

Short Paper

Personal Development and Job Motivation of Male Teachers in Selected Primary Schools: Basis for a Career Development Program

Chenggong Wang

College of Arts, Sciences, and Education-Graduate School of Education,
Trinity University of Asia, Philippines
chenggongnwang@tua.edu.ph
(corresponding author)

Juliet A. Demalen

College of Arts, Sciences, and Education-Graduate School of Education,
Trinity University of Asia, Philippines

Date received: April 30, 2026

Date received in revised form: July 3, 2026

Date accepted: July 26, 2026

Recommended citation:

Wang, C., & Demalen, J. A. (2026). Personal development and job motivation of male teachers in selected primary schools: Basis for a career development program. *Puissant*, 7, 3464-3481.

Abstract

This study examined the personal development and job motivation of male primary school teachers in Longquanyi District, Chengdu, focusing on their personal development, job motivation, and strategies for career advancement. Using a quantitative descriptive–correlational design, data were gathered from 388 male primary school teachers through a validated and reliable researcher-made questionnaire. Sample size ($n = 388$) was determined using the Slovin formula and selected through stratified sampling with respondents proportionally allocated across five selected schools. The instrument covered demographic profile, personal development stages (growth, exploration, establishment, maintenance, decline), and job motivation dimensions (achievement, recognition, work itself, responsibility, advancement). Descriptive statistics and Analysis of Variance (ANOVA) were applied. Findings revealed that the respondents were diverse in age and years of service, with most being married and mid-career. Teachers generally agreed on their personal development, with maintenance and growth rated highest, though some acknowledged signs of decline. Significant



differences were observed across age and years of service, but not marital status. Job motivation was high overall, especially in the work itself and recognition, confirming that intrinsic and extrinsic drivers sustain teacher engagement. Significant differences in motivation were likewise found by age and tenure, while marital status showed no effect. The study concludes that personal development and job motivation are shaped by both career stage and motivational factors. A career development program is proposed to strengthen purpose, recognition, work-life balance, advancement opportunities, and classroom confidence, ensuring sustained professional growth and teacher retention.

Keywords – male teachers, personal development, job motivation, professional identity, career development program

INTRODUCTION

Teacher professional development and motivation are critical factors in determining the quality of education. Though male teachers who teach primary schools are few compared to their female counterparts, they present different perspectives and roles that not only influence the learning of students but also balance gender in the classroom setting and shape the school culture in general. However, empirical studies consistently indicate that male educators face a range of professional difficulties, such as limited career growth opportunities, all of which undermine their professional identity and long-term motivation (Alshammari, 2021; Li et al., 2024). These are also intensified in fast-emerging areas like Longquanyi in Chengdu, where high educational demands are matched with structural bottlenecks.

This research paper examines the personal development patterns and job motivation sources of male primary school teachers, paying attention to the growth, exploration, establishment, maintenance, and decline stages of growth throughout their careers. It further explores the motivational variables of achievement, recognition, intrinsic interest in work, responsibility, and promotion prospects. Examining the interrelations between demographic variables and these factors, the study aims to reveal the strategies that can strengthen professional identity and suggest a comprehensive career-development program. The goal of such an initiative is to assist teachers, improve educational results, and develop a sustainable workforce.

This study aims to examine the personal development and job motivation of male primary school teachers as a basis for a proposed career development program. Specifically, this study will answer the following research questions:

1. What is the profile of the respondents in terms of age, years of service, and marital status?
2. What is the assessment of the respondents on their personal development in terms of growth, exploration, establishment, maintenance, and decline?

3. What significant differences exist in the assessment of respondents on their personal development when the profile is used as a test factor?
4. What is the assessment of the respondents on their job motivation in terms of achievement, recognition, work itself, responsibility, and advancement?
5. Is there a significant difference in the assessment of the respondents on their job motivation level when their profile is used as a test factor?
6. Based on the results of the study, what career development program can be proposed?

LITERATURE REVIEW

Teacher Personal Development

Teacher personal development is recognized as a continuous process that strengthens both teacher competence and educational quality. Darling-Hammond and Hyler (2023) explain that sustained professional learning improves instructional practices and student outcomes through reflective collaboration. Career development theory also shows that professional growth occurs across stages over time. Super (1980) proposed that careers progress through stages such as growth, exploration, and establishment, each involving specific developmental tasks. In teaching, these stages reflect the gradual formation of professional development and pedagogical expertise (Zhu & Han, 2006; Nganga et al. 2025).

