rice, 1999).

Results and Discussion

This section summarizes the findings of data analysis in relation to the three research questions of this study concerning the perspective, struggles and inspirations of male pre-service teachers.

TABLE 1: Themes and excerpts on the perceptions of male pre-service teachers towards the expected tasks of teachers.

Themes	Excerpts	Percentage
1. Arduous and demanding	<p><i>“You are expected as an educator that to really step up, to really level up your outputs. So, you can't just do a certain task effortlessly and then it's okay, you really need to level up your outputs.”</i> (Participant 3)</p> <p><i>“As teachers, you should be knowledgeable in the subject that you are teaching which in my case, mathematics so it's necessary for you to be knowledgeable. Also, you should also be skilled on how you will teach your lesson materials and if what will you teach,</i></p>	50%

	<p><i>how to teach and what to teach... it's not easy to become a teacher because of those things that I have said earlier.</i>" (Participant 5)</p> <p><i>"I think it's very hard and it requires a lot of time and effort in order to actually finish all of the task as a teacher."</i> (Participant 6)</p> <p><i>"It's tasky and it's very hard and it's going to be an overwhelming task for an educator."</i> (Participant 7)</p>	
2. Multiple Tasks	<p><i>"I think it's responsibility... Because that's it, having mastery in the field and also that, as a second parent, of course, that's a responsibility."</i> (Participant 1)</p> <p><i>"So, I think that teachers right now are already, are not only on a teacher, the teacher, but also facilitators, which means that they're not the only one who's giving the information, but we are letting our students discover information as well as themselves."</i> (Participant 4)</p> <p><i>"It's difficult being a teacher because your task is not only to teach, you still have other tasks, you are still given paperwork and there are other responsibilities that you need to do"</i> (Participant 8)</p>	37.5%
3. Meaningful	<p><i>"... the one you will handle is not just an ordinary people but the people you are going to handle or the students that you're going to handle is the future of your community or your country."</i> (Participant 2)</p> <p><i>"So, it's not just about teaching the students only which is what you are to teach from the book, its more than that so it's also one way of helping your community."</i> (Participant 8)</p>	25%

Arduous and Demanding

After grouping the responses into their respective themes, the 'Arduous and Demanding' stood as the most probable theme from the presented data. Four (4) out of the eight (8) participants shared that the expected tasks of teachers are difficult, tough, and overwhelming.

These views reflect the common testimonies of teachers who have been already in the profession, that they are usually overworked by these tasks (Dibbon, 2004). Tancinco (2016) even further added that some of these are not just demanding, but also taxing for the teachers, which is a similar

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claim by some of these participants. Thus, it cannot be helped when there are students who step back from considering teaching as their profession (Book et al, 1984; Frusher & Newton, 1987; Teaching as a career, 1985).

Multiple Tasks

The gathered responses unveiled that the expected tasks of teachers are not solely on teaching, but on other matters too such as portraying as the second parent, facilitator, and even catering other paper works. Out of the eight (8) participants, three (3) of them expected as such.

Sugden (2010) stated as a fact that workloads of the teachers steadily increasing, including their loads that are not teaching-related and even sometimes to certain works where they are not well-trained; more so, this is on a global scale. Along with the administrative paper works as examples, which was brought up by Participant 8, seminars, conferences, community services and school events are also stated in his study. The educational system Philippines has is no foreign from this global view, as there are still several administrative loads given to each teacher. Unfortunately, this comes as a reality even though there is already a mandate under Magna Carta for Public School Teachers stating that there must only have a maximum of six classroom hours per day (David et al., 2019).

In addition, Participant 4's view of teachers nowadays acting the role as not just of a teacher, but as well of a facilitator, seemingly concurs to the findings Richter, et. al. (2021) had in their study. They discovered that there are two categories of how the teachers perceive their main task which are as facilitators and transmitters. Accordingly, those who view themselves as more of a facilitator or learner-centered display higher self-efficacy and job-satisfaction.

Meaningful

Out of the (8) participants, only two (2) of them view the expected tasks of teachers to be meaningful as these are believed to be contributory to their belonging community/country.

These responses accord to the findings that student teachers, regardless of gender, mostly have positive outlook about the teaching profession (Azman, 2012). Furthermore, in another study conducted by Saks et al. (2016), imparting knowledge and getting along with the students/children were particularly the reported positive factors which accordingly influenced students to take into consideration teaching as their profession, which shows a similar view from these views shared by the two participants.

TABLE 2: Themes and excerpts on the perceptions of male pre-service teachers towards the teaching profession: Long-term or Short-term.

