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**CAREER MOTIVATION, JOB SATISFACTION, AND TEACHING
ENGAGEMENT OF MALE SCHOOL TEACHERS**

A Thesis
Presented to the
College Graduate Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila

In Partial Fulfilment of the Requirements
for the Degree Bachelor of Science - Master of Arts
in Psychology and Counseling

ELSA MAE C. FLOTILDES

April 2019

ACKNOWLEDGEMENT

First and Foremost, I would like to thank the Lord for giving me the wisdom, patience, strength, and perseverance to finish my BSMA journey. I would like to thank my adviser Dr. Evelyn Bagaporo for her unwavering support throughout my thesis. She was readily available to support and encourage me even during times that I'm having doubts with myself and my work. I would also like to thank my defense committee chairman Dr. Allan Mabunga. Having the Dean of CGSTER and meeting him there for the first time made me extra nervous but the attention he gave to my work and my presentation is something that I'm really grateful for because he provided very useful insights and comments and asked questions that pushed me to see more of my thesis. To my defense committee Dr. Tito Baclagan, Dr. Caridad Barrameda, and Dr. Peter Howard Obias who more than scrutinizing, guided me instead to think of and come up with answers which then I'll realize I should've thought of earlier. Thank you. To Dr. Adonis David, thank you for thoroughly checking my paper and noticing even small things that I wasn't able to notice and being patient in giving comments even though he had to write lengthy paragraphs. To the other people who were there during my title defense; Prof. Dellomos and Prof. Arcilla and colloquium; Dr. Rungduin. Thank you for giving this confused young mind direction through your corrections, inputs, and suggestions.

Special appreciation goes to Dr. Obias, the creator of BSMA. His seemingly strict ways made us feel discouraged at first but later on, we realized that he's the one who cares for us the most even though he doesn't like to express it. His dedication to make us graduate motivated me to push myself to the limit even when I felt like I already reached my cognitive limit. He

constantly pushed us to work and change our ways for the better. Without him, we wouldn't have finished our theses on time and we would not have been able to graduate on time. Thank you for everything Doc! Thank you as well to all the other professors and people that showed us support and gave us encouragement so we can continue to fight. Dr. Mangaoil, Doc. Bri, Dr. Sigua, and all the supportive professors we've had, thank you for giving us strength to go on. To the professors and people who served as lessons, thank you!

Of course, I would like to give thanks to my family for their support during this process. My mother who prayed for me during the comprehensive exam and all the defense I had. Ate Aileen for checking up on me whenever I'm already frustrated because of the financial trouble this solo thesis caused me and offering help all the time. It might not seem like it but I'm very thankful, I just felt ashamed at some point because you helped me too much already. My friends Titay, Roxy, Genie, Mina, Trisha, and Jill who I shared moments of cramming, frustrations, hardships, sorrow, but ultimately joy and success. Thank you for being my companion. My best friend, Shaira, thank you for always reminding me that I am a fighter. Thank you for picking up my questionnaires when I was really trapped with school duties. Same goes to Emman. To Justine, thank you for dedicating your time and energy in helping me. I'm really lucky to have met you during this time. Lastly, to G, my companion, supporter, assistant, and carrier of all my envelopes and bags, thank you for being there. I can't imagine roaming around Pasig with all my things from morning to afternoon without you.

Special thanks also to Dr. Dominico Idanan of DepEd Pasig for letting me conduct my research in their division. As well as all the principals, OIC, teachers, and other personnel that

assisted me so I can successfully gather data in their respective schools. Thank you being supportive people in a world full of people who didn't want to accept because it's additional work.

Lastly, I would like to acknowledge the government of Taguig. Never in my dreams I thought that an average student like me can become a scholar. Thank you for letting people like me believe that we can dream and achieve as long as we persevere. Thank you for giving hope to the parents, who before, can only be apologetic to their children because they can't afford to support them with their dreams or even achieve something.

TABLE OF CONTENTS

Title	
Acknowledgement	ii
Table of Contents	v
List of Tables	vi
List of Appendices	vii
Abstract	viii
Chapter 1: The Problem and Literature Review	
Background of the Study	1
Literature Review	11
Theoretical Perspectives	21
Conceptual Framework	25
Research Problem	29
Definition of Terms	30
Chapter 2: Methodology	
Research Design	33
Sampling and Respondents	34
Research Setting	36
Instruments	37
Data Gathering Procedure	42
Data Analysis	45
Ethical Considerations	46
Chapter 3: Results and Discussion	
Results and Discussion	49
Chapter 4: Summary, Conclusions, and Recommendations	
Summary of the Study	68
Summary of Results	69
Limitations of the Study	69
Conclusions	71
Recommendations	71

References

LIST OF TABLES

Table 1:	Demographic Profile of the Respondents	.....	36
Table 2:	Career Motivation Scale (CMS) Score Interpretation	.....	39
Table 3:	Minnesota Satisfaction Questionnaire (MSQ) Score Interpretation	.....	40
Table 4:	Engaged Teacher Scale (ETS) Score Interpretation	.....	42
Table 5:	Mean Scores in Career Motivation Scale (CMS)	.....	50
Table 6:	Mean Scores in Minnesota Satisfaction Questionnaire (MSQ)	.....	53
Table 7:	Percentile of Scores in MSQ	.....	53
Table 8:	Mean Scores in Engaged Teacher Scale (ETS)	.....	56
Table 9:	Correlation of Career Motivation, Job Satisfaction, and Teaching Engagement among Male Teachers	.....	59
Table 10:	Multiple Regression: Model Summary	.....	62
Table 11:	Coefficients: Model Equation	.....	63
Table 12:	Significance of Regression: ANOVA	.....	64

LIST OF APPENDICES

Appendix A: Certificates	80
Appendix B: Data Gathering Permit (DepEd Pasig)	82
Appendix C: Clearance to Proceed (EPRDC)	83
Appendix D: Request Letter to DepEd Offices	84
Appendix E: Response E-mails - Population Data	85
Appendix F: Data Gathering Request (DepEd Pasig)	94
Appendix G: Data Gathering Request (Per Schools)	95
Appendix H: Validation Letter	96
Appendix I: Interrater Reliability	97
Appendix J: Consent Form	99
Appendix K: Personal Information Questionnaire	100
Appendix L: Career Motivation Scale	101
Appendix M: Minnesota Satisfaction Questionnaire	103
Appendix N: Engaged Teacher Scale	106
Appendix O: Reliability Testing	108
Appendix P: Time Table	111
Appendix Q: Budget Plan	112

ABSTRACT

Name: Elsa Mae C. Flotildes

Title of Study: CAREER MOTIVATION, JOB SATISFACTION, AND TEACHING ENGAGEMENT OF MALE SCHOOL TEACHERS

Key Concepts: Career motivation, job satisfaction, teaching engagement, male teachers

Degree: Bachelor of Science - Master of Arts in Psychology and Counseling

Specialization: Guidance and Counseling

Adviser: Evelyn C. Bagaporo, PhD, RGC, RPsy

The study focused on the career motivation (CM), job satisfaction (JS), and teaching engagement (TE) of male school teachers with the aim of understanding some relevant variables which may provide information about them and use it to help in solving the issue of lack of male teachers as it has been an existing problem for a long time now. Having more male teachers in the field is deemed to be helpful in the school environment because students would be able to have not only female models most of the time but also male models (Jones, 2003) which could also enhance male students' academic performance (Lingard, Martino, & Mills, 2004). Career Motivation Scale (CMS), Minnesota Satisfaction Questionnaire (MSQ), and Engaged Teacher Scale (ETS) were used to measure male school teachers' level in each variable. The respondents were two hundred six male school teachers from elementary and high schools in a local city. It was found out that most of them came from state college and universities; breadwinners; and are straight males. Their results on the measure revealed that have large extent of CM, satisfactory level of JS, and are frequently engaged in teaching (TE). Specifically, they score highest on career

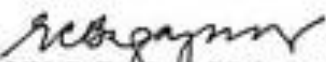
insight and career resilience, intrinsic job satisfaction, and emotional and cognitive engagement. Correlations among the variables was performed as preliminary statistical method, then multiple regression was done afterwards to confirm the findings. Results indicated that CM is the variable with higher correlation with TE while JS not significantly correlated with TE. Similarly, multiple regression results indicate that a big portion of teaching engagement could be predicted and explained by CM and JS which confirmed the relationship established with Pearson r . It can be inferred that between career motivation and job satisfaction, career motivation is the one with greater predicting power for teaching engagement. Given the results presented in the study, the researcher enumerated several implications to counseling and recommendations for policy, practice, and counseling.



Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

This thesis entitled **"CAREER MOTIVATION, JOB SATISFACTION, AND TEACHING ENGAGEMENT OF MALE SCHOOL TEACHERS"** prepared and submitted by **ELSA MAE C. FLOTILDES** in partial fulfillment of the requirements for the degree **Bachelor of Science - Master of Arts in Psychology and Counseling**, is hereby recommended for approval and acceptance


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CHAPTER I

The Problem and Literature Review

Background of the Study

For many years, imbalance of female to male teacher ratio has been a neglected reality not only in the Philippines but also in other countries. In fact, from 2016 to 2018, some cities in Metro Manila recorded male teacher population of not more than 25% of their total teacher population, according to Department of Education. Considering that teachers are in charge of shaping the future through educating the youth, having a school environment that represents the society should be important because outside the school, the world does not revolve around women or men only. Balanced female to male teacher population would enable students all genders so that they have an available model to identify with (Jones, 2003).

Interestingly, there had been a policy employed in Australia in 2002 based on the idea that male students need male authority figures in school, and that charismatic teachers are needed to serve as role models to attract male students to teaching. This was implemented to enhance boys' performance in school by remasculinization of school environment through the employment of more male teachers (Lingard, Martino, & Mills, 2004). This has been contradicted though as putting doubt on the capability of female teachers to educate and inspire students of all genders because it has been claimed that masculinity and femininity have been more fluid now, aside from the idea that women can also exhibit masculinity as men can exhibit femininity in their own ways (Beynon, 2002). It draws contradiction in the existing researchers about the influence of male teachers on male students especially the young who lack positive male role model. More importantly, having male teachers who are motivated and satisfied with

their job is deemed helpful in slowly decreasing the gap between male and female teacher population. Sadly, due to several circumstances and conditions, not many male students are pursuing teaching as compared to females, owing to the fact that they have been subjected to biases during their journey (Alonataga & Durban, 2013; Jordan, 2011).

Due to the domination of females in the teaching profession, there has been this societal notion that teaching is only for women, or that it is a feminine job. Men who choose teaching as their occupation have to exert additional effort to justify their choice to their family and friends (Alontaga & Durban, 2013; Jordan, 2011), unless family influence had played a part in their choice, who consequently provided support.

There is no clear explanation why this preconceived notion came to be. One possibility could be that by the time women were allowed to work, they preferred work similar to what they usually did at home: teaching and nursing (Rich, 2014). Teaching in school let female teachers to still spend time with their children because of their similar schedules, so that they still felt a sense of providing care for someone. It was sort of home chores extension which were mostly done by women. Additionally, teachers were allowed to take a few years off so they could take care of their family, which was not the case for male-dominated professions. The slow but continuous penetration of females into the teaching slowly molded the school environment to be female-dominated and feminine one.

It is also regrettable to know that males are not encouraged to teach in elementary even though they are much more needed there. Smaller children need more models and influencers, but male teachers are expected to advance to higher positions in the school which are mostly

administrative, playing the upper hand roles in meetings (Bosire, Mocheche, & Raburu, 2017; Wilson, 2011). Generally, being masculine was perceived as having qualities that were normally exhibited by men, but this should not be the case. Men were perceived to be rational, tough-minded, and analytical. These laid out attitudes of men were handed them like roles they have to play to be considered as ‘manly’ (Timms, 2000); thus, male teachers were expected to be less affectionate and more on the serious side than female teachers. Averse to this, males preferred teaching in the lower levels because the typical reason they went into teaching was their interest in interacting with children (Jordan, 2011; Wilson, 2011; Wood, 2009). Obviously, having tasks not originally aspired for by many may lead to job dissatisfaction or low career motivation, which is also a possible factor in the learning of the students.

Foreign studies about male teachers in the recent years have made use of qualitative research method in looking into the career decision making that male teachers made, the process of their decision making, their experiences, satisfaction, and areas of dissatisfaction. Quantitative studies, on the other hand, were more of examining job satisfaction and self-efficacy of both female and male teachers. There were some that compared the two genders in terms of self-efficacy and job satisfaction, but majority of the results yielded insignificant difference between the genders. Nevertheless, no available work was found linking career motivation, job satisfaction, and teaching engagement with each other among teachers generally, more so of male teachers specifically. Thus, the need for the need for studies that delves into relevant factors in teachers’ lives. In this case, male teachers since it is aimed to be used to affect the number of males in the profession. It can only be inferred that career motivation and job satisfaction may

have relationship with each other as key concepts related to teachers, and have been incorporated separately with studies concerning teachers (Alamelu, Niagama, Selvabaskar, Surulivel, & Uthaya, 2018; Bantique & Romero, 2017; Chambers, 2010; Ekle, Emeljanovas, Hein, & Valantine, 2013; Gelbal & Sahin, 2016; Kiral, 2014) Presently, there are only few numbers of studies about teaching engagement and most of these do not use the term ‘teaching engagement’ but ‘teacher engagement’ or teacher work engagement in more general terms (Angundaru, Bagire, & Lubogoyi, 2016; Picard, & Kutsyuruba, 2017; Qin & Wang, 2011). Apparently, the past years had focused attention on concepts related to students.

Likewise, the increase of female predominance over males in the area of teaching had not been addressed successfully up to present, years after the Survey of the Philippine Education System was conducted by Monroe in 1925 (Savellano, 1999) which raised the same concern decades ago. Moreover, the United Nations Girls’ Education Initiative reported in 2006 that male students in some Pacific countries were underperforming because of the existing sex-stereotypes in the classroom, influenced by the school environment having more females than males. This impacted not only the possible development of the aspirations of male students to become teachers but also and more importantly the view they hold about schooling itself. It could also be related to motivation, job satisfaction, and engagement of male teachers. Having more male teachers engaged in their job especially in primary school would promote healthy gender atmosphere and would help children witness positive masculinity and femininity.

Career motivation can provide possible reasons about male teachers’ career as it tells about the internal constructs influencing their behaviors and choices as male teachers. It is of

importance because it addresses the needs, interests, and personality factors that tell what the individual hopes to happen (London, 1983). Thus, it can provide information for the understanding of the current behavior motivation of teachers, which could also be related to teaching engagement. Several possible reasons have already been drawn from the available literature. Though most were qualitative researches, few quantitative studies have also been conducted concerning to the topic linked with career resilience (Grzeda & Prince, 2006) and career mentoring (Allen & Day, 2002). Career motivation of protégé teachers has been reported to be related with career mentoring and self-efficacy. It serves as a mediator between career mentoring received and performance effectiveness (Allen & Day, 2002). Thus, teachers' low career motivation can lead to poor performance. It can be inferred then that programs with teaching engagement features would benefit both the teachers and the students.

Job satisfaction of teachers has already been investigated by several researches, assuming that teachers are generally satisfied with their professions, though there are areas that they want to improve and change. Teachers' job satisfaction has been explored qualitatively most of the time, reporting that elementary teachers were generally satisfied with their job because they exhibited and reported higher level of desire to teach (Chambers, 2010). Similar to this, another study reported that secondary school teachers' internal satisfaction was higher than external satisfaction (Kiral, 2014). However, it appears that job satisfaction of male teachers who belong to the minority had not been studied yet. Belonging to the minority, male teachers and their job satisfaction could possibly provide a lead as to why after almost 100 years, the shortage of male teachers has still persisted. It could also be a way of predicting the tenure of the teachers,

specifically the retention of practicing male teachers in the profession. Understanding job satisfaction level of all-male teacher respondents alone can confirm, support, or refute results of previous studies involving both genders, considering they make up typically not even half of the respondents, thus they were outnumbered.

The study also looks into the teaching engagement of male teachers and its relationship with career motivation and job satisfaction. Engagement is defined by Kahn (1992) as an enduring state of being psychologically present in one's role performance. In this case, teaching engagement is the enduring state that male teachers are psychologically present in being teachers. This would mean that they have attentiveness, connectedness, integration, and focus on their performance (Kahn, 1992) as teachers because engaged workers do their tasks with great connection and efficiency, thus, being more responsible (Christian, Garza, & Slaughter, 2011). Additionally, teachers who are engaged with their jobs show great deal of commitment and enthusiasm with their tasks (Rutter & Jacobson, 1986). Thus, teaching engagement is an important factor in achieving school success because committed and enthusiastic teachers are more likely to provide quality education to students than those who are not engaged or with less commitment and enthusiasm.

There are only limited studies and statistical data available that show the current status of male teacher population in the country, requiring one to exert additional efforts to find out more about the subject. In 2008, it is reported that male examinees in elementary and secondary teaching licensure examination was almost three-fold less than the number of female examinees (Santiago, 2008). It has also been found that the teacher population of schools in Metro Manila

was made up of only 16% males and the rest were females (Alontaga & Durban, 2013), with DepEd reporting 25% of them in 2016-2018. The lack of male teachers has a big effect on the career decision making of male students, which makes the issue roll like a thread. Several studies contended that having a teacher that one can relate to or identify with helps the student have a sort of guide and inspiration. In the case of male students, it is less likely for them to aspire to become teachers if they cannot identify with their teachers because they are mostly females, and the effect seems to be the same if the male teachers they have are not engaged. Having male teachers also shows them that being a teacher does not always mean femininity and that men can express themselves also in the classroom (Bittner & Cooney, 2001). Additionally, having more females in the profession could also be the reason why more and more females have been pursuing teaching. Expanding Beynon's argument about masculinity being not only about straight males because of the existing *high-flying female* (women who exhibit leadership, initiative, and other traditional masculine attributes), and *male nurse* (men who exhibit gentleness, nurturance, and other attributes that are traditionally feminine), what is important should be the masculine attributes that are being exhibited by the model showing positive masculinities (2002).

It is also viewed that the problem of lack of male teachers is timely and relevant not only in the field of education but also in Psychology and Guidance Counseling. By gaining knowledge about the current state of male teachers in the profession, the field is now one step closer to understanding the cause of lack of male teachers. This can also serve as a steppingstone for

programs or policies that promote teaching as profession so that male teachers, specially, would more likely (1) stay in the career and (2) motivate and inspire male students to become teachers.

The issue at hand piqued the interest of the researcher as it is really obvious and it becomes more believable the more one reflects on whether s/he encountered as many male teachers as there were female teachers in his/her life. After communicating to the local cities, the current study found that Makati City recorded only 18.7% of male teachers in 2016, Pasig City with 19.9 and Muntinlupa with 19% in 2017, Marikina with 22.45%, and Quezon City with only 17.27% this year. Research on this issue is deemed needed as there is an observable lack of literature about its specifics. Especially now that it has just been a few years since K to 12 is implemented, not only are the students the ones facing curricular transition, but also are the teachers. With the exhausting days brought upon by the demands of educational changes in the country, it is important that teachers are kept motivated and satisfied, and that students who are of different generations would be taught in a gender-neutral environment.

The objective of the study is to use the available literature about male teachers' motivation for becoming teachers and use quantitative scales to explore some variables that are relevant with teachers. This will help to more or less identify the drivers that motivate young teachers-to-be and to better understand if the practicing professionals are satisfied; and if not, to pinpoint possible areas of dissatisfaction. These shall provide a peak into their journey as teachers. With these, assumptions about the connection of their previous experiences and their levels in the specific variables would be made. It is also of importance to uphold ethical standards during the study so that there would be no harm caused upon the people involved. Past studies conducted

on male teachers often compared their characteristics to female teachers. However, the present study aims to focus solely on male teachers. It would also look at the relationship of three (3) variables that in the past have only been studied separately so as to come up with inputs to policy formulation based on the results.

Another difference the present study has against existing studies is in terms of its complexity. Firstly, the study follows the process of empirical method. Next is in relation to its chosen population. The study purports that there is a significant lack of male teachers in the country, as data from some cities in Metro Manila would show, and this translates to difficulty in gathering participants that would be willing and able to join in the conduct of the study. The research also combines variables that were separately studied before, using statistics for analyzing and interpreting the data.

This study could contribute additional information in psychology, serving the stakeholders of this research, including the participants, future researchers, researchers themselves, and the discipline. Possible positive effects of the results are also presented. The result of the study could provide knowledge about the current standing of teaching profession in the Philippines, specifically in terms of sex-population of teachers. The study is a product of the researcher's knowledge about the imbalance of female-male teachers in the country. Thus, it could help gain insight about the importance of having male teachers for the students, the country, and for the profession itself.

Not only could the study be of help in the field of education because it is concerned with the teachers but also in guidance counseling, particularly career counseling of the students. The

results were used to come up with inputs to career counseling as concerned with the supporting new teachers to be more engaged in their profession as well as to guide male students who aspires to be teachers. It also serves as an eye opener about the relationship teaching engagement has with career motivation and job satisfaction as well as their impact on the condition of the professionals, and its importance in shaping future choices of the students. Thus, proving the necessity of researching the topic. There is a need of information in the said area to provide guidance to individuals in making sincere and reasonable career choices, especially among male students who aspire to go into the teaching profession but are affected by unnecessary societal factors in education. By proving the significance of male teachers or female-male teacher balance for the students, the country, and the profession itself, the administrators could be convinced to exert effort in promoting teaching as profession not only for females but also for males.

For *future researchers*, the current study could provide support and basis to start researching on the same or related topic. It could also serve as aid or reference for future programs or policies in relation to the profession.

For the *participants*, they could gain insight about their career choices and motivations. They could understand themselves more in terms of their current behavior, if what they are doing in the present coincides with what they aspired to be and what they are aspiring to be, whether they are staying true to themselves by settling with a career choice that makes them the person they want themselves and other people to see. They could also give their evaluation of experiences on being a male teacher in the country.

Lastly, the *readers* who most probably encountered male teachers in their life could understand and relate with them well, if not better. The result could provide some sort of inspiration and support to those male individuals who want to become teachers but hold back for some reason.

Literature Review

This section includes ideas, theses, journals, and works of other researchers about the topic. The information included shall help in familiarizing with relevant information about the study. The following discussion also assists in explaining the results of the study later on.

Male teachers

In the past few decades, there had been a pretty obvious progress in the Philippines in terms of promoting gender equality and women empowerment, as can be seen in several programs and legislative reforms (Santiago, 2008). This promotion of gender equality had a huge positive impact especially in the academic and professional life of women in the country. Today, almost everything can be done by women and this is being celebrated. There is no doubt that women have suffered long enough with all the gender biases; and they are still not totally free from abuses and exploitation. However, men are also experiencing some sort of gender biases as women celebrate empowerment.

It was reported that most primary school teachers in Asia-Pacific countries are women, a factor for male students to do poorly in school because they lack role models of their gender. Particularly, in 2013, Alontaga and Durban reported that males made up only 16% of the teacher population in elementary schools in Metro Manila, Furthermore, with Division offices in the

same region reporting Makati having 502 male teachers out of 2,679 in 2016, which is 18.7% only; Pasig with 789 out of 3,947 and Muntinlupa with 447 out of 1,904 in 2017 which are both 19%; and Marikina and Quezon City provided the most updated data, with 472 out of 2,570 and 2,190 out of 12,679 respectively (22.45% and 17.27%) in 2018. These data provide proof of the lack of male teachers, evidently revealing the said gender outnumbered in the field. Condition of schools in the region makes the school environment not gender-neutral which may make some male students consider school itself to be unbalanced. It could even mean that they can develop negative relationship with school if they feel that they are mistreated due to the existing gender stereotypes (United Nations Girls' Education Initiative, 2006). This also is reflected in several studies conducted both locally and internationally. In the country, it was reported that female students have higher survival rates in both elementary and secondary level with 74.06% and 73.16%, respectively, than that of the male students with only 66.01% and 58.72 (Santiago, 2008).

In the case of mathematics, a study found out that having a female mathematics teacher in primary school may cause female students to internalize their teacher's math anxiety, causing them to have lower performance in math tests, though this relationship became positive as the students' level went up and the teacher's mathematics background strengthened (Antecol, Eren, & Ozbeklik, 2013; Antecol, Eren, & Serkan, 2012). Additionally, a study conducted in India reported that being in a female-headed classroom has a positive effect on the students' achievement in language-related tests. They also reported that female teachers had lower educational qualifications than male teachers but have received more in-service training and have

more experience (Chudgar & Sankar, 2008). Having male teachers also offered opportunities for male students to develop emotional literacy by showing how to express themselves (Jones, 2003). There had been some researches about the characteristics and effects of teachers based on specific gender, but mostly were on female teachers if not on the comparison of both genders.

Having a balance in female and male teachers in schools, especially in primary schools, is proven to have an impact on the development of the students, which consequently can bring positive change in the school culture (Wilson, 2011). Having a gender-neutral environment gives students of all genders to have equal opportunities to have role models and develop their potentials. Female teachers were reported to be more nurturing and male teachers to be dominant, commanding, and disciplinarian (which is not a bad thing). On the other hand, too much nurturance and care for students may also make them feel too entitled and laidback. Majority of teachers agreed that there is a need to recruit more male teachers for modeling, and also for the fact that there is an increasing number of homes with single mothers or without positive male influence (Wood, 2009). Indeed, schools have been called as children's 'second home' and teachers as 'second parents'. Thus, it is only right to exert efforts to make sure that children who do not experience having complete parents at home would be able to have people at school who will serve as mother figure or father figure.

Several studies have been conducted in other countries regarding male teachers whether it be their job satisfaction, choice of occupation, and many more, but one thing is evident in the literature available-- there are many barriers for males wanting to become a teacher, continuing on even when they have already become teachers. These barriers include the existing school

environment which is feminine and the stereotype that teaching is for women (Jordan, 2011; Wilson, 2011). One reason could be because teaching primary school is deemed to be babysitting rather than educating. In primary school, male teachers are expected to play the role of disciplinarian. Sometimes, they even have to hide behind a façade and give up their own behaviors to play the roles that are expected of them. Most of the time, males are only called for when there are students who are too problematic, who are mostly boys, and too much for female teachers to handle (Mills & Roulston, 2010). They are discouraged to be affectionate especially to female students because that may lead to sexual issues. That is why even though they are more needed in primary education, it is not encouraged. They are also expected to proceed to administrative positions which might be a pressure for them (Wilson, 2011). These demonstrate the hardships that male teachers have been experiencing all this time, which could affect their motivation and job satisfaction.

Career Motivation

Career motivation and academic motivation are similar in the sense that they both provide knowledge on the things that an individual considers in each decision and behavior. The difference is that career motivation, from the word itself, is concerned with the factors that motivate the individual in terms of career decisions and actions. For example, a pilot study reported that students consider their family, peers, faculty, teachers, and socio-economic environment when making career decisions and that only few would like to work in educational institutions and public organizations (Agoston, Igret, & Marinas, 2014). Meanwhile, findings of study on academic motivation yielded similar results. Career motivation influences desire for

learning, self-determination, and self-efficacy in Science, and has an influence with students' decision to choose Science, Technology, Engineering, and Mathematics (STEM) track (Ha, Lee, & Shin, 2015). These findings suggest that motivating the students in the needed area could lead them into liking the subjects. Thus, sufficient encouragement and motivation could possibly attract male students to have interest in teaching, and it could be the start of a generation of more male teachers. More importantly, motivating teachers in the needed areas could possibly help them be more engaged in their current career.

Career motivation can also be connected with academic achievement as it has been viewed as a factor on career choice. Faye and Sharpe (2008) reported that competence and identity were the variables most linked with the drive of students to be competent and have an identity. Thus, their choice of future career. This was somehow related with the results of Sri Lankan study (Arulmoly & Branavan, 2017) reporting that academic motivation was impacted by academic achievement and Mathematics learning outcomes, which were also deemed attributed to peer influence and parental involvement. Hence, it could be inferred that peers and parents have big roles in establishing the academic motivation because they influence the individual's desire for competence and identity. It would also be a big factor for the career motivation of an individual since it serves as a foundation of their career decisions. This result was supported by the previous discussion on male teachers which elaborated the influence of relatives and other people in the decision making of male teachers.

Most male teachers who went into teaching were influenced by their experiences in college or some family members who are teachers or their previous teachers (mostly males), and

did not decide to go into teaching until they experienced being with children. Some took education as a second option, or they entered a different career first before going into teaching. Just like women entering careers considered by society to be for men, male teachers have to face a lot of difficulties and have more to prove when they enter the teaching profession. Salary is one reason why men do not consider teaching as their career (Jordan, 2011), although female teachers complain of the same, saying that, “*Teaching will not make you rich unless you own the school or you are in a high position*”. Men who decide to become teachers do not make an easy decision. Aside from the gender stereotypes and feminine environment that they have to face, the salary is not that high and they have to stand on their toes to avoid sexual issues (Cushman, 2006; Jordan, 2011; Wood, 2009). Lastly, the status of teaching is related to social and economic context (Symeonidis, 2015). As what Faye and Sharpe reported, competence and identity are strong influencers of career choice (2008). Being a teacher does not give one a high level of prestige, which plays as a barrier to men who consider teaching as their profession but are expected to become the breadwinner. Philippine society looks at teaching as a mid-level profession despite its major role in shaping the future.

Most male teachers reported that they decided to become a teacher and have been staying in the career because of their love for interacting with children, especially for those who are in primary education. Giving back to the community and helping others, being in an educated environment, having job security, and being able to serve as a role model are also considered to be the benefits of teaching that cannot be achieved in other professions (Jordan, 2011; Wilson, 2011; Wimbush, 2012). These outline the possible reasons of the respondents in choosing their

career as teachers. More importantly, these possibly give reasons on why male teachers continue teaching despite the challenges brought upon them and the motivations that they have in their job. Yet noticeably, there had been less qualitative studies on male teachers providing brief knowledge about their journey as compared with quantitative ones.

Job Satisfaction

Career expectations are influenced by educational background, specialty, and knowledge. Job satisfaction depends on how needs are answered such as good work atmosphere, work conditions, salary, physiological and safety needs, which are the most important needs or expectations that the work-environment must fulfill in order for the individual to be satisfied (Čiarnienė, Kumpikaitė, & Vienažindienė, 2010). For teachers, a study in Serbian primary schools reported that female teachers have a slightly higher level of job satisfaction than males (Adamović, Gligorović, Glušac, Sajfert, & Terek, 2014). Chambers (2010) also reported that teachers with more years in the profession have higher levels of job satisfaction than those who have less than four (4) years of experience. Similar results were also found in a study conducted in Kenya -- although both female and male teachers felt dissatisfied with their jobs, males were more dissatisfied because they had to take the upper hand in meetings, which was a bone of contention for female teachers (Bosire, Mocheche, & Raburu, 2017). This means that male teachers feel dissatisfied whenever they have to take on roles or behave in a way that is different with what they really are. Contrastingly, some other studies reported no difference in self-efficacy between male and female, as most were satisfied with their profession because of the quality of the job, opportunities for interaction, and educational environment. Meanwhile, some

factors in the profession such as salary, work conditions and environment, and lack of opportunities for professional improvement were the aspects of teaching that most teachers were not satisfied with (Cansoy, Parlar, & Türkoğlu 2017; Kazmi, Masood, Mubashir, Tariq, Zahid, & Zaman 2014; Menon & Reppa, 2011). It is also important to note that gender was significantly related with an individual's intention to quit job alongside with job satisfaction (Ginder, 2016), which means that if more female teachers are satisfied with their jobs, then there are more males than females who have intentions to leave teaching.

A local study on the job satisfaction of K to 12 teachers conducted by Bantigue and Romero in 2017 yielded similar results with the foreign studies cited in this study only in terms of the factors they were mostly dissatisfied with, but not in terms of gender differences in job satisfaction. Teachers also reported dissatisfaction in terms of opportunities for promotion and advancement. In the Philippines, it is hard to get promoted most especially in public schools because the items are fixed. Therefore, one cannot move unless one has left the service or died. Most of them were satisfied with their superiors but not with the working environment. The low salary grade position induces insecurity; and because teaching is not that "high level" of a job, they do not feel as if their job is regarded that much in the community. Additionally, job satisfaction was reported to be unaffected or uninfluenced by the civil status of K to 12 teachers. Hence, it was suggested that teachers are generally satisfied; but male teachers have specific areas of dissatisfaction that could be focused on to effect change on education.

Teaching Engagement

Teaching Engagement had been used in the same manner as work engagement in most researches about engagement of teachers in their profession. Qin and Wang (2011) in their study even developed a survey for work engagement of preschool teachers in China. Meanwhile, Picard and Kutsyruba (2017) found out in their case that colleagues played an important role in teachers' engagement in professional development with leadership, and collaboration. They contended the importance of empowerment through shared leadership, improvement in practices, and physical environment in the development of the teachers' engagement. Generally, there had only been a few studies about teaching engagement or teacher work engagement, where most used work engagement as general concept rather than specific teaching engagement. It was concluded in a research done in Uganda that there needs to be more practices done by the human resource departments to induce teacher's engagement especially in recruitment, compensation, performance management, employee development programs, and employee involvement (Angundaru, Bagire, & Lubogoyi, 2016). These draw a conclusion that although there are some studies done about teaching engagement and similar topics, there is a lack of policy/practice implementation as regards these findings. Thus, possible policies would be suggested to enhance teaching engagement of male teachers based on the results of the current study.

Synthesis

The review of related literature shows an existing imbalance of female to male teacher population in studies conducted not only in other countries but also in the Philippines. The surveyed literature did not yield data about the profile of male teachers, the type of institution

they were affiliated with, the grade level they taught, and the type of college they went to. There were available literature regarding male teachers' job satisfaction but none for career motivation and teaching engagement, though inferences can be made based on the results from studies on similar constructs.