Apparently, five (5) out of the eight (8) participants viewed the teaching profession as their long-term career, while only two (2) viewed it as a short-term profession and only one (1) perceived it as just a back-up profession.

The themes created below entail the reasons the participants elaborated in viewing the teaching profession as such.

Themes	Excerpts	Percentage
1. Self-Assessment	<p><i>“It’s like I see this is already to be, what do you call this... to be... Like I can already see myself being a teacher indeed.”</i> (Participant 1)</p> <p><i>“There’s a lot of, there’s a strong rhetoric regarding how stressful teaching profession is and I don’t think that, I can endure it until I get old.”</i> (Participant 4)</p> <p><i>“I would say that this would be my short term because I don’t see myself doing things that a teacher would do.”</i> (Participant 7)</p>	37.5%
2. Expectations	<p><i>“I think being on that job, I think, it would also provide me a stable job in case if I’m already there, I’m already teaching. I think the stability that this could provide in my life financially may it be or providing my needs, I think it would really make me stay in the profession for me as a long-term profession”</i> (Participant 2)</p> <p><i>“There’s a lot of, there’s a strong rhetoric regarding how stressful teaching profession is and I don’t think that, I can endure it until I get old.”</i> (Participant 4)</p>	25%
3. Sense of Fulfillment	<p><i>“My relatives wanted me to follow the steps of my brother so like on my case, although I don’t even want to contradict to what they have been saying but I want to do what I want to so I take education.”</i> (Participant 5)</p> <p><i>“It seems to be a long-term because it’s not only on yourself, you seem to not just improve yourself but also with your community and to the country. That feeling is satisfying that you are not just earning like although that little amount of salary that a teacher is earning and aside from that it’s not really that valid because for me is</i></p>	37.5%

	<i>what really is valid is when you see the development of the community and your students, like all of your hardships are being satisfied.</i> ” (Participant 8)	
	<i>“Teaching is just that amazing. I want to be able to foster the growth of countless students, and help them achieve their own goals.”</i> (Participant 6)	
4. Inspiration	<i>“It’s like I could see inspiration, in this field or to this profession. Like, for example, I have one teacher or professor in science, which is in the physics then I really admire how he handle his class. How he handles his subjects, because he handled us in several subject, then that’s it... In that way, sir also became an inspiration to me. I said, “Ahh this is what I want to be, like sir, seems nice in teaching, there are good styles to acquire. Like, he really masters the topic and everything.”</i> (Participant 1)	12.5%

Self-Assessment

From the gathered responses, ‘Self-Assessment’ emerged as the major theme of the data, along with ‘Self-Fulfillment’. Out of eight (8) participants, three (3) of them assessed themselves in regards to whether they are to take the teaching profession as their long-term or short-term. In fact, only one of them was able to assess himself to be capable of this career as a long-term one.

While a participant was determined to claim that he can see himself in the career, as a self-assessment, there are unfortunately two participants who assessed themselves to not be enjoying the known workloads of teachers. Thus, it becomes more concrete that the enormous workloads of teachers could discourage teacher candidates to further pursue it as a career (Teaching as a career, 1985), especially when they cannot see themselves having done these heavy loads.

Expectations

It was revealed that the expectations the male pre-service teachers have towards the teaching career also influence their views of it as either long-term or short-term. Two (2) out of the eight (8) responses showed this to be apparent. One of which expressed positive expectations about the profession of it being a ‘stable job’ in terms of finance. On the other hand, the latter have expressed negative expectations on the profession of it being too stressful, thus preferring it to be a short-term one.

Taking a closer look at the responses, Participant 2’s view supports the findings of a study which surveyed teachers and retired teachers too, where majority of them attested that they are nowadays well-paid and compensated (Marpa & Trinidad, 2018). Meanwhile, the other participant’s views concur with the realization that excessive workload could discourage individuals in choosing teaching as their profession (Teaching as a career, 1985). In a similar vein, some authors asserted that male pre-service teachers base their choice to teaching as a career on the following: status, salary and career opportunities (D. Newby, Smith, R. Newby, & Miller, 1995; Butcher & Lewis, 2002), which is evident to these participants’ responses. Such findings are strengthened by other studies. Frusher & Newton (1987) and Book et al. (1984) unveiled that salary is a huge influence for someone to choose the career of a teacher. On the other hand, another study claimed that it is the well-provided service conditions such as security and benefits that lead teaching careers to be enticing. In this theme, it is realized that these expectations surely affect how they view teaching as a career.