Generally, prior studies have pointed several reasons why male teachers pursued the career. Some of the notable factors are: (1) love for interacting with children, (2) desire for serving the community through helping others (children), (3) influence of a family member/former teacher, (4) job security, and (5) failing at previous career. According to the available literature, male teachers manifest a higher level of self-efficacy, viewed to have been affected by environmental factors such as vicarious support, encouragement, and feedback from colleagues. Lastly, salary, work conditions and environment, and lack of opportunities for professional improvement are the reasons most teachers were not satisfied with their job regardless of gender. Career motivation was found out to be an influencer for learning in specific subjects which may later have an influence on students' career choices. Additionally, there was only limited literature on teaching engagement in general and male teachers' work engagement in particular. It can only be inferred based on the little information that environmental factors such as shared leadership, support, and physical environment have effects on their engagement. Finally, there were also no previous studies that examined relationships among career motivation, job satisfaction, and teaching engagement of male teachers. All these related studies and literature helped in finalizing the research purpose, serving as support for analysis and interpretation of results based on data.

Theoretical Perspectives of the Study

The theories presented were chosen because of their appropriateness and reputable adequacy in terms of their definitions and discussions of key variables of the study. More importantly, each theory has corresponding scale/inventory, making it convenient for the researcher to have a solid analysis of the respondents' results from data gathered because their theoretical basis was also presented by the same source.

The study was anchored on concepts under London's Career Motivation Theory and Dawis' Theory of Work Adjustment or Person-Environment Correspondence Theory which were the basis of the questionnaires used, serving as guide for the analysis and interpretation of the results.

Career Motivation Theory (CMT) by Manuel London

CMT integrates three (3) different domains: *career resilience*, *career insight*, and *career identity* into one which serves as an organized system to understand the influence of situational conditions on career decisions and behavior (London, 1997).

Resilience on career signifies that career choices are affected by the ability to face challenges, need for knowledge and reassurance, and vocational identity. Like resilience itself, individuals face hardships with their careers and resilience indicates the approach and manner on how they would face them. On the other hand, *career insight* is related to *crystallization* of Donald Super, which conceptually means solidification of ideas about one's career, involving the awareness of one's own role and skills. This postulates that an individual has a perception of own strengths and weaknesses and incorporates them with career behavior and choices. Lastly,

career identity works in a sense similar to identity itself in which an individual is aware of his/her identity in vocational aspects (London, 1997). Career motivation which is yielded by these three domains provides insight on the present behavior and decisions of individuals when they do career-related activities.

There had been several studies conducted measuring correlates of career motivation even before London. Noe et al. (1990, in London 1997) developed a 27-items scale measuring career motivation focusing on behaviors, which also served as a source for the adapted CMS used in the current study. As can be seen in the adapted scale used (Appendix L), items from Noe et al. are commonly structured as behaviors such as believing, doing, and outlining. Additionally, earlier studies such as Blau (1985, in London 1997) emphasized career identity, then Carson and Bedeian (1994, in London 1997) expanded Blau's work and added career planning with the already given career resilience and career identity. These works have been established as reputable basis when it comes to career resilience and career identity. However, these literature takes career identity and resilience as part of career commitment rather than career motivation. Hence, London's theory, apart from being developed later than the others, have measured career resilience and identity as part of career motivation. It is also supplemental since it is the source of the adapted scale used in the current study which have been validated through a study (Allen and Day, 2004). If there's another theory for career motivation to be considered, it would be Noe's, however, it is older and there is not enough literature about it. Happily, it was adapted in the scale used and since the adapted scale was validated by London himself, it is deemed that the content of the adapted scale, along with items from Noe are valid.

Theory of Work Adjustment (TWA) / Person-Environment Correspondence Theory by René Dawis and Lloyd Lofquist

TWA is as theory of job satisfaction contending that individuals must adjust to their work environment in order to achieve a harmonious and beneficial work relationship, which pertains to *correspondence*. However, the employer must utilize reinforcers in return for the individual's skills and qualifications brought in to finish the tasks that the job asks for. Work placement must be based on the employee's needs for him/her to perform fully. Here, not only satisfactoriness or the work-environment's satisfaction with the worker matters. Termination may happen not only with the employer's termination due to dissatisfaction, but also due to individual dissatisfaction. Not achieving both or one of satisfaction and satisfactoriness will result in *dis correspondence*. The individual must also be satisfied with his/her work in order to last in the job. The duration of the work-environment and individual relationship is called *tenure* which manifests the work adjustment or correspondence between the two. To be satisfied with the work the individual's skills must be utilized and his/her needs must be answered by the work-environment. The work-environment must provide support to the ruling needs of their workers whether it be environmental, social, or self needs. *Environmental needs* involve comfort (independence, variety of activities, compensation, security, and general working conditions), and safety (company policies and supervision). *Social needs* are altruism (harmonious relationship with colleagues, matching of moral values with the company, and social service) and status (opportunities for advancement or promotion, recognition, authority, and social status). Lastly, *self needs* are achievement (ability utilization and sense of achievement) and autonomy

(openness of the work-environment to creativity and responsibility) (Dawis, Lofquist, & Weiss, 1968; Dawis & Lofquist, 1981).

This theory of job satisfaction led to the development of the widely used job satisfaction questionnaire today: The Minnesota Satisfaction Questionnaire. It is used not only abroad but also locally and it is the foundation of Vocational Psychology Research established in University of Minnesota. Proving the validity of this theory. Using this theory and MSQ which have undergone several validation and reliability process (Dawis, England, Lofquist, and Weiss, 1967), it would be possible to assess the needs of the employees and enable the employers to tailor their trainings, programs, and compensation benefits to commensurate for the efforts exerted and lengthen the tenure as much as possible.

Teaching Engagement Theories

No theory for teaching engagement had been found thus far, making it challenging to discuss a theoretical framework for this variable. The study, though, was influenced a number of researches which served as theoretical guide such as that of Durksen, Klassen, and Yerdelen's *Engaged Teachers Scale* (2013). Schaufeli's (2013) and Kahn's (1992) studies about engagement were used as main base theory for teaching engagement with accompanying scale developed in accordance to their research. There were five (5) dimensions of teaching engagement as a result of integration of different researches: *Physical*; *cognitive*; *emotional*; *social: student*; and *social: colleague*. *Physical dimension* focuses on the physical aspects that teachers do in relation to their role performance such as energy devoted into teaching. *Cognitive dimension* deals with the mental aspect of the teachers such as how absorbed they are when

teaching. *Emotional dimension* is the affective factors such as how they put their hearts into teaching. *Social: students* is concerned with their relationship with the students, and *Social: colleagues* is their relationship with other teachers and school staff (Durksen, Klassen, & Yerdelen's, 2013). The developer of the scale failed to establish separate domains of physical engagement cognitive engagement, which resulted in a 16-item Engaged Teacher Scale, having 4 items each per domain (EE, CE, SEC, and SES) after rigorous validation process.

Identifying job engagement of male teachers could provide a clue on the quality of their professional and instructional involvement and success. It could also be a factor on the aspiration development of male students because seeing unengaged or unmotivated male teachers would make it harder to produce a good impression about teaching or teachers. Additionally, it could serve as a picture of the latter part of their occupational journey. Due to lack of local research on the topic, the current study would serve as a reference for future researchers.

This research used quantitative design to investigate male teachers' career motivation, job satisfaction, and teaching engagement. Standardized questionnaires were administered to gather reliable and valid data on these variables to analyze whether career motivation and job satisfaction serve as predictors of the teaching engagement of the sample. Initially, these variables' relationship with each other was analyzed one by one using *Pearson r* overall through the use of *multiple regression analysis*.

Conceptual Framework

Teaching engagement is the commitment a teacher has for his/her job as well as his/her enthusiasm (Rutter and Jacobson, 1986) which contains five domains namely physical, cognitive,

emotional, social with colleagues, and social with students (Durksen, Klassen, and Yerdelen, 2013). Though it has been considered the same with work engagement, teaching engagement enables a more specific investigation on the work engagement of teachers with regards to their job, thus, teaching engagement. Teaching engagement had been linked with leadership and collaboration (Picard and Kutsyuruba, 2017) which are related with the social domain with regards to colleagues as it's concerned with the engagement a teacher possess with his/her colleagues, as social with students is with students, while emotional is of the amount of heart (feelings and emotions) they dedicate to teaching, cognitive is of how much they absorb themselves into teaching, and physical is the aspects such as energy and effort that they physical put into their job (Durksen, Klassen, & Yerdelen, 2013).

Teaching engagement is considered in this study to be related with career motivation because while teaching engagement speaks of the enthusiasm, career motivation speaks of the hopes of the individual that are manifested with his/her actions (London, 1983). Hence, teaching engagement may be the enthusiasm an individual possesses for his/her job as he/she does career-related tasks which was influenced by his/her goals and hopes - career motivation. The direction of the relationship was not defined but it can be inferred they may have a relationship with one another. The three domains of career motivations are career resilience, career insight, and career identity which may be related with a finding that students consider their family, peers, faculty, teachers, and socio-economic standing when making career decisions (Agoston, Igret, & Marinas, 2014) because it may support that male school teachers considered the people around

them and their economical standing why they chose teaching, which is a stable job and develop their career motivation which would later play a role with their level of teaching engagement.

Job satisfaction could easily be seen as related with teaching engagement as it can be inferred that one's enthusiasm with his/her job could depend on whether he/she is satisfied or not. An individual's sense of fulfillment with his/her occupation depicts that individual's job satisfaction which may also be intrinsic (internal) or extrinsic (external) type of job satisfaction (Dawis, Lofquist, & Weiss, 1968; Dawis & Lofquist, 1981). Since male school teachers are viewed to have considered other people and economic standing in their career decision, these might have also served as areas of the needs that their work-environment must fulfill for them to be satisfied (Čiarnienė, Kumpikaitė, & Vienažindienė, 2010). Since there are no difference reported on the job satisfaction of female and male teachers, male teachers are also viewed as generally satisfied (Adamović, Gligorović, Glušac, Sajfert, & Terek, 2014; Bantigue & Romero, 2017) however, they were found out to be dissatisfied with the fact that they have to act in ways that they are really not (Bosire, Mocheche, & Raburu, 2017) and satisfied with the quality of the job, opportunities of interaction, and educational environment (Cansoy, Türkoğlu, & Parlar, 2017; Kazmi, Masood, Mubashir, Tariq, Zahid, & Zaman 2014; Menon & Reppa, 2011). Such these leads to the conclusion that male teachers would have a good level of teaching engagement because they are satisfied with the quality of the job and interacting with other people, which is the focus of social, emotional, and cognitive domains of teaching engagement.

Figure 1 reflects the relationship seen within the three variables – career motivation, job satisfaction, and teaching engagement. As CMT suggests, career motivation have three domains:

career insight, career resilience, and career identity. While teaching engagement have originally five: physical, emotional, social – with colleagues, and social –with students. However, the study only deals with four (CE, EE, SEC, and SES) since there is no physical engagement domain established in the scale used. Lastly, TWA have several twenty domains (e.g. ability utilization, company policies and practices, co-workers, and social status) however as there had been several studies already made use of the short form of MSQ which proved its validity, it was deemed to be acceptable. Since the short form of MSQ the domains into only two: intrinsic and extrinsic, the current study followed that path.

The study looked into the relationship of the three variables with each other, particularly career motivation with teaching engagement and job satisfaction and teaching engagement. With the perspective that career motivation and job satisfaction are both related with teaching engagement. This is because job satisfaction involves factors that could influence teaching engagement. For example, being satisfied with how teaching allows them to utilize their skills and challenge their abilities would most likely have a positive effect on teaching engagement, especially on the cognitive aspect of teaching. Career motivation would also have an effect on teaching engagement. For instance, a teacher's clear and solid career insight would mean awareness of career roles and skills, and would also have a good effect on the emotional dimension of their teaching engagement as well as how they socialize with their students and colleagues. The result of the study is finding whether career motivation and job satisfaction can predict teaching engagement and determine which of the two is the better predictor of TE.

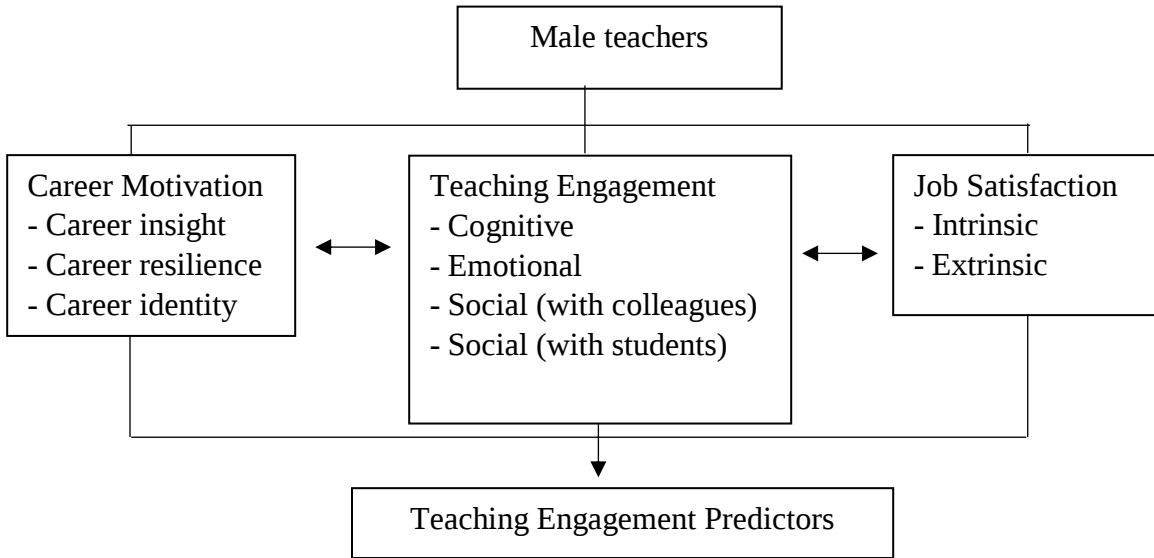


Figure 1. Conceptual Framework

Research Problem

The study explored the motivating factors for teaching, career motivation, and job satisfaction of male teachers from selected public schools in Metro Manila and it specifically aimed to:

1. Determine male teachers' level of:

1.1. Career motivation

1.1.1. Career insight

1.1.2. Career resilience

1.1.3. Career identity

1.2. Job satisfaction

1.2.1. Intrinsic

1.2.2. Extrinsic

1.3. Teaching Engagement

- 1.3.1. Emotional Engagement (EE)
 - 1.3.2. Cognitive Engagement (CE)
 - 1.3.3. Social Engagement with Colleagues (SEC)
 - 1.3.4. Social Engagement with Students (SES)
- 2. Describe the relationship between career motivation, job satisfaction, and teaching engagement.
 - 3. Determine if career motivation and job satisfaction predict teaching engagement.

Definition of Terms

The following terms are defined for better understanding of the concepts of the study. The terms are first defined conceptually when available to provide a more general understanding. Afterwards, the terms are defined in the context of the research study.

Career motivation

Career motivation is a multidimensional construct indicating what the individual is hoping to happen, manifested in the decisions and actions of the individual (London, 1983). In similar manner, the study defines it as an organized system which contains factors that influences individuals' decisions and choices in career-related activities. The constructs refer to:

Career resilience - ability of the individual to adjust even to discouraging or other negative circumstances.

Career insight - ability of the individual to incorporate reality and goals by knowing one's strengths and weaknesses.

Career identity - degree to which the individual defines himself/herself by his/her career or job. It

Job satisfaction

Job satisfaction is the level of an individual's sense of fulfillment with his/her occupation (Dawis, Lofquist, and Weiss, 1968; Dawis and Lofquist, 1981). The concept is used in the current study in the same manner in which intrinsic (internal) and extrinsic (external) satisfaction was both measure in this study.

Male teachers

Male teachers are biologically male individuals who finished their undergraduate studies with teaching as their specialization, or those who pursued further studies in teaching or shifted from other professions to teaching. They are also those who are already employed in schools and practicing as teachers with or without professional teacher's license.

Maleness

Being male of an individual through his biological make up or having male reproductive organ (Green, 2005).

Teaching Engagement

Teaching engagement or teacher engagement is the commitment and enthusiasm a teacher possesses in relation to his/her job (Rutter & Jacobson, 1986). Teaching engagement has five (5) domains namely: physical, cognitive, emotional, social - colleagues, and social - students (Durksen, Klassen, and Yerdelen, 2013). Teaching engagement was measured in this study by obtaining male teachers' scores in four (4) domains.

Cognitive - how absorbed they are in teaching

Emotional - how much they put their hearts into teaching

Social (with colleagues) - their relationship with colleagues

Social (with students) - their relationship with their students

CHAPTER II

Methodology

This chapter presents the research design used, sampling technique employed and description of participants, the setting where the research was conducted. The instruments used were also discussed along with their corresponding scoring procedure as well as the statistical treatment done for the data analysis. More importantly, the ethical considerations of *beneficence*, *justice*, and *respect* are addressed in the last part of this chapter.

Research Design

Due to the purpose of the study, quantitative design was chosen as it was deemed to have the appropriateness and it would enable the researcher to answer the problems posed in the study. Williams (2007) described quantitative research as being independent from the researcher because data is used to measure reality objectively, through which it creates meaning. It is based on traditional scientific method which relies on numbers to study variables and outcomes (Fraser Health Authority, 2011). Specifically, descriptive correlational research design is used in this study which aims to describe the relationships between and among the variables using numbers while, qualitative research is concerned in answering ‘why?’, ‘how?’, and ‘in what way?’ and gathers data through direct encounters with individuals of concern (Hancock, 2002). Descriptive correlational quantitative research design was deemed as the appropriate design to answer the research problems since it’s concerned with relationships.

Other than that, quantitative research design is more resistant to bias as compared to qualitative because it aims to collect and interpret data in an objective manner through statistics

(Fischer, n.d.). Since quantitative method was utilized in this study, potential bias in the qualitative aspect was minimized.

In general, teaching is viewed as a feminine profession. With the observed lack of males in the field, research scholars gained interest in the role of the teacher's sex in different concepts involving education. Common contexts include the effect of teachers' sex on students' academic achievement or its effects on the teachers' job satisfaction. This type of studies often makes use of experimental research designs in order to compare the effects of having a male teacher as compared to having a female one, with the male teacher being the experimental variable. An example would be Menon and Athanasoula-Reppa (2011)'s study, with results stating that there was an absence of a link between gender and job satisfaction of secondary school teachers. The said study made use of data from male and female secondary school teachers in order to come up with their conclusions. Most studies conducted about male teachers made use of experimental design of qualitative design so it is quite easy to be torn between quantitative and qualitative design.

Sampling and Participants

Purposive sampling was employed because the researcher had a particular thing to look for in the participants in accordance to the purpose of the study. Since the study focuses on the career motivation, job satisfaction, and teaching engagement of male school teachers, the first attribute that the participants should possess is to be a male teacher. The researcher first inquired the number of male teachers in the research site and selected schools that have more numbers of male teachers. Purposive sampling enabled the researcher to select the participants according to

the purpose of the study without the need for a theory as basis (Alkassim, Eikan, and Musa, 2016).

The respondents of the study were Filipino male school teachers in elementary and high schools. Out of 789 male teachers in the setting of the study, 206 (61 from elementary and 145 from high school) were involved with the study and submitted fully accomplished set of questionnaires with responses that were useful for the data analysis. This was actually higher than the initial target number of 150. The mean age of the respondents was 34.75 with a standard deviation of 8.959. Additionally, their years of service resulted in a mean score of 8.9 years with a standard deviation of 7.184, though it should also be noted that the range for age was from 21 to 59 years old; while the average years of service were from a few months to 37 years.

All male teachers in the schools involved in the study were encouraged to participate to reach the number of target respondents. Those who did not wish to participate were given the freedom to decline. This was why several schools were selected to make sure that there would still be enough respondents even when some from target schools did not participate.

Table 1 shows that majority of the male teacher respondents are not married, though 62.6% of them consider themselves to be the breadwinner. Additionally, majority of them came from public/state universities and/or colleges. However, a surprising number of them reported being straight males even when the teaching profession is dominated by women.

Table 1
Demographic Profile of the Respondents

<i>Civil Status</i>			<i>Type of College</i>			<i>Familial Responsibility</i>			<i>Gender Orientation</i>		
Does not state	7	3.40%	Public	159	77.20%	Does not state	1	0.50%	Does not state	26	12.60%
Single	114	55.30%	Private	47	22.80%	Not the breadwinner	76	36.90%	Straight	148	71.80%
Married	85	41.30%				Breadwinner	129	62.60%	Gay	32	15.50%

Considering that majority of them went to public/state universities and/or colleges, it could be said that male individuals who chose teaching as profession may have really been influenced by lack of options for their profession due to financial factors, which led them to become breadwinners after graduation. Faye and Sharpe (2016) already conducted a study on career decision making of pre-service teachers and found out that male pre-service teacher chose teaching due to lack of options; unlike female pre-service teachers who chose teaching because of sympathy. While it is rather easy to assume that there are more gay teachers in the male teacher population because of the existing ‘femininity’ of the school environment, the study yielded a result opposite to this. More than half of the male teacher respondents considered themselves as straight males and only 15.5% admitted to being gay. It could be that more than gender orientation, the economic status (type of college and familial responsibility) is more related with career choice.

Research Setting

The research was conducted in Pasig. The research locale was preferred because of its location and due to the fact that this division agreed to cooperate with the study. Out of all the

schools considered within Pasig, some accepted the requested and some were not able to participate due to some reasons. In the end, a total of ten (10) schools participated in the study (5 elementary schools and 5 high schools). Even though the sample size of the study was considerably small, several schools were still chosen because there were only few male teachers in the location. Also, even though the number of elementary and high schools was both five (5), respondents from high school still dominated the number of respondents in the study. Anyhow, the results on career motivation, job satisfaction, and teaching engagement would still be helpful to the research locale in terms of their policy making and program formulation for the next school years.

Instruments

The following instruments served as tools for the researcher to obtain information about the respondents and variables of interest to the current study. All the selected instruments held no form of biases such as gender, cultural, or class bias (see Appendix L to Appendix N for the scales used), and these were administered face-to-face: *Career Motivation Scale*, *Minnesota Satisfaction Questionnaire*, and *Engaged Teacher Scale*.

Career Motivation Scale

Career Motivation Scale (CMS) was developed by Day and Allen in 2004 following their research on the relationship of career motivation and self-efficacy with protégé career success in 2003. Their research was anchored on London and Noe's career motivation theory, with results leading to the development of their adapted Career Motivation Scale, also based on London and Noe's original works. Day and Allen's version was chosen because it integrated items both from

London and Noe, whose works are preferred when it comes to career motivation. It was found out that Noe and London's measure have high convergent validity (London, 1997). Day and Allen's scale consists 19 items from London and Noe and additional 2 items, which has a Cronbach alpha of .84. More importantly, it has been content validated by London himself and pilot studied. The researcher asked the permission of the author who posted the scale and their study in a public research portal, sent an email and commented on the post. For the purpose of the study, CMS was content and face validated by three experts and resulted with 100% interrater agreement (see Appendix I). Internal consistency was also computed from the responses and yielded a Cronbach alpha of .943 (Appendix O).

The scale consisted of items divided in three (3) subscales: *career insight*, *career resilience*, and *career identity*. Items 1-7 contains career insight items, mostly emphasized having goals for themselves as teachers as well as changing or knowing their career goals. Items 8-14 are about career resilience, focusing on flexibility of the individual with their career, adapting to changes and facing challenges that are brought upon them as teachers. Lastly, items 15-21 are about career identity, more on doing things as a teacher or being involved with teaching. The respondents answered by rating each statement from 1 = *a very slight extent* to 5 = *a very large extent* (see Appendix L) depending on how each statement characterized their activities and attitudes in their work. Table 2 shows the basis for interpretation and analysis of data.

Table 2
Career Motivation Scale (CMS) Score Interpretation

<i>Mean Score</i>	<i>Interpretation</i>
1-1.49	Very Light Extent
1.5-2.49	Small Extent
2.5-3.49	Moderate Extent
3.5-4.49	Large Extent
4.5-5	Very Large Extent

Minnesota Satisfaction Questionnaire (short form)

The Minnesota Satisfaction Questionnaire (MSQ) was developed in 1967 by René Dawis and his colleagues. This questionnaire was designed to measure a worker's satisfaction with his/her job by exploring different aspects of the job that the individual finds rewarding or not. MSQ has three forms: two long forms with the first version, and the 1977 version; and one short form. All MSQ forms are gender neutral and can be administered by group or individual. The study administered the short form of the questionnaire as it has been already used in several local studies. For instance, Bicara and Lamadrid (2016) used MSQ to measure the job satisfaction of employees from steel industry; while Alampay, Franco, and Hechanova (2006) used it for their study on psychological empowerment, job satisfaction and performance of service workers in the country. The short was more convenient as it only has 20-items, while the original long form has 100 items. Five responses are used: *very dissatisfied*, *dissatisfied*, *neither*, *satisfied*, and *very satisfied*. It contains three (3) subscales which are *intrinsic*, *extrinsic*, and *general satisfaction* (see Appendix M). The manual presents that intrinsic items are: 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, and 20 which are mostly about ability utilization, status, and morality of the career, while

extrinsic items are: 5, 6, 12, 13, 14, 19, emphasizing external factors such as praise the get and feelings towards colleagues. The general satisfaction on the other hand reflects the overall satisfaction, hence, average.

Since MSQ is standardized and has been used locally as stated previously, there was no need to do expert validation. However, internal consistency was computed from the responses, which yielded an alpha value of .952 (Appendix O, page 107). Table 3 illustrates the interpretation guide used.

Table 3
Minnesota Satisfaction Questionnaire (MSQ) Score Interpretation

<i>Mean Score</i>	<i>Interpretation</i>
1-1.49	Very dissatisfied
1.5-2.49	Dissatisfied
2.5-3.49	Neutral
3.5-4.49	Satisfied
4.5-5	Very Satisfied

The MSQ is under a Creative Commons Attribution-NonCommercial 4.0 International License which allows the instrument to be used freely for research without charge or written consent provided that proper acknowledgement to the Vocational Psychology Research of University of Minnesota is done (Vocational Psychology Research, University of Minnesota).

Engaged Teacher Scale

The *Engaged Teacher Scale (ETS)* was developed by Klassen, Yerdelen, and Durksen in 2013 based on theoretical guidance of researches by Rich et al. (2010); Kahn (1990, 1992); Schaufeli et al. (2006); Davi (2003); Klassen et al. (2012); Pianta et al. (2012); Wang (2009)

(cited in Durksen, Klassen, &Yerdelen, 2013). The development of the said scale underwent five (5) stages of development and validation which resulted to a 16-item-4-factor scale of teacher engagement. The convergent validity of the scale had been investigated by the developers by examining its relationship with self-efficacy which resulted in positive correlation with the social engagement subscale. It was also found to be positively correlated with *Used Work Engagement Measure (UWES)*, which is the more known work engagement scale, making the scale more valid. Since this is developed specifically for teachers and it has been discovered to be correlated with the known work engagement scale, it was chosen. Its uniqueness lies in its consideration of the engagement of teachers with students as a component of overall engagement.

The four factors or dimensions of teacher engagement were derived after rigorous development and validation process. Each dimension's Cronbach alpha was computed during the instrument development which resulted in the following: (1) cognitive engagement (CE)=.84; (2) emotional engagement (EE)=.87; (3) social engagement with colleagues (SEC)=.79; and (4) social engagement with students (SES)= .83. Each of the four is answered in the form of Likert scale of 0 to 6 (see Appendix N). Cognitive Engagement (CE) emphasizes the intensity of how they put themselves into teaching (4, 8, 11, 15), Emotional Engagement (EE) focuses of the feeling towards teaching (2, 5, 10, 13), Social Engagement with Colleagues (SEC) are items about their connection with their colleagues, and Social Engagement with Students (SES) are items about their connection with their students (1, 7, 9, 12). Again, since it is a relatively new scale and not widely used, it underwent content and face validation and got an interrater agreement of 100% (see Appendix I, page 96). To measure the reliability of the data, internal

consistency was also computed from the responses and yielded Cronbach alpha .951 (see Appendix O, page 108). Table 4 shows the interpretation guide used for analysis.

Table 4
Engaged Teacher Scale (ETS) Score Interpretation

<i>Mean Score</i>	<i>Interpretation</i>
0-.49	Never Engaged
.50-1.49	Rarely Engaged
1.5-2.49	Occasionally Engaged
2.5-3.49	Sometimes Engaged
3.5-4.49	Often Engaged
4.5-5.49	Frequently Engaged
5.5-6	Always Engaged

The ETS is published online; and its development, validity, reliability and other information were made available by the authors themselves, who gave their permission for the scale to be used after sending a personal message thru the website wherein their research article was published, email was also sent in which they also replied positively.

Data Gathering Procedure

First, the researcher identified the participants through sampling. The researcher first selected schools from the chosen locale based on the number of male teachers in order to reach the target number of respondents. After selecting the schools, the researcher contacted the local DepEd and asked for approval and recommendation. After getting permission, each school was contacted and asked for the participation of all male teachers in each school. All data from those who participated voluntarily were recorded and included in the research.

The current study involved quantitative data collection with research questionnaires distributed in order for data gathering: *Informed Consent*, *Basic Information Questionnaire*, *Career Motivation Scale*, *Minnesota Satisfaction Questionnaire*, and *Engaged Teacher Scale*. Respondents were informed of the duration of the survey during orientation, which was approximately one hour.

First, the informed consent was given together with the basic information questionnaire. Then consent was discussed where the extent and potential benefits of the respondents' participation were addressed. Their privacy and confidentiality were also ensured at this point of the study. Next, the basic information questionnaire was given to the respondents who agreed to the terms and conditions of the study. This included age, sex, location, institution, college where they went to study, specialization, number of years in the profession, and total number of males and females in their department. There was no time limit since these only required basic demographic information deemed to be not difficult to accomplish.

Informed Consent

The informed consent form was given to the participants with focus on the nature of the research and the importance of their participation. It also included their freedom to decide whether to participate or not; and to withdraw at any period they felt that they did not want to continue anymore; their benefit from the study, how their information and responses would be used, and their anonymity and confidentiality.

Basic Information Questionnaire

The questionnaire consisted basic information such as the participants' name (optional), age, location, number of years in the profession, specialization, type of college or university where they graduated from, and other related information needed.

Data Collection Procedure

After collecting the informed consent and basic information questionnaire, the *Career Motivation Scale* was then administered. This was followed by the administration of MSQ following its own administration guidelines. *Career Motivation Scale* needed to be answered first because it was shorter; while the MSQ was a bit long with 100 items, which could cause exhaustion to the respondents. CMS did not have a prescribed administration procedure; thus, the respondents were only instructed to check the correct number of pages and proper printing of the same. They were allowed to take a maximum of 45 minutes for answering.

Then the *Minnesota Satisfaction Questionnaire* followed. The respondent/s were instructed to check if the pages were complete, and to answer each questionnaire according to the arrangement. The following summarizes the manual of MSQ and its prescribed administration procedure.

The MSQ does not have an exhaustive administration procedure as it can be self-administered. The respondent would only have to read and follow the general instruction provided in the first part of the questionnaire. MSQ does not have a time limit but it was reported that the slowest record of answering it was 30 minutes. Thus, 10-30 minutes was the expected duration of accomplishing this questionnaire.

After collecting the first two questionnaires, the MSQ was given. First, the respondent was told to check the number of pages and if all pages had print. When everything was in order, they were given the same preliminary directions as with the first two questionnaires. Then, the researcher read aloud the instructions provided in the first part of the MSQ while the respondents were also reading on their own. The Likert scale was explained and respondents were asked if they had clarifications and questions. When they did not have any questions, they were told to raise their hand in case they had questions while answering or if they had difficulty in understanding the items.

Lastly, *Engaged Teacher Scale (ETS)* was distributed. Since there was no given guidelines for administration given by the authors, respondents were instructed to answer it just like the other instruments, which took a maximum of 15 minutes in answering.

After accomplishing all questionnaires/scales, debriefing was done. The researcher explained the purpose of the study once again, what they just answered were all about, and about the results. They were told that they could ask for their individual result, while reassuring them again of the confidentiality of their data.

Data Analysis

Basis statistics were used to summarize the profile of the respondents in terms of age, gender, years in service, grade level, specialization, and type of college presented in percentage format. In order to investigate the relationship of male teachers' career motivation, job satisfaction, and teaching engagement, more specifically their predictive relationship with teaching engagement, *Pearson product moment correlation* and *multiple regression analysis* was

performed. *Multiple regression* is used when straight-line relationships among two or more variables are being studied. Straight-linear relationship would mean positive correlation (NCSS Statistical Software). Thus, it is an appropriate tool to determine if career motivation and job satisfaction are predictors of teaching engagement.

Ethical Considerations

Maintaining the safety of the researcher was important in any research; thus, the locations especially during data gathering were selected for safety reasons. The researcher also opted to go to school at early hours to gather data. On the other hand, since the respondents were met in their respective schools, they were in a safe place, especially for the male teachers who comfortably were familiar with the locus. The researcher also opted for a locale that would avoid conflict of interest, which was why she chose a city different from her hometown. Aside from this, the safety of the respondents was more emphasized in this section as supported by the presentation of their rights and protection and informed consent.