Sense of Fulfillment

Gathering the responses revealed that ‘Sense of Fulfillment’ is also a major theme in choosing the profession as a long-term one, as three (3) out of the eight (8) participants have displayed this in their interviews. It could then be deduced that these participants most likely choose other professions as their long-term goal if they see more sense of fulfillment.

Inspiration

Only one (1) of all the male pre-service teachers based his view of the teaching career to be a long-term one. Particularly, his teacher before served as his inspiration to take this career permanently. His teacher accordingly manifested great expertise and excellence which probed his interest in taking the career. This concurs to the study of Van der walt, et al. (2013) to which it was realized that the image of what an ideal teacher is made the pre-service teachers further pursue the teaching career. However, in this case, the image emerged from the participant’s teacher whom he looked up to.

TABLE 3: Themes and excerpts on the struggles of male pre-service teachers in the pursuit of the teaching profession.

Themes		Excerpts	Percentage
Sudden Shift of Platform	Learning	<i>“Especially when pandemic started, we had online classes, right? So, in that transition, I had... culture shock. Because when online classes started, I’m still not used to with gadgets, to the laptops, in using it.”</i> (Participant 1)	62.5%

	<p><i>“It is actually during the entrance of pandemic where in online classes were introduced to us. So, during those times, I was only using smartphone and it is really hard for me to catch up with. with the new learning.” (Participant 4)</i></p> <p><i>“Just like last time with the pandemic, so I go home in province. I had to travel everyday just to attend the everyday online class and stay in the other’s house just to study because there’s no signal at our home and I have to travel almost thirty minutes to get there to my previous classmate’s house that has.” (Participant 5)</i></p> <p><i>“The biggest, struggle that we have to, you know, overcome it's the pandemic itself because when the pandemic came, like we were forced to shift to another kind of education, which is the online learning which all of us were not oriented because this online learning is not, you know, me as a student, I am not really exposed to online learning.” (Participant 7)</i></p> <p><i>“So, one of my struggles ko is when we transitioned to new normal and having our online classes instead of face to face but it’s just heavy, because we’re not interacting to each other face to face.” (Participant 8)</i></p>	
Quantity of Tasks	<i>“I guess I was struggling to the amount of task given to us. I guess I just can’t really see myself becoming a teacher in the near future.” (Participant 6)</i>	12.5%
Stereotypes about the Profession	<i>“Some part of the family would think that it would decrease the view of people towards me. So, they think that if I took up this course or education, they’ll think that I’m soft, they’ll think that I’m like... it’s the perception of the people, they’ll think that I seem to be soft... because some people would think that other courses are much better, such as engineering perhaps or medical courses. So, it’s like if you show off your profession, it’s like if you are to brag your courses and then education is what</i>	12.5%

	<i>you'll say, it seems on the views of other people they think that it doesn't seem to have reached their standard of what your career is... so it seems like it's kind of a struggle that other people's views seem to slowly become your view of yourself as well.</i> (Participant 2)	
Public Speaking	<i>"self-confidence is not that high in terms of public speaking, like that. I'm not confident the way I present myself in front of the class."</i> (Participant 3)	12.5%

Sudden Shift of Learning Platform

The unprecedented shift from face-to-face platform to online platform as the standard medium of education amidst the pandemic seems to be the main struggle of today's male pre-service teachers as five (5) out of eight (8) participants narrated their stories of struggles when the sudden shift came.

Quantity of Tasks

Though still a struggle, only one (1) mentioned about struggling on the number of tasks being given in their classes.

Stereotypes about the profession

Associating stereotypes to particular professions still seems to exist even in this modern times. Out of all the participants, there is still one who shared their fair share of experiencing and struggling on the stereotypes of people around him towards his chosen path.

This response in particular shows that there are still those who perceive the profession as feminized, as exclaimed by several studies (Creed & Patton, 2003; Spitze & Logan, 1990; Wilgosh, 2002).

Public Speaking

One more theme that emerged from the responses collected is the struggle on public speaking. Only one (1) over the eight (8) male pre-service teachers expressed himself struggling here in particular. The participant's problem stems from his low self-confidence as had claimed. Napanoy, Gayagay & Tuazon (2021) found one of the existing struggles of the pre-service teachers in their conducted study is also the low-confidence, however in this matter, this is caused by their

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background as they came from different tribes, and adapting to an environment is hard for them. Meanwhile, the participant who struggled on public speaking elaborated that the low self-confidence is caused by his insecurities and anxiety of how he may look like to the students/viewers, thus it can be presumed that what is common from these two is the negative effect of having low self-confidence.

Table 4: Themes and excerpts on the inspirations of male pre-service teachers in the pursuit of the teaching profession.