The researcher fulfilled her responsibility to *respect* the respondents by placing them in situations or conditions that would not risk them of physical or psychological harm. They were also given *informed consent* prior to the distribution of answer sheets to ensure that the study was free from any form of deception and to brief them about the basic aspects of the research process. They also had the freedom to decide whether or not to continue participating, and that could withdraw anytime. They were given enough time to decide and they could ask questions related to the activity. They were given assurance that any identifying information and questionnaires and survey forms would be handled with utmost confidentiality and cannot be made available to

anyone who had no direct involvement with the study. The time duration of the answering was written in the informed consent form and it was also explained to the respondents that their information would be stored in metal storage and would be disposed after five (5) years.

After the researcher had read them the informed consent, the respondents were informed about the direct and indirect benefits that could result in the conduct of the study. They were also assured that these would be shared to them and the communities that were involved: schools. These were done in order to observe the ethical standards of *beneficence*. They were also informed of the purpose of their responses and data for the research. More importantly, the administration of data gathering was supervised by a licensed Guidance Counselor to ensure that proper procedures were followed and any risks for the respondents were avoided.

Lastly, to stand by the ethical standard of *justice*, maximum effort was exerted to make sure that the methodology, sampling, and data collecting tools were free from any biases. The setting and sample were chosen based on ethical standards. There was no bias of any kind in the process of selection. Rather, accessibility was prioritized. They were fully informed that they were chosen as respondents because they agreed, perhaps because they realized the importance of study for their schools. Respective owners of instruments used were requested for permission and/or notified of the use and given proper acknowledgement. Additionally, respondents could be selected as long as they met the requirements important to the study. The researcher guaranteed that there was no intention of any biases such as ethnic, cultural, class, and/or gender biases, which was why it was decided to include both gay and straight male teachers. Also, they

were not forced to confess their gender orientation in the information questionnaire; they had the freedom to put a tick whichever they wanted to express their choice.

All research activities are not totally free from potential conflict of interest, but this was minimized by making sure that the individuals involved were treated with appropriate ethical practices, scientific education research guidelines, and qualifications. Most importantly, the result would be shared to them for any use that they deem helpful for their community; although it would be best to use the result for programs related with education and guidance counseling.

CHAPTER III

Results and Discussion

This chapter presents the results of the study discussed according to the research questions posed earlier. Tables are used to show data illustratively with literature support related to the findings for interpretation and analysis.

Question #1: Male Teachers' Level of Career Motivation, Job Satisfaction, and Teaching Engagement

To find out about these variables, different instruments were used and data gathered were computed using a statistic software. The respondents' scores in each scale used for the variables are presented along with the interpretation and analysis.

Career Motivation

Table 4 shows the score in career motivation and its subscales. Career identity yielded a mean score of 3.84 which is a lower score as compared to career insight and career resilience; though all the results in these three subscales corresponded to large extent of career motivation. Although career insight and career resilience results had 4.04 mean score, it can be seen that career insight had a slightly higher standard deviation. It means that the responses were more spread out in career insight than in career resilience. Overall, the mean score of the respondents in career motivation among the three subscales was 3.95 interpreted as large extent of motivation.

Table 5
Mean Scores in Career Motivation Scale (CMS)

<i>Scales</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
Career Insight	4.04	.657	Large Extent of Motivation
Career Resilience	4.04	.627	Large Extent of Motivation
Career Identity	3.84	.697	Large Extent of Motivation
Overall	3.95	.556	Large Extent of Motivation

Career Insight

Drawing from the results in Table 5, it can be said that male teachers are aware of their own roles and skills as teachers based on their knowledge of their strengths and weaknesses (career insight) signifying their ability to set goals while considering their circumstances. An item about changing or revising career goals based on new information, which is under career insight gathered on of the lowest mean scores among the scale which suggests the rigidity of the outlook they have on having teaching as career. It suggests that when one became a teacher, it is hard for the individual to shift career. Additionally, according to Agoston, Igret, and Marinas (2014), socio-economic factors such as family influenced career motivation as most of the respondents became breadwinners as soon as they earned a degree, showing that the profession was deemed a stable source of income for male teachers which could have been one of the circumstances that they considered when they pursued teaching (career insight). Male individuals who pursued teaching may have been contained the idea of them having to be breadwinners, influencing their decision to teach because it is a stable source of income, especially in the Philippines since it is easy to be a regular employee as a teacher and it has many

employee benefits as compared to working in private sector. This career insight that they have provides them motivation with their career as teachers.

Career Resilience

Aside from having good career insight, male teachers are also able to face challenges in their career (career resilience) which supplements literature suggesting that male teachers had to face more challenges and hindrances when it comes to pursuing teaching. Their score on career resilience signifies their ability to hold on to their goal – teaching, even when they are faced with problems. It may also be inferred that most of them were influenced by financial constraints when they chose a college degree as majority came from state/public college/university which may have been one of the challenges they had to face, or even if they chose their career without financial consideration, the challenges that literature established helped them to be more resilient and adaptable. Also, it appears that career resilience determined their ability to face challenges in the career, continuing in their desire to gain additional knowledge. The results yielded a high score in this area same with career insight, indicating that self-efficacy was influenced by career motivation, confirming Ha, Lee, and Shin's study (2015).

Career identity

Ultimately, they have awareness of their identity as professional teachers (career identity). In this case, it can be inferred that they are involved with their job, however, they scored lowest in this subscale. Items regarding taking additional courses that are job-related and requesting for promotion have the lowest mean score among all the items in the scale which is not really impossible since teachers are promoted when they take additional courses/degree and

oftentimes not thru request. Nevertheless, it could be that the high number of younger respondents and some newly hired with less experience affected the result on career identity yield which is why its score is lower score than career insight and resilience because it can be inferred that due to their socio-economic circumstances as breadwinners, it's really not easy to take additional courses.

These individual results for each subscale draw clues about their motivation as teachers, suggesting that career identity really should be the focus of development since it scored the lowest in the three subscales. Career identity is mostly focused on involvement with their job and their perspective on their selves as teacher. It also includes factors such as additional learning which may be the focus of programs for teacher training. Otherwise, it may still be concluded therefore that the respondents were motivated enough in their career and they were able to adjust to the changes happening in the field of education. Such finding could guide in motivating other individuals to go into teaching.

Job Satisfaction

As shown in Table 6, the data from MSQ yielded a score of 3.86 which means 'satisfaction' - second to the highest possible rank. Both intrinsic and extrinsic subscales resulted to satisfactory with intrinsic satisfaction having a slightly high score of 3.95 than extrinsic motivation of 3.81. The responses in the items for intrinsic factors of satisfaction also had lower standard deviation, revealing that the respondents agreed more with the 'satisfied' outcome when compared with the result in extrinsic motivation though in small gap only.

Table 6
Mean Scores in Minnesota Satisfaction Questionnaire (MSQ)

<i>Scales</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
Intrinsic	3.95	.657	Satisfied
Extrinsic	3.81	.751	Satisfied
General/Overall	3.86	.615	Satisfied

Additionally, it was stated in the MSQ manual that a percentile score of 75 or higher would mean a high degree of satisfaction, while a percentile score of 25 or lower would be low level of satisfaction. Considering the data gathered from the respondents on job satisfaction, results indicated an average satisfaction in their job, although a different picture emerged when data were viewed in terms of how many scored higher and lower. As can be seen in Table 7, 75% of the respondents belonged to the third tier with a mean score of 4.25. Meanwhile 25% belonged to the first tier with a mean score of 3.55. It could be said that these scores were not really far from each other.

Table 7
Percentile of Scores in MSQ

	25	3.550000
Percentiles	50	3.950000
	75	4.250000

As what Dawis and Lofquist proposed, both the work environment and the individuals must exert effort to achieve and maintain harmonious work relationship to achieve a long tenure (1981). In this study, the respondents indicated a satisfactory level of job satisfaction both in intrinsic and extrinsic area, which is actually a positive thing. However, it would be best that

they work towards the maximum job satisfaction to match their career motivation and teaching engagement which are both at an optimum level.

Intrinsic Satisfaction

Intrinsic factors for job satisfaction yielded a higher score, which could mean that they were more satisfied with how they use their skills, autonomy, and achievement (Dawis, Lofquist, & Weiss, 1968) rather than they were satisfied with the fulfillment of their environmental needs such as compensation, and working conditions in the case of the Philippines. As the per item tally scores are concerned, intrinsic items have not much lower mean scores than the overall mean, however for the purpose of the study, it is necessary to bring up the intrinsic factors that yielded the lower scores. These are items that are about status in the community, having the opportunity to direct people, and praise they get for their job. With these, it can be inferred that they are not very satisfied with how they are appreciated in the community in terms of status and praise from other people and they may not be satisfied with having the authority of telling people what to do in a sense that they don't want it or they want more – that could be a topic for future study. This is also aligned with a 2010 study, an individual's expectation in getting their needs fulfilled was influenced by one's educational background and knowledge (Čiarnienė, Kumpikaitė, & Vienažindienė). Linking the result from job satisfaction to the profile of the respondents, their socio-economic background may have played a role in the high level of job satisfaction found in the study, despite the country's context on the condition of the school setting and the treatment of the government towards teachers. Thus, being the breadwinner must have played a role on their satisfaction.

Extrinsic Satisfaction

On the other hand, they scored lower in extrinsic satisfaction although not very much lower. However, the lower scored items under extrinsic motivation score lower than lower scored items from intrinsic, which means that these lower scored items from extrinsic is the items which score the lowest among all the items in the scale. Unsurprisingly, they reported lowest satisfaction in terms of pay and amount of work that they do as well as the way policies are put into practice. Such finding is not surprising but it is interesting because it really establishes proof that teachers are not satisfied with their pay and workload because although it is a common rant in the Philippines, there is no known study that established that workload and pay are the areas of lowest satisfaction. Though it should be remembered that they scored “satisfied” or average satisfaction for all items and these areas are just the lowest scored items. Additionally, as Bantigue and Romero found in their study (2017) about the satisfaction of teachers in the Philippines, the lack of opportunity for promotion due to fixed item in public schools could also be the reason why the result in overall job satisfaction yielded only the second highest satisfaction level and not the highest.

The possible use of the results is starting to become possible. With the optimal result from career motivation and teaching engagement, it can be seen that there is a room for improvement in job satisfaction. Thus, there should be efforts to reach the optimum level of job satisfaction because if male teachers are more satisfied, then their career motivation may work more in the way they handle their work and the ways that they could motivate others, especially male individuals, to follow their path.

Teaching Engagement

The ETS is answered using 7-point scale, unlike the CMS and MSQ which are both 5-point scale. Table 8 presents the scores of the respondents in teaching engagement and its subscales. Emotional engagement yielded the highest score with 5.18, constituting an ‘frequently engaged’ interpretation and social engagement with colleagues as the lowest with 4.87, though it was also interpreted ‘frequently engaged’. The overall mean for teaching engagement resulted to a mean score of 4.98 which also meant ‘frequently engaged’. This illustrated an almost average level of teaching engagement as it corresponded to 3 in a ranking scale of 0 to 6. It also means that their level of teaching engagement was almost the highest level possible of teaching engagement.

Table 8
Mean Scores in Engaged Teacher Scale (ETS)

<i>Scales</i>	<i>Mean</i>	<i>SD</i>	<i>Remarks</i>
Emotional Engagement (EE)	5.18	.901	Frequently Engaged
Cognitive Engagement (CE)	5.032548	.8864859	Frequently Engaged
Social Engagement with Colleagues (SEC)	4.87	.874	Frequently Engaged
Social Engagement with Students (SES)	4.96	.834	Frequently Engaged
Overall	4.980583	.7112998	Frequently Engaged

Emotional Engagement (EE)

The results seen in teaching engagement imply that male teachers often put their hearts into teaching (emotional engagement). They also score the highest in this domain which suggests that they are really emotionally engaged with teaching. Emotional engagement includes the

feelings they have with teaching such as excitement, happiness, fun, and loving teaching. This is an interesting result since literature drew male teachers as mostly influenced by external factors when they pursued teaching. Thus, the feeling of happiness and excitement as well as having fun with teaching as quite an unexpected outcome.

Cognitive Engagement (CE)

The result in cognitive engagement is somehow consistent with emotional engagement since it is similar with emotional engagement in a sense but this is more about how they utilize their energy and ability when teaching such. The result was similar with EE suggesting that they try hard and throw themselves into teaching, pay a lot of attention and work intensely, as the items under these domains indicates. In a sense, this is the most ‘teaching engagement’ domain out of all the domains because it embodies actions that require engagement. It involves, trying hard and paying attention to the work, and especially, throwing oneself to teaching.

Social Engagement with Colleagues (SEC)

The domain that got the lowest score, though not that low and still considered a good score was social engagement with colleagues. Though they scored decently when asked about their connection, value and commitment in helping their colleagues, they scored relatively lower when asked about their concern on their colleagues’ problems. This could be drawn from the knowledge that there are a lot of young and new teachers from the sample, which could be the explanation why they don’t seem to show that much concern with the problems of their colleagues; because they’re just new with their job and they are probably younger than most of their colleagues. However, this somehow contradicts the idea that there are often tension in the

collegial environment of male-female teachers because male teachers are expected to advance to higher positions in the school which are mostly administrative and play the upper hand roles in meetings (Bosire, Mocheche, & Raburu, 2017; Wilson, 2011). This provides a good basis that there is a good collegial relationship among teachers, though new teachers need time to adjust and be more involved with their other colleagues. It was also suggested that teachers' engagement in career is said to be influenced by colleagues (Picard & Kutsyuruba, 2017). If empowerment through shared leadership and improvement in teaching practices were highly affected with the relationship with colleagues, then a further look into the relationship of teachers with each other is in order because it could be an indicator of their level of teaching engagement.

Social Engagement with Students (SES)

Finally, it is revealed that male teachers are also frequently engaged with their students. They scored lower on awareness of the students' feelings compared to other items. However, they scored pretty the same with the other SES items, which emphasized showing warmth to students, caring about the problem of the students, and being emphatic toward the students. The warmth they show to their students is particularly important because it had been suggested by literature that male teachers are often expected to be the disciplinarian, drawing the impression the men have to be tough, even teachers (Wood, 2009). However, these results show that male teachers are able to show warmth to students which is a positive thing as much as this study is concerned as it also answers the call Wood's study (2009) about the need of positive male figure due to the increase of home with single mothers. This finding is also an indicator that they are

passionate in interacting with their students. Thus, they could motivate students to become teachers and persevere in the profession.

Question #2: Relationship of Career Motivation and Job Satisfaction with Teaching

Engagement

For the second research question, *Pearson r* was performed to test the relationship of the variables, specifically the relation of career motivation and job satisfaction with teaching engagement.

It can be seen in Table 9 that both career motivation and job satisfaction illustrate a positive correlation with teaching engagement. However, career motivation yielded to a moderate correlation with an *r* value of .553 while job satisfaction yielded a weak correlation only with an *r* value of .388. Otherwise, looking at the data, both career motivation and job satisfaction were found to be significantly correlated with teaching engagement at .01 level. This means that the confidence or accuracy level in the correlation established was quite high.

Table 9
Correlation of Career Motivation, Job Satisfaction, and Teaching Engagement among Male Teachers

		Career Motivation	Job Satisfaction	Teaching Engagement
Career Motivation	<i>r</i> value			
Job Satisfaction	<i>r</i> value	.553**		
Teaching Engagement	<i>r</i> value	.544**	.388**	

**, Correlation is significant at the 0.01 level (2-tailed).

It can be inferred from the correlation result that the teaching engagement of the male teacher respondents was related more with career motivation than with job satisfaction, showing

a big gap between the two. This implies that the score interpreted as a good level of teaching engagement could be improved by career motivation, which yielded a score considered as second highest level. The scores in all the instruments resulted with almost highest results. Since the main variable in this study was teaching engagement, and career motivation was more related with it positively than job satisfaction, then an increase in career motivation could also indicate an increase in teaching engagement. Which may suggest that improvement with specific areas such as additional learning programs for teachers may improve their overall career motivation, thus, teaching engagement.

The search for literature discussing the relationship of the three variables, or even with career motivation and job satisfaction with teaching engagement, separately, ended in futility. Consequently, it was quite difficult to relate the findings in this study with other researches confirming that there were indeed relationships among them. However, it could be possible to assume that career motivation could have been related with teaching engagement because it was reported to be related with self-determination and self-efficacy (Ha, et al., 2015). Also, it may really be hard to engage oneself with his/her career if there is low career motivation. Going back to the respondents' career motivation and in its subscales (*career insight*, *career resiliency*, and *career identity*), they reported higher level in career insight and resiliency which could be related to the higher level of emotional and cognitive engagement found in teaching engagement because the insight and resilience that they possess could be factors on how they feel and how they do in teaching. As explained previously, they must have their own realities and circumstances that made them decide to pursue teaching and be resilient with it, then, that might also be why they

are emotionally engaged with teaching, and why they throw themselves into teaching and do tasks intensely. Meanwhile, they got lower scores in social engagement with colleagues and students, similar with the low score they got in the extrinsic factor for job satisfaction.

Question #3: Career Motivation and Job Satisfaction as Predictors of Teaching

Engagement

The correlation of career motivation and job satisfaction with teaching engagement has already been established in the previous discussion. Yet further analysis was deemed necessary to know the extent or the manner in which career motivation and job satisfaction were related with teaching engagement.

The model summary in Table 10 illustrates the values obtained in the multiple linear regression performed by SPSS. The data yielded an R value of .553 indicating a significant correlation seen with career motivation and teaching engagement. The R square value of .306 determined the strength of independent variable's predicting power on the dependent variable. Lastly, the adjusted R gave a more accurate depiction of how the independent variable, in this case career motivation, predicted teaching engagement. Interpreting multiple regression requires the use of the adjusted R square rather than just the R square because it determines the strength of the influence of the independent variable/s on the dependent variable in percentage value. In this case, it could be reported that 30 % of teaching engagement could be explained by the model.

Table 10
Multiple Regression: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.553 ^a	.306	.300	.5953271

a. Predictors: (Constant), Job Satisfaction, Career Motivation

Table 11 shows the coefficients model equation table, indicating career motivation and teaching engagement have significant correlation with a p-value of .000, while job satisfaction is not significantly correlated with teaching engagement, yielding a p-value of .076 (higher than the acceptable >.05). Meanwhile, B in unstandardized coefficients in the same model predicted that by every 1 unit increase in career motivation, teaching engagement would also have an increase of .607, holding that there was a fixed job satisfaction. Similarly, with every 1 unit increase in job satisfaction, there would also be a .145 increase in teaching engagement, holding that career motivation was constant. On the other hand, the standardized coefficient provided an estimate or idea to the sensitivity of the dependent variable -teaching engagement when there were changes in career motivation and job satisfaction. It signified that one standard deviation increase in career motivation or job satisfaction would also lead to a .474 standard deviation in teaching engagement (if it was career motivation) and .125 SD (if it was for job satisfaction). It also suggested a model for the relationship of teaching engagement with career motivation and job satisfaction, which is $TE = (2.022 + .607(CM) + .145(JS))$.

Table 11
Coefficients: Model Equation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. (p-value)
	B	Std. Error	Beta		
1 (Constant)	2.022	.321		6.306	.000
Career Motivation	.607	.090	.474	6.760	.000
Job Satisfaction	.145	.081	.125	1.784	.076

a. Dependent Variable: Teaching Engagement

Drawing from the results which indicates career motivation as the variable correlated with teaching engagement. Going back to the discussion of their career motivation level, it was found that they have large extent of career resilience, career identity, and career insight. Since they have large extent of career resilience, it means that they were able to face the hardships they encountered as they were pursuing teaching. It also means that they have developed career resilience, which in a sense can be related with teaching engagement. Thinking about it, because they already succeeded to reach their goal of becoming teachers amidst the hardships, it would really be probable that they would be engaged with the career that they worked hard for. It may also be a big influence for the establishment of their career identity as teachers since they worked hard for it. Which could be why they are frequently engaged with teaching in all aspects. Additionally, the experiences they went through served as foundation for their career resilience. These results on career resilience, career identity, and career insight reflects a good formula for teaching engagement. In this case, their level of career motivation reflected in teaching engagement, which indicates frequent engagement. It means that they have good engagement in the different aspects of teaching. On the other hand, job satisfaction turned out to be not significantly correlated with teaching engagement. There is still not a visible reason as to why this came to be. Perhaps because of the condition of teachers in the Philippines where teachers

have low salary and tons of works, they would still be engaged because of their background and the work they did to get there. It's also good to remember that most of the respondents are breadwinners and state universities which may indicate that they would still engage themselves in the career even if there are things they aren't satisfied with because teaching is a stable source of bread.

As seen in Table 12 which represents the significance of the regression done, it can be noted that the F-value obtained was 44.825, very much higher than the .000 p-value obtained. It can be observed that not only the regression done between the variable was significant, but also the model created using the data as a good model. It can be concluded that the model was reliable in terms of looking for a basis on the relationship of teaching engagement with career motivation and job satisfaction, though it was already established in the previous finding that job satisfaction was not as much significantly related as career motivation with teaching engagement. Nevertheless, the suggested model was still reliable.

Table 12
Significance of Regression: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig. (p-value)
1 Regression	31.773	2	15.887	44.825	.000 ^b
Residual	71.946	203	.354		
Total	103.719	205			

a. Dependent Variable: Teaching Engagement

b. Predictors: (Constant), Job Satisfaction, Career Motivation

Due to lack of study conducted about the relationship of career motivation, job satisfaction, and teaching engagement of male teachers, this study could be dubbed as the first attempt to do so. Therefore, the correlation findings among career motivation, job satisfaction,

and teaching engagement is rather new, an explanation for the lack of similar or contrasting results with which to relate with existing literature. However, the number of studies conducted on the job satisfaction of teachers (Bosire, Mocheche, & Raburu, 2017; Cansoy, Türkoğlu, & Parlar, 2017; Adamović, Gligorović, Glušac, Sajfert, & Terek, 2014; Kazmi, Masood, Mubashir, Tariq, Zahid, & Zaman 2014; Menon &Reppa, 2011; Chambers, 2010) cited more published studies on their career motivation. There was even little to no study on the variable career motivation itself particularly, but more on motivation generally.

In this study however, career motivation turned out to be a good predictor of teaching engagement, then an optimum level of career motivation may also lead to an optimum teaching engagement. Looking back, career motivation has been reported to be a mediator between career mentoring and effectiveness in performance (Allen & Day, 2002). Then as this study would like to suggest, male teachers could be motivated and engaged more into teaching since these two apart from being correlated, have the same level which is almost highest. Increasing their career motivation would improve not only teaching engagement but also their effectiveness in performance, as Allen and Day reported (2003). Job satisfaction meanwhile is not a predictor of teaching engagement, it may be attributed to the fact that most of the respondents are breadwinners and came from state universities which may suggest their need for stable source of income. Thus, satisfaction might not be a big factor on how they engage themselves in teaching.

Perhaps a comparison between male elementary and high school teachers in terms of their career motivation, job satisfaction, and teaching engagement would provide another perspective or another information with regard to the results of the current study. However, the current study

was not able to do it because the number of respondents based on elementary to high school ratio was 61:145, which was quite not balanced. Since male individuals are not encouraged to teach in the elementary (Bosire, Mocheche, & Raburu, 2017; Wilson, 2011) even though more males prefer doing so because of their interest in interacting with children (Jordan, 2011; Wilson, 2011; Wood, 2009), this could account for their level of teaching engagement. Consequently, this implies a domino effect on students: male teachers' teaching engagement makes motivating and inspiring students a challenge, owing to their teachers' own level of motivation. With the findings derived from this study drawing the relationship of the variables, inputs to career counseling would be later presented which utilizes the information gathered.

Implications to Counseling

After all the discussion and presentation of results and data, the researcher would like to present the implications of the study to counseling.

1. Career motivation is a predictor of teaching engagement. Thus, if teachers' teaching engagement can't be directly swayed, it might be of help to work on career motivation instead.
2. Male teachers are well aware of their capacity, strengths, and weakness, and most importantly their own roles as teachers. This might also affect teaching engagement positively as they would be able to emotionally and cognitively engaged with teaching.
3. Male teachers are resilient with pursuing their goals as teachers. They have the ability to adapt to changes and challenges they faced with which might be related with their ability to work hard and succeed in the career they've chosen.

4. Male teachers have established their identity as teaching professionals. However, there is lack of opportunity for additional learning and promotion which might be helpful so that they'd see themselves as more competent; a factor which might help to develop cognitive engagement.
5. Male teachers have good collegial relationship with other professionals in the field but needs to develop concern and care for colleagues' problems.
6. Male teachers are able to express warmth and be engaged and caring towards their students which is an important aspect because it enables the student to see an image of male teachers, contrary to the typically disciplinarian and tough male teachers, which could help male students be open to the idea of teaching.

CHAPTER IV

Summary, Conclusions, and Recommendations

This chapter is dedicated to summarize the study by presenting the process that the study undertaken and the summary of the results, as well as the conclusion made by the researcher, and recommendations.

Summary of the Study

The study focused on the career motivation, job satisfaction, and teaching engagement of male school teachers with the aim of understanding some relevant variables which may provide knowledge about them and used it to help in solving the issue of lack of male teachers as it was seen to be an existing problem for a quite some time already. Having more male teachers in the field is seen to be helpful in the school environment because students would have not only female teachers as models but also male models available in the form of male teachers (Jones, 2003) which could also enhance male students' academic performance (Lingard, Martino, & Mills, 2004). The study made use of Career Motivation Scale (CMS), Minnesota Satisfaction Questionnaire (MSQ), and Engaged Teacher Scale (ETS) to measure male school teachers' level in the variables. The respondents were 206 male school teachers from elementary and high schools in a local city. It was found out that most of them came from state college and universities; breadwinners; and are straight males. Their results on the measure revealed that have large extent of career motivation, satisfactory level of job satisfaction, and are frequently engaged in teaching. They specifically scored highest on career insight and career resilience, intrinsic job satisfaction, and emotional and cognitive engagement. Correlations among the variables was performed as preliminary statistical method, then multiple regression was done

afterwards to confirm the findings. Results indicated that career motivation is the variable with higher correlation with teaching engagement while job satisfaction is not significantly correlated with teaching engagement. Similarly, multiple regression results indicate that a big portion of teaching engagement could be predicted and explained by career motivation and teaching engagement which confirmed the relationship established with Pearson r. It can be inferred that between career motivation and job satisfaction, career motivation is the one with greater predicting power for teaching engagement.

Summary of the Results

The following summarizes the findings of the study:

1. Male teachers have large extent of career motivation on all of its 3 domains. They are also satisfied with their career and are particularly more satisfied with intrinsic factors than extrinsic factors. Additionally, male teachers are frequently engaged with teaching.
2. Male teachers' teaching engagement is significantly correlated with career motivation while job satisfaction is not.
3. Career motivation positively affects teaching engagement while job satisfaction does not affect CM.

Limitations of the Study

The research aimed to gather not less than 150 male teaching professionals. For the scale of the research to be small, the researcher limited the population to those residing in Metro Manila. Out of all the cities in Metro Manila, not all replied to the query, which led to the elimination of more than half, and out of all who replied, only 2, Pasig and Muntinlupa agreed

to participate in research. However, due to economic and time restraint, the researcher opted to conduct the data collection in one (1) city only, which was Pasig.

The study did not exclude gay or homosexual male teachers for the reason that they are biologically male. *Maleness* is biological; it is gender that is social (please see definition of terms). The study focused on the lack of male teachers, considering it a gap or problem because there is a need for balanced masculine and feminine atmosphere in the school environment and how the results of the may be of help in resolving this problem. Also, for the lack of theoretical definition of masculinity, it was difficult to find any reason and guideline to eliminate gay teachers as respondents. Additionally, literature argues that masculinity is not fixed, but could be expressed differently; and that different people, even women, may have different *masculinities*. Thus, the study focused on the biologically male individuals. The current study also made use of instruments free from any potential biases, as discussed in the instrumentation section in Chapter 2.

The encounter between the researcher and the respondents involved the administration of the research instruments. However, follow-ups with respondents were necessary to know the results of their participation or when the researchers clarified things regarding the participants' responses. Additionally, the study was first meant to gather additional data using interview. However, because of the timing of data gathering, there were no available participants for the interview. The researcher though has exerted maximum efforts to prepare the questionnaire and reach out individually to the participants. Additionally, even though the number of respondents

turned out to be more than the initial goal, the number of male teachers from elementary and high school is still not close to each other.

Conclusions

With all the findings, the researcher concludes that since career motivation positively affects teaching engagement, male teachers' career motivation should be enhanced to also enhance their teaching engagement. Additionally, they developed good level of career resilience which suggests that the hardships they underwent turned out to be a good thing since it may be a factor for them to be more engaged. Thus, young male individuals who want to go into teaching must be guided to avoid losing them in the process. Career identity would be helpful if developed early on to also develop good level of engagement. Lastly, career insight could be enhancing through guidance so it would also be utilized later on positively to engage with teaching. These all point that career motivation should be one of the focused when it comes to enhancing teaching engagement if we want to use teaching engagement to influence male students to go into teaching.

Recommendations

With the research conducted, the researcher would like to provide some suggestions regarding policy, practice, and counseling.

Policy

Programs that would help not only the existing male teachers but also other teachers with training/seminars so that those who want to learn more and improve themselves will have the opportunity to do so should be taken into consideration to do regularly. Similarly, some sort of

bonding that's aimed for teachers to learn from each other's experiences and develop sense of concern and camaraderie at least once a year such as team building may be considered to be mandated as it serves not only as a reward for the work teachers done in a year but also as a way to develop their collegial relationship. Additionally, Teachers shall have their counselor/s who would be able to provide counseling without biases. With this, teachers' mental health should also be shed light on and schools should also be evaluated on how they take care of their teachers. Lastly, as there is indeed imbalance of male and female teachers. The government should upgrade the level of teaching as a career to motivate more individuals. They should also invest in hiring more counselors to provide guidance services to students, more especially for career guidance.

Practice

For practice, the guidance office should gather information about male students who possess skills or even have interest in teaching, which could be drawn from National Career Assessment Exam or other interests and skills inventory. This is so they could guide them to flourish their skills and interest and give them opportunity to experience some teaching tasks early on. Aside from this, they should have a list of colleges/universities as well as scholarships and part-time jobs for students so that they can assist male students who were found to have skills or interests in teaching but have struggles such as financial.

Counseling

The guidance counselor/s shall promote teaching as a profession especially to male students, though may not be directly, by promoting and being advocates of gender equality:

encourage them to express warmth and be engaged and caring towards others to enable them to see that males can express emotions also. The guidance counselor/s shall also promote gender equality to the teachers especially to male teachers by encouraging them to express their real emotions, be it warmth, care, and others that they may have felt like they couldn't because of being male. Being well-informed about gender issues regarding different professions is very important so they would be able to assist the students who are experiencing doubts or other hindrances such as what is seen with males in the teaching profession.

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Appendices

APPENDIX A

Certificate of Language Editing

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

24 January 2019

CERTIFICATION

This certifies that I have edited the thesis titled "**Career Motivation, Job Satisfaction, and Teaching Engagement of Male School Teachers**" by ELSA MAE C. FLOTILDES, a candidate for the degree BSMA- Psychology and Guidance Counseling (Straight Program).



MERRY RUTH MORAUDA GUTIERREZ
CGSTER Faculty



Philippine Normal University
The National Center for Teacher Education
PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: January 3, 2019
Result Code: 2019-0478
Submission ID: 1061088402
Title of Output: Career Motivation, Job Satisfaction, and Teaching
Engagement of Male School Teachers
Author (s): Elsa Mae Flotildes

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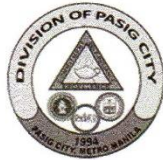
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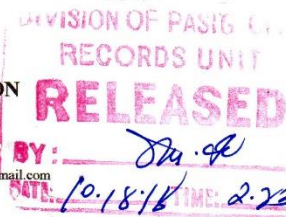
Marie Paz E. Morales, Ph.D.
Director

APPENDIX B

Data Gathering Permit (DepEd Pasig)



Republic of the Philippines
DEPARTMENT OF EDUCATION
National Capital Region
DIVISION OF PASIG CITY
Caruncho Ave., San Nicolas Pasig City
Tel: 641-88-85, 628-28-19 /division.pasig2016@gmail.com



October 08, 2018

ELSA MAE C. FLOTILDES
Researcher
Philippine Normal University

Dear Ms. Flotildes:

This is to inform you that your request for permission to gather data relative to your research titled *“Career Motivation, Job Satisfaction, and Teaching Engagement of Male School Teachers: Inputs to Policy Formulation”* has been approved. All persons involved in this research are expected to observe the following fundamental research ethics:

- Ensure that the data to be gathered is correct, accurate, and validated;
- Properly cite all sources of information;
- Maintain integrity by avoiding plagiarism, fabrication and falsification of results;
- Protect the confidentiality and privacy of the participants;
- Explain clearly the objectives of the research to the participants; and
- Secure the consent of student-participants and their parents (if applicable).

Please take note that participation of school shall be subject to the no disruption of classes policy stipulated in DepEd Order No. 9, s. 2005 entitled *Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith*. Please coordinate with the Principals of your selected schools for the success of this activity.

Furthermore, kindly provide this office with a copy of your completed research through the Planning and Research Section at the 3rd Floor, Office of the Schools Governance and Operations Division.