Themes	Excerpts	Percentage
Family	<p><i>“Maybe what, of course, the family also. Because my mom also really pushed me to go into this profession. So, maybe if not because of her, I’m also not in this course now, in my position. So, it’s also good that there seems to be support from my mom.” (Participant 1)</i></p> <p><i>“I think one is that, it could really be as well as the factor also is your family that you would really pursue for them. So, you think that in by doing as well doing the ones you have gone through, it would really contribute to the success that you want, to include your family.” (Participant 2)</i></p> <p><i>“I think if there is one thing that keeps me going that’s gonna be my parents... Because I think their struggles especially during pandemic, their struggles for them to support me and I always wanted to repay them, their sacrifices.” (Participant 5)</i></p> <p><i>“I think it’s for my mom or for my parents, as a whole. Cause my mom, I want, I want her to stop, you know, like going to abroad in order to like, you know, give, although she’s not like, you know, late, for the past year, she was not the one who were like, supporting me she’s like supporting my brothers, so that’s like, that’s like something I want her to stop because I know the hard work that she had to, you know, to do to in abroad as a domestic helper.” (Participant 7)</i></p>	50%

Passion	<p><i>“To catch my dreams, like that. To pursue what I want.” (Participant 1)</i></p> <p><i>“...for myself as well like to satisfy my desire for myself. That is one, is like that desire of mine to teach because I really enjoy seeing people learning from me and as well as the desire to satisfy the ones I want to achieve in life.” (Participant 2)</i></p> <p><i>“What keeps me still in this academic year or still pursuing my course is first my passion when it comes to teaching.” (Participant 8)</i></p>	37.5%
Positive Environment	<p>Classroom <i>“Like on your environment, on the people that surround you, like that. Like the support is there, colleagues, like that. then... so, that you just have positive environment at school.” (Participant 1)</i></p> <p><i>“And my friends, friends-classmates I mean, keep me going because when I know I can teach them, I’ll teach them so that they can learn also. We have lots of classmates who really wants to stop, perhaps in the middle of third year.” (Participant 5)</i></p>	25%
Model	<p><i>“In that way, sir also became an inspiration to me. I said, “Ahh this is what I want to be, like sir, seems nice in teaching, there are good styles to acquire. Like, he really masters the topic and everything.” (Participant 1)</i></p>	12.5%

Family

To no surprise, the theme ‘Family’ appeared to be the inspiration most of the participants have in pursuing the teaching career despite all the struggles, as half of them similarly expressed.

Dreams

“Dreams” emerged as the second main theme on inspirations in pursuing the teaching career. In fact, three (3) out of the eight (8) participants verbalized their desires and dreams for themselves and to soon actualize them.

Positive Classroom Environment

Out of the interviewed participants, two of them explicitly elaborated how the positive classroom environment they respectively have inspires them to keep pursuing the career. Participant 1 elucidated that such an environment consists of his circles and colleagues at school. Meanwhile,

Participant 5 made it clear that it is made possible with his friends and close classmates too. He further elicited that with them, he grew fond of helping by teaching in which he also learns.

Model

The last theme found from the collected responses is “Model”, which was given only by one male teacher candidate. His model was his teacher who accordingly impressed him which later on sprouted his liking towards the teaching profession.

Conclusion

The findings of the study revealed that the views male pre-service teachers have are closely adjacent to one another. They expressed their views on the expected tasks of a teacher to be arduous and multiple in amount. By arduous, claims were about the tasks being difficult and demanding on their part. Meanwhile, some of them also believe that there are other tasks given to the teachers aside from the job itself to teach. Lastly, a few of them view these tasks to be meaningful, namely to touch lives, enrich the children and later contribute to their beloved community. It is to note that while these few participants perceived these to be meaningful, they also had remarks of the tasks being arduous and multiple too. Subsequently, when asked whether they view the profession as either short-term or long-term, majority of them wanted it to be their long-term career. From their reasonings, factors influencing their views on that matter arise such as assessment of one's capabilities, expectations, sense of fulfillment and inspiration.

The findings as well have shown these male pre-service teachers to struggle the most during the pandemic when a sudden shift of learning platform occurred, from face-to-face classes to online as mainstream, as half of them stated. Other struggles also emerged from their interviews which are the quantity of tasks, stereotypes on the teaching profession and public speaking.

Lastly, the participants' responses unveiled their inspirations in which the succeeding themes were realized: family, dreams, positive environment and model. Family appeared to be the most likely inspiration, as half of them attested how their family inspires them to keep going.

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