DOMINICO C. IDANAN, CESO VI
Schools Division Superintendent &

sgod.cof

“Think BIG and discover NEW possibilities “

APPENDIX C

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 | epcdc@pnu.edu.ph | www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
EPRDC	CLEARANCE TO PROCEED	
	QAC No.	CC-09242018-023

BASIC INFORMATION

REC Code:	112618-304
Research Proposal Title:	Career Motivation, Job Satisfaction, and Teaching Engagement of Male Schools Teachers
Researcher / Project Leader and Designation/Affiliation:	Elsa Mae C. Flotildes

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **November 26, 2018**

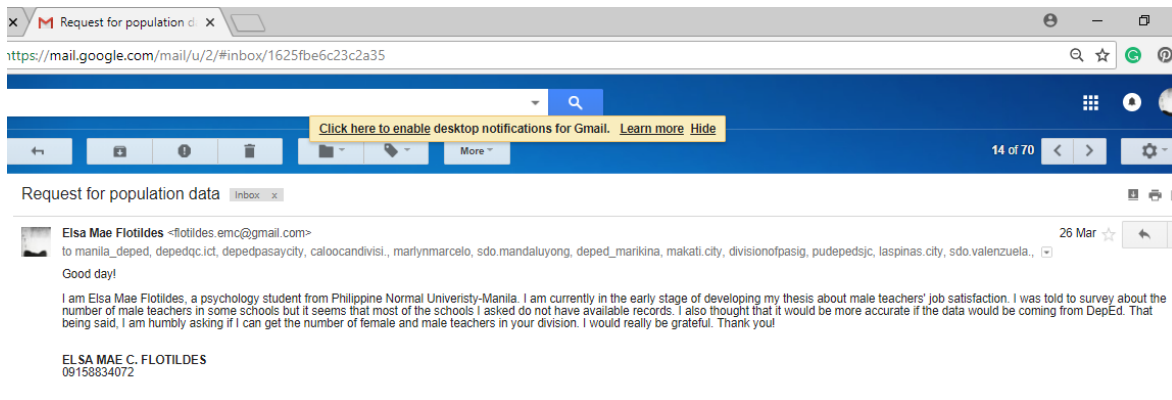

TERESITA T. RUNGDUIN, Ph.D.
 Head, Secretariat
 Research Ethics Committee


ZENaida Q. REYES, Ph.D.
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX D

E-mail to DepEd Division offices in Metro Manila requesting for teacher population data



APPENDIX E

Response E-mails - Population Data

Division of Makati

Lalaine P. Vasquez

Admin. Officer IV

(Records Unit)

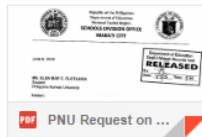
Division of Makati City

Gov. Noble St., Brgy. Guadalupe Nuevo, Makati City

750-7830



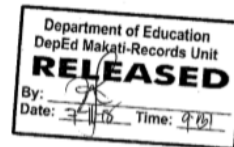
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Republic of the Philippines
Department of Education
National Capital Region
SCHOOLS DIVISION OFFICE
MAKATI CITY



June 6, 2018



MS. ELSA MAE C. FLOTILDES

Student

Philippine Normal University

Madam:

In response to your letter-request sent through email attached is the data requested on the Teacher population by gender under the Division of Makati. The given data is for SY 2016-2017 with the following breakdown:

Level	Male	Female	Total
Elementary	165	1296	1461
Secondary	337	881	1218
Total	502	2177	2679

Very truly yours,


RITA E. RIDDLE, CESO V
Schools Division Superintendent

CP/PR/MS/LOH

Division of Manila

data on male & female teaching personnel of DCS Manila Inbox x 📧 📎 📧

 **Deped Manila** <depedmanilarecruitmentsection@gmail.com> May 22 ☆ 📧
to me ▾

Dear Ms. Flotides,

This is with regard to your request for data on the male & female teaching personnel of the Division of City Schools Manila. The teaching personnel includes elementary, secondary and senior high school who are actually teaching as follows:

Elementary	Male - 735; Female - 5,393	Total - 6,128
Secondary	Male - 874; Female - 2,588	Total - 3,463
Senior High	Male - 117; Female - 151	Total - 268

Hoping that this will help you a lot in the thesis that you are working on.

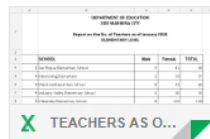
JESUSA L. DE LA CRUZ
Chief Administrative Officer
Personnel Services - SDO Manila

Division of Marikina

No. of teachers in Schools Division Office (SDO) Marikina - Public Schools only Inbox x

DORIS JASME
Dear Ms. Flotides, This is in reference with your email dated May 5, 2018 re...

DORIS JASME <doris.jasme@deped.gov.ph>
to me 
Dear Ms. Flotides,
Respectfully submitting the report on the number of teachers of SDO Marikina.
Thank you very much.
DORIS R. JASME
369-9046



TEACHERS AS O...

DEPARTMENT OF EDUCATION SDO MARIKINA CITY Report on the No. of Teachers as of January 2018 ELEMENTARY LEVEL			
SCHOOL	Male	Female	TOTAL
1 San Roque Elementary School	5	41	46
2 Kalumpang Elementary	2	35	37
3 Marikina Elementary School	9	51	60
4 Industry Valley Elementary School	5	30	35
5 Malanday Elementary School	8	132	140
6 St. Mary Elem School	4	32	36
7 Sto. Nino Elementary School	5	83	88
8 Barangka Elementary School	3	51	54
9 L. Victorino Elementary School	4	41	45
10 Concepcion Integrated School	6	88	94
11 Kap. Moy Elementary School	10	52	62
12 Parang Elementary School	12	107	119
13 Fortune Elementary School	16	89	105
14 Concepcion Elementary School	8	70	78
15 Nangka Elementary School	13	101	114
16 H. Bautista Elementary School	12	91	103
17 SSS. Village Elementary School	11	73	84
	133	1,167	1,300

**DEPARTMENT OF EDUCATION
SDO MARIKINA CITY**

**Report on the No. of Teachers as of January 2018
SECONDARY LEVEL**

	SCHOOL	Male	Female	TOTAL
1	Marikina High School	27	117	144
2	Marikina Heights High School	7	49	56
3	Concepcion Integrated High School	28	75	103
4	Nangka High School	20	56	76
5	Fortune High School	25	59	84
6	Parang High School	15	109	124
7	Malanday National High School	25	49	74
8	Kalumpang National High School	11	24	35
9	Barangka National High School	11	26	37
10	Jesus Dela Pena National High School	5	20	25
11	Sta. Elena High School	40	120	160
12	Marikina Science High School	10	30	40
13	Tanong High School	15	53	68
14	Sto. Nino National High School	21	36	57
15	San Roque National High School	11	25	36
	SHS	68	83	151
		339	931	1270

Division of Muntinlupa

Teacher Breakdown as of June 30, 2017 [Inbox](#) [x](#)

Planning Unit SDO-Muntinlupa <sdomunti@planning@gmail.com>
to me

Greetings from SDO Muntinlupa!

Please see attached number of Teachers actually working per school as of June 30, 2017 in SDO Muntinlupa.

Thank you.

Teachers Breakd...

REPORT ON NUMBER OF TEACHERS FOR ELEMENTARY SY 2017-2018			
as of June 30, 2017			
School Name	ACTUALLY WORKING		
	M	F	T
Alabang ES (Main)	16	143	159
Filinvest Alabang ES (Formerly Alabang ES Annex)	3	24	27
Bagong Silang ES	7	39	46
Bayanan Elementary School Unit	4	62	66
Bayanan ES (Main)	14	75	89
Buli ES	4	39	43
Cupang ES	11	65	76
Cupang ES Annex	0	24	24
F. De Mesa ES	7	34	41
Itaas Elementary School	19	77	96
Poblacion ES (Formerly Itaas Elementary School NBP Annex)	16	123	139
Lakeview Integrated School	4	42	46
Muntinlupa ES	14	118	132
Putatan Elementary School	6	57	63
Soldiers' Hills ES	7	56	63
Sucat Elementary School	12	69	81
Sucat Elementary School Sitio			
Pagkakaisa Annex	1	35	36
Tunasan Elementary School	9	58	67
Victoria Homes ES	5	41	46
Total	159	1181	1340

REPORT ON NUMBER OF TEACHERS FOR JUNIOR HS SY 2017-2018

as of June 30, 2017

School Name	ACTUALLY WORKING		
	M	F	T
Lakeview Integrated School	15	29	44
Muntinlupa Business High School - Main	47	95	142
Muntinlupa Business High School - Sucat Annex	21	39	60
Muntinlupa National HS - NBP Annex	18	61	79
Muntinlupa NHS	30	150	180
Muntinlupa NHS -Tunasan Annex	18	70	88
Muntinlupa Science High School	22	31	53
PEDRO E. DIAZ HIGH SCHOOL	41	159	200
Total	212	634	846

SCHOOLS DIVISION OFFICE

Muntinlupa City

REPORT ON NUMBER OF TEACHERS FOR SENIOR HS SY 2017-2018

as of June 30, 2017

School Name	ACTUALLY WORKING		
	M	F	T
Cupang Senior HS	5	10	15
Muntinlupa NHS	47	57	104
Muntinlupa NHS -Tunasan Annex	15	10	25
Muntinlupa Science High School	9	12	21
Total	76	89	165

Division of Pasig

Michelle Bazar <michelle.bazar@deped.gov.ph>
to me

This communication may contain confidential or privileged information, and is intended solely for the individual or entity to whom it is originally addressed. Any disclosure, copying, dissemination, or any action taken statements expressed in this message are those of the sender and may not necessarily reflect the views of the Department of Education.



NUMBER OF TEACHERS BY GENDER					
School Year 2017-2018					
ELEMENTARY SCHOOL					
District	Name of School	Name of Principal	No. of Teachers		
			MALE	FEMALE	TOTAL
1	Pariq Elementary School	Emelita T. Medina	15	93	108
1	Sagad ES (Pariq ES - Sagad Annex)	Rosalie Parca - OIC	4	29	33
1	Iluqin ES	Jean P. Manayan	11	74	85
1	Liberata Damian ES	Thelma V. Lattan	4	36	40
1	Naqpayang ES	Ruben H. Opeña	43	217	260
1	Palatua ES	Wilma P. Sariano	6	72	78
1	Pinaqbuhatan Elementary School	Manuel Raralda Jr.	12	101	113
2	Bambang ES	Carazan B. Natividad	10	31	41
2	Buting ES	Rogina Albay	5	23	28
2	Dr. Sixto Antonio ES	Israelita Paqkizaran - OIC	3	33	36
2	Kalaugan ES	Manina Cruz	13	64	77
2	San Joaquin ES	Florife Lourdes S. Perje - OIC	16	84	100
3	Baqanq Ilag ES	Carazan Jata	4	38	42
3	Francisca Loqarpi Memorial School	Lani Garcia - OIC	7	19	26
3	Oranba ES	Ma. Victoria Cuerva	6	22	28
3	Pineda ES	Thelma Taria	5	49	54
4	Dela Paz ES	Helen C. Jaqmir - OIC	3	29	32
4	Manqqaqan ES	Editha A. Talap	10	70	80
4	Napica Elementary School	Emma Macariray	8	59	67
4	Rararia ES	Jarephine Z. Macauli	13	86	99
4	San Lorenzo Ruiz ES	Gregorio Delar Santar	9	58	67
4	Santalan ES	Ernida L. Licri	11	100	111
4	Sta. Nina ES	Leilanie Claur	5	33	38
5	Caniaqan ES	Myrna Viraya	8	54	62
5	De Cartra ES	Marife Villadiego	12	109	121
5	Maybunga Elementary School Annex	Christopher Santar - OIC	10	38	48
5	Maybunga ES	Junette S. Permitox	7	53	60
5	San Miguel Elementary School	Erter C. Amiga	9	78	87
TOTAL			269	1752	2021

DIVISION OF PASIG					
NUMBER OF TEACHERS BY GENDER					
School Year 2017-2018					
JUNIOR HIGH SCHOOL					
Cluster	Name of School	Name of Principal	No. of Teachers		
			MALE	FEMALE	TOTAL
I	Rizal High School	Virginia Membrebe	69	245	314
I	Pinagbuhatan High School	Florencia T. Laxamana	31	107	138
I	Sagad HS	Ampara G. Silvela	22	64	86
I	San Joaquin-Kalaugan HS	Annalyn Macarinao	40	118	158
I	Kapitulya HS	Cecilia Roqala	10	49	59
I	Naqpayang High School	Lazara P. Tarror	50	185	235
I	Uqang National High School*	Winefreda Raner	8	4	12
II	Pariq City Science HS**	Jay Mathias Arellano	6	22	28
II	Managahan HS	Cecilia M. Marsala - OIC	33	111	144
II	Rizal Exp. Sta. And Pilot SCI (RE	Dominga N. Viñar	17	55	72
II	Santalan HS	Lorna C. Rodriguez	28	54	82
II	Sta. Lucia HS	Gilbert Inocencia	37	122	159
II	Eurebia HS	Raranna De Guzman - OIC	26	91	117
II	Dela Paz High School***	Ma. Lynn Ugaban - OIC	8	20	28
TOTAL			345	1247	1632
*Uqang National High School		No nationally funded teachers but with 12 teachers under LGU			
**Pariq City Science HS		With nationally funded teachers and 31 teachers under LGU (14 - male; 17 - female)			
***Dela Paz High School		28 teachers under LGU (18 - male; 20 - female)			

DIVISION OF PASIG					
NUMBER OF TEACHERS BY GENDER					
School Year 2017-2018					
SENIOR HIGH SCHOOL					
Cluster	Name of School	Name of Principal	No. of Teachers		
			MALE	FEMALE	TOTAL
I	Rizal High School	Virginia Membrebe	42	51	93
I	Kapitulya HS	Cecilia Roqala	14	14	28
I	Naqpayang High School	Lazara P. Tarror	3	17	20
I	Uqang National High School	Winefreda Raner	7	1	8
I	Buting Senior HS	Manette Vega, OIC	29	55	84
II	Pariq City Science HS	Jay Mathias Arellano	3	11	14
II	Rizal Exp. Sta. And Pilot SCI (RE	Dominga N. Viñar	0	0	0
II	Santalan HS	Lorna C. Rodriguez	5	2	7
II	Sta. Lucia HS	Gilbert Inocencia	1	4	5
II	Eurebia HS	Raranna De Guzman - OIC	15	16	31
II	San Lorenzo Ruiz SHS	Richard Santar - OIC	16	15	31
TOTAL			135	146	321

Division of Quezon City

Teacher Population Data Inbox x



Schools Division Office Quezon City <sdoqcpersonnel.jobapplication@gmail.com>

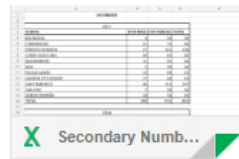
to me ▾

Hi Elsa,

Here you go! It's good to know that you're looking into this. Would love to hear about the outcome of your research.

Thanks!
Clare Espino
Personnel Section

...



	A	B	C	D
69	SAUYO	33	111	144
70	TANDANG SORA NATIONAL	33	98	131
71	TOTAL	141	476	617
72				
73	SUMMARY			
74	ELEMENTARY			
75	DISTRICT	# OF MALE	# OF FEMALE	TOTAL
76	CD-I	126	930	1056
77	CD-II	236	1718	1954
78	CD-II	90	728	818
79	CD-IV	84	704	788
80	CD-V	205	1495	1700
81	CD-VI	123	882	1005
82	TOTAL	864	6457	7321
83	SECONDARY			
84	DISTRICT	# OF MALE	# OF FEMALE	TOTAL
85	CD-I	189	672	861
86	CD-II	374	900	1286
87	CD-II	93	354	447
88	CD-IV	232	662	899
89	CD-V	297	952	1248
90	CD-VI	141	476	617
91	TOTAL	1326	4016	5358
92	TOTAL OF ELEMENTARY AND SECONDARY	2190	10473	12679
93				
94	As of February 8, 2018			
95				

APPENDIX F

Data Gathering Request (DepEd Pasig)

October 4, 2018

DR. DOMINICO IDANAN

Schools Division Superintendent, Pasig City

To Dr. Idanan:

Good day Sir! I am a 5th year Guidance and Counseling student from the Philippine Normal University currently working on a research entitled **CAREER MOTIVATION, JOB SATISFACTION, AND TEACHING ENGAGEMENT OF MALE SCHOOL TEACHERS: INPUTS TO POLICY FORMULATION**. After gathering initial data from several DepEd locales, it turned out that Pasig is in the middle range in terms of number of male teachers with approximately 19% (Others ranged from 17%-24%).

I initially wanted to conduct my data gathering in two (2) locales but I was advised during colloquium to choose only 1 and focus in that location so I can give the inputs for policy formulation to that locale alone.

In line with this, I wish to conduct my data gathering in schools in Pasig. If possible, I would like to involve all male teaching individuals so that the data would be more extensive so I can give a more helpful product. If not, I hope it's possible to have even some representatives from each school. My target number of respondents is 150 and above. Rest assured that I will not cause any disturbance to the school activities, rather, I will communicate with each schools' head to do my best in adjusting to their calendar.

I am sincerely hoping for your kind consideration. Thank you and God bless!

Respectfully Yours,



ELSA MAE C. FLOTILDES

09xxxxxxxxx

APPENDIX G

Data Gathering Request Per School

Date:

Principal:

School:

School location:

Dear Sir/Ma'am:

Greetings!

I am a 5th BSMA Psychology and Guidance Counseling student in Philippine Normal University working on a research entitle **CAREER MOTIVATION, JOB SATISFACTION, AND TEACHING ENGAGEMENT OF MALE SCHOOL TEACHERS.**

In connection to this, I would like to ask for you permission to allow me to conduct my study to the male teachers working in your school. Rest assured that I would do it in a convenient time for you and the respondents. I have coordinated with DepEd about this.

I am sincerely hoping for your favorable action on this request. Thank you and more power.

Respectfully Yours,

ELSA MAE C. FLOTILDES

Researcher/Student

09158834072

Noted by:

DR. EVELYN C. BAGAPORO

Adviser

APPENDIX H

Request for Validation

October 8, 2018

Dr. Maryfe Roxas
Faculty, Counselor
Philippine Normal University

Dear Madam:

Greetings!

I am a 5th BSMA Psychology and Guidance Counseling student in Philippine Normal University currently working on a research entitled **CAREER MOTIVATION, JOB SATISFACTION, AND TEACHING ENGAGEMENT OF MALE SCHOOL TEACHERS: INPUTS TO POLICY FORMULATION**, a research which focuses on investigating the teaching engagement of male school teachers in relation to their career motivation and job satisfaction. It would also like to find out their experiences which motivated them to become teachers, and their experiences as male individuals who went into teaching.

In line with this, I am humbly requesting your expertise in validating (**content and face**) the attached questionnaires (*Career Motivation Scale* and *Engaged Teacher Scale*) and interview questions which I would be using in my research.

Thank you so much for your time and consideration. I am hoping for your positive response.

Respectfully Yours,

ELSA MAE C. FLOTILDES
Researcher/Student
09158834072

Noted by:

DR. EVELYN C. BAGAPORO
Thesis Adviser

APPENDIX I
Interrater Reliability

Career Motivation Scale

Item no.	Accepted	Rejected	Needs Revision	Total	Decision
1	3	0	0	1	Accepted
2	3	0	0	1	Accepted
3	3	0	0	1	Accepted
4	3	0	0	1	Accepted
5	3	0	0	1	Accepted
6	3	0	0	1	Accepted
7	3	0	0	1	Accepted
8	3	0	0	1	Accepted
9	3	0	0	1	Accepted
10	3	0	0	1	Accepted
11	3	0	0	1	Accepted
12	3	0	0	1	Accepted
13	3	0	0	1	Accepted
14	3	0	0	1	Accepted
15	3	0	0	1	Accepted
16	3	0	0	1	Accepted
17	3	0	0	1	Accepted
18	3	0	0	1	Accepted
19	3	0	0	1	Accepted
20	3	0	0	1	Accepted
21	3	0	0	1	Accepted

Match 21
Total 21
IRR 100%

Engaged Teacher Scale

Item no.	Accepted	Rejected	Needs Revision	Total	Decision
1	3	0	0	1	Accepted
2	3	0	0	1	Accepted
3	3	0	0	1	Accepted
4	3	0	0	1	Accepted
5	3	0	0	1	Accepted
6	3	0	0	1	Accepted
7	3	0	0	1	Accepted
8	3	0	0	1	Accepted
9	3	0	0	1	Accepted
10	3	0	0	1	Accepted
11	3	0	0	1	Accepted
12	3	0	0	1	Accepted
13	3	0	0	1	Accepted
14	3	0	0	1	Accepted
15	3	0	0	1	Accepted
16	3	0	0	1	Accepted

Match	16
Total	16
IRR	100%

APPENDIX J

Consent Form Informed Consent Form

This Informed Consent Form is intended for male school teachers who I am inviting to participate in my research study on career motivation, job satisfaction, and teaching engagement.

Introduction

You are being asked to be in a research study on the relationship of career motivation, job satisfaction, teaching engagement of male school teachers. You were selected as a possible participant because of your present job as a school teacher. Please read this form carefully and you may ask any questions after.

Purpose of Study

- The purpose of the study is to know the relationship among career motivation, job satisfaction, and teaching engagement of male school teachers as well as investigate the occupational journey of male teachers.
- This study is beneficial for policy formulation and reference for research on teachers.
- The research will be submitted as final requirement.

Description of the Study Procedures

- Agreeing to participate in this study, you will answer three (3) different scales: *Career Motivation Scale*, *Minnesota Satisfaction Questionnaire*, and *Engaged Teacher Scale*. Answering these will not take more than 30 minutes of your time.
- By answering the attached questionnaires, you will be part of the selection for participants in the second phase of the study which will involve a short interview.

Confidentiality

- Your anonymity will be maintained in this study. I will not be retaining or expose any information about your identity.
- The records of this study will be kept strictly confidential. Research records will be kept in a locked file and all electronic information will be coded and secured using a password protected file.
- Your information will not be included in any published report that would make it possible to reveal your identity.

Right to Ask Questions

- You have the right to ask questions about this research study and to have those questions answered before, during or after the research. If you like, a summary of the results of the study will be sent to you.
- You may request for the summary or ask questions after through my email: flotildes.emc@gmail.com
- Your participation in this study is voluntary. If you choose not to participate or to withdraw from the study at any time, you may do so without any penalty.

Your signature below indicates that you have read and understood the following information, and you have agreed to participate in this research.

Participant's Name & Signature: _____

Date: _____

E-mail address: _____

Contact no.: _____

APPENDIX K

Personal Information Questionnaire

Name: _____ (Optional)

Age: _____

Civil Status: _____

What is the type of the school you are teaching?

____ Public ____ Private Others: ____

How many years have you been teaching? _____

What is the type of college/university that you graduated from?

____ Public ____ Private Others: ____

Are you the breadwinner? ____ Yes ____ No

Gender orientation:

I am a ____ Heterosexual/Straight ____ Homosexual/Gay

I hereby declare that the details furnished above are true and correct to the best of my knowledge and belief and I undertake to inform you of any changes therein, immediately.

Date:

Signature of the Respondent

APPENDIX L
Career Motivation Scale

Direction: Read each item and rate the extent to which it characterizes your career

- 1 = a very slight extent
2 = a small extent
3 = a moderate extent
4 = a large extent
5 = a very large extent

1. I have a specific plan for achieving my career goal.
2. I have changed or revised my career goals based on new information I have received regarding my situation or myself.
3. I have sought job assignments that will help me obtain my career goal.
4. I have clear career goals.
5. I have realistic career goals.
6. I know my strengths (what I can do well).
7. I am aware of my weaknesses (the things I am not good at
8. I am able to adapt to changing circumstances.
9. I am willing to take risks. (Outcomes with uncertain outcomes)
10. I welcome job and organizational changes.
11. I can adequately handle work problems that come my way.
12. I believe other people when they tell me that I have done a good job.
13. I have designed better ways of doing my work.
14. I have outlined ways of accomplishing jobs without waiting for my boss.
15. I am very involved in my job.
16. I see myself as a professional and or technical expert.
17. I spend free time on activities that will help my job.
18. I have taken courses toward a job-related degree.
19. I stay abreast of developments in my line of work.
20. I have volunteered for important assignments with the intent of helping to further my advancement possibilities.
21. I have requested to be considered for promotions.

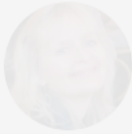
1	2	3	4	5

Secure | https://www.researchgate.net/profile/Tammy_Allen2

Home

Questions

Jobs



Tammy D Allen

PhD 42.83 · Psychology

Overview

Contributions

Introduction

Google scholar: <http://scholar.google.com/citations?user=...>

Skills and expertise (16)

Management

Business

194

Research items

156

Reads

To

Tammy D Allen

Subject

Career Motivation Scale

Message

Greeting Dr. Allen,

I have been messaging you here and thru email to ask permission to use your Career Motivation Scale which I found online but it seems like you're too busy. I would like to inform you that I'll be using your Scale since I found public online I will assume that it's okay. Apologies for my constant messaging, I just really need it. Thank you :)|

Add an attachment · [Conditions for sharing](#)

 Select file

Send message

102

APPENDIX M

Minnesota Satisfaction Questionnaire

Directions: The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those of people like you, we hope to get a better understanding of the things people like and dislike about their jobs.

On the following pages you will find statements about certain aspects of your present job. Read each statement carefully and decide how you feel about the aspect of your job described by the statement.

Be sure to keep the statement in mind when deciding how you feel about that aspect of your job. Do this for all statements.

Very Sat. = *Very satisfied*

The job gives you **more** than you expected

Sat. = *Satisfied*

The job gives you what you expected

N = *Neither*

If you cannot make up your mind whether the job gives you what you expected

Dissat. = *Dissatisfied*

The job gives you **less** than expected

Very Dissat. = *extremely satisfied*

the job gives you **much** less of what you expected

Answer every item.

Do not turn back to previous statements.

Be frank. Give a true picture of your feelings about your present job.

On my present job, this is how I feel about

	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time					
2. The chance to work alone on the job					
3. The chance to do different things from time to time					
4. The chance to be “somebody” in the community					
5. The way my boss handles his/her workers					
6. The competence of my supervisor in making decisions					
7. Being able to do things that don’t go against my conscience					
8. The way my job provides for steady employment					
9. The chance to do things for other people					
10. The chance to tell people what to do					
11. The chance to do something that makes use of my abilities					
12. The way company policies are put into practice					
13. My pay and the amount of work I do					
14. The chances for advancement on this job					
15. The freedom to use my own judgment					
16. The chance to try my own methods of doing the job					
17. The working condition					
18. The way my co-workers get along with each other					
19. The praise I get for doing my job					
20. The feeling of accomplishment I get from the job					

vpr.psych.umn.edu/instruments/msq-minnesota-satisfaction-questionnaire



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(MSQ) Minnesota Satisfaction Questionnaire

VPR no longer sells the MSQ questionnaires. All forms are available under a [Creative Commons Attribution-NonCommercial 4.0 International License](#). This license allows the instrument to be used for research or clinical work free of charge and without written consent, provided that you acknowledge Vocational Psychology Research, University of Minnesota, as the source of the material in your reproduced materials (printed or electronic). This license does not allow commercial use or reproduction for sale. The MSQ may be used without cost, however, for employee surveys provided that the survey is implemented within an organization and that no charges are made for its use.

VPR and the University of Minnesota do not offer scoring for the MSQ and cannot answer questions about its administration or scoring. Directions for scoring the MSQ are in its manual.

APPENDIX N

Engaged Teacher Scale

Direction: Please indicate your personal response to each of the following statements by checking the numer that best represents your answer.

0 = Never

1 = Rarely

2 = Occasionally

3 = Sometimes

4 = Often

5 = Frequently

6 = Always

1. At school, I connect well with my colleagues.
2. I am excited about teaching.
3. In class, I show warmth to my students.
4. I try my hardest to perform well while teaching.
5. I feel happy while teaching.
6. In class, I am aware of my students' feelings.
7. At school, I am committed to helping my colleagues.
8. While teaching, I really – throw” myself into my work.
9. At school, I value the relationships I build with my colleagues
10. I love teaching
11. While teaching I pay a lot of attention to my work.
12. At school, I care about the problems of my colleagues.
13. I find teaching fun.
14. In class, I care about the problems of my students.
15. While teaching, I work with intensity
16. In class, I am empathetic towards my students.

0	1	2	3	4	5	6

Send message ⓘ

To

Tracy Durksen

Subject

Engaged Teachers Scale

Message

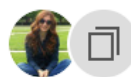
Hi Ms. Tracy, I am working on a research about male teachers' teaching engagement in relation to their career motivation and job satisfaction. I am wondering if I could use your ETS. If yes, can I have a formal copy of the scale and know the scoring? If not, what are the requirements?

Thank you!



Add an attachment · [Conditions for sharing](#)

 [Select file](#)



Sündüs Yerdelen

sent you the full-text you requested

16h ago

<https://www.tandfonline.com/eprint/FjJuaUukcqPbCTU4UzaR/full>

An international validation of the Engaged Teachers Scale

Article Mar 2018

Sündüs Yerdelen · Tracy Durksen · Robert Mark Klassen

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APPENDIX O
Reliability Index

Career Motivation Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.943	.947	21

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
C1	78.90	123.434	.668	.604	.940
C2	79.44	126.580	.392	.264	.945
C3	79.18	124.148	.689	.585	.940
C4	78.92	123.705	.718	.693	.939
C5	78.93	124.054	.654	.582	.940
C6	78.84	124.112	.687	.660	.940
C7	78.96	125.447	.563	.590	.942
C8	78.97	125.165	.639	.502	.941
C9	79.14	124.303	.646	.513	.940
C10	78.95	124.246	.686	.604	.940
C11	79.06	123.499	.721	.647	.939
C12	79.06	124.319	.665	.525	.940
C13	79.05	122.704	.797	.711	.938
C14	79.17	124.135	.692	.561	.940
C15	78.86	123.897	.706	.590	.940
C16	79.04	123.388	.694	.579	.940
C17	79.27	121.680	.708	.579	.939
C18	79.30	123.790	.554	.491	.942
C19	79.10	124.160	.742	.624	.939
C20	79.21	123.076	.719	.607	.939
C21	79.72	123.637	.466	.457	.945

Minnesota Satisfaction Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.952	.953	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
JS1	73.35	139.157	.638	.529	.951
JS2	73.45	139.927	.556	.480	.952
JS3	73.35	137.820	.721	.660	.949
JS4	73.37	138.497	.664	.559	.950
JS5	73.31	137.579	.603	.563	.951
JS6	73.25	137.780	.673	.637	.950
JS7	73.40	137.383	.629	.478	.951
JS8	73.11	137.261	.691	.591	.950
JS9	73.14	137.478	.748	.688	.949
JS10	73.37	137.250	.666	.641	.950
JS11	73.23	135.555	.769	.722	.949
JS12	73.48	136.944	.682	.571	.950
JS13	73.57	134.930	.641	.644	.951
JS14	73.55	135.956	.714	.688	.949
JS15	73.40	135.052	.782	.720	.948
JS16	73.24	136.816	.771	.651	.949
JS17	73.44	134.140	.776	.697	.949
JS18	73.28	137.294	.677	.592	.950
JS19	73.35	137.440	.730	.647	.949
JS20	73.21	137.008	.713	.608	.950

Engaged Teacher Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.951	.953	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
TE1	74.88	116.439	.553	.449	.952
TE2	74.68	111.868	.826	.768	.946
TE3	74.68	114.765	.733	.670	.948
TE4	74.56	114.520	.730	.644	.948
TE5	74.55	113.166	.784	.764	.947
TE6	74.78	115.235	.686	.538	.949
TE7	74.70	114.531	.739	.662	.948
TE8	74.79	113.925	.722	.603	.948
TE9	74.50	115.012	.721	.613	.948
TE10	74.46	113.976	.731	.744	.948
TE11	74.66	112.783	.821	.712	.946
TE12	75.18	114.619	.564	.509	.953
TE13	74.61	113.030	.785	.785	.947
TE14	74.74	114.748	.714	.628	.949
TE15	74.79	114.276	.777	.644	.947
TE16	74.79	114.413	.758	.629	.948

APPENDIX P

Time Table

Activity	Month							
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Title Defense								
Colloquium								
Data Gathering								
Data Encoding								
Data Analysis								
Results and Discussion								
Final Defense								
Final Copy								

APPENDIX Q

Budget Plan

	Current Plan
Travel expenses	8, 000
Salaries	18, 000
Tokens and Materials	11, 000
Foods	5,000
Total	42,000

Elsa Mae C. Flotildes

#34 Molavest. Engineer's Hills, North Signal Village, Taguig City, 1630

09158834072

flotildes.emc@gmail.com



PERSONAL INFORMATION

Date of Birth	: November 14, 1997
Age	: 20
Height	: 5'1
Religion	: Roman Catholic
Civil Status	: Single

EDUCATION

2014 – present	Philippine Normal University – Manila Bachelor of Science – Master of Arts in Psychology and Guidance Counseling Straight Program
2010 – 2014	Signal Village National High School
2004–2010	EM's Signal Village Elementary School

WORK EXPERIENCE

January 2018 – May 2018	SEA0IL – Ususan Service Crew
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SKILLS

- Computer literate (Microsoft office applications)
- Physical activities
- Photography
- Arts and crafts
- Flexible

ACHIEVEMENTS

Philippine Normal University September 2016 - December 2016 - Class secretary (2nd term)
January 2018 - March 2018 - Class treasurer (3rd term)

EVENTS & SEMINARS ATTENDED

Tatsulok - Alyansa ng mga Mag-aaralsa Sikolohiyang Pilipino	Psynergy 2018: 12 th Psychology Students Congress
Psychological Association of the Philippines	PAPJA Convention (2016)
40 TH National Milo Marathon	Participant (2016)
Tatsulok - Alyansa ng mga Mag-aaralsa Sikolohiyang Pilipino	"MILENYAL: Ang Sikolohiyang Pilipino sa Makabagong Panahon" (2016)
ACLC COLLEGE - TAGUIG	Basic Literacy Program (March 6, 2011)