During the growth stage, teachers build foundational competencies through reflection, collaboration, and professional learning. Darling-Hammond and Hyler (2023) state that Professional Learning Communities (PLCs) enable joint lesson planning, classroom observation, and shared analysis of student outcomes. Reflective tools such as lesson logs, student progress tracking, and video-based classroom analysis also help teachers identify instructional gaps and improve practice (Schwartz, 2023). Early instructional success further strengthens teachers' professional confidence and commitment to teaching (Zhu & Han, 2006).

The exploration stage involves expanding instructional strategies and experimenting with innovative approaches. Washington (2023) reports that teachers exposed to diverse professional experiences are more likely to implement inquiry-based and interdisciplinary teaching methods. Likewise, Fahmi and Ali (2022) emphasize that communication skills, motivation, and accumulated professional experience support effective career planning and decision-making, enabling teachers to continuously refine their instructional practices and pursue ongoing professional growth.

Teacher professional development is a continuous and collaborative process that enhances teachers' knowledge, instructional competence, and professional growth. Bergmark (2023) emphasized that effective professional learning is context-specific, collaborative, and teacher-driven, allowing educators to actively engage in reflective practice and shared knowledge construction. Through professional collaboration, mentoring, and research-informed practices, teachers strengthen their instructional effectiveness and adapt to evolving educational demands. Such sustained professional development enables teachers to improve classroom practice, contribute to school improvement, and maintain long-term professional growth.

Teacher motivation further sustains professional development across these stages. Fishback and Woolley (2022) explain that intrinsic motivation is strengthened when teachers find their professional activities inherently meaningful, engaging, and personally rewarding, encouraging sustained participation in continuous learning and professional growth. Similarly, Susanto et al. (2023) emphasize that motivation is closely associated with job satisfaction, employee engagement, and effective leadership, all of which contribute to enhanced performance and reinforce teachers' commitment to ongoing professional development. Institutional recognition and advancement opportunities also reinforce long-term professional commitment among educators (Hassan et al., 2020; Rasheed et al., 2020). According to Super (1980), motivation evolves across career stages as individuals seek alignment between professional roles and personal values.

Theoretical Framework

The research is grounded in Herzberg's Motivation Hygiene Theory and Life-Span, Life-Space Theory by Super, which are combined to determine the connection between the personal growth of teachers and their job motivation. The theory of Super gives the developmental perspective whereby teachers move through five career stages, namely growth, exploration, establishment, maintenance, and decline. These phases are the gradual maturity of teacher competency, career maturity, and professional stability over time.

This developmental view is complemented by the theory of Herzberg, which explains the motivational factors that affect teachers in every stage of their careers. Particularly, intrinsic motivation factors like achievement, recognition, work itself, responsibility, and advancement can be used to justify the differences in motivations experienced by teachers as they advance their careers. Indicatively, teachers in the growth and exploration phases might be more driven by recognition and achievement, whereas

teachers in the establishment and maintenance phases might highly value responsibility and progress.

Analytically, the theory by Super is used to evaluate personal development, and the theory by Herzberg is used to evaluate job motivation. Collectively, these theories describe the role of career-stage development in motivational need and motivation, in turn, in further professional development. This combination forms the theoretical foundation for studying the connection between individual growth and work motivation of male primary school teachers.

METHODOLOGY

Research Design

The study adopted a quantitative descriptive-comparative research design, which was deemed appropriate for addressing the study objectives. The descriptive aspect enabled the researcher to systematically present the respondents' demographic characteristics, personal development levels, and job motivation factors. The comparative component provided the means to statistically test differences in personal development and job motivation across demographic groups. This design was selected because it allows objective measurement of constructs, the use of standardized instruments, and the generation of results that are generalized to similar contexts.

Respondents of the Study

The study involved male primary school teachers from five selected schools in Longquanyi District, Chengdu (Chengdu Longquanyi District No.3 Primary School, Tong'an Primary School, Shiling Primary School, Honghe Primary School, and Beanstalk International Bilingual School). The sample size ($n=388$) was determined using the Slovin formula ($e=0.05$) and obtained through a probability (stratified) sampling approach, with respondents allocated per school to ensure representation.

Research Instrument

The main data-gathering tool was a researcher-made questionnaire composed of three parts: (1) demographic profile (age, years of service, marital status); (2) personal development across five stages—growth, exploration, establishment, maintenance, and decline; and (3) job motivation across five dimensions—achievement, recognition, work itself, responsibility, and advancement.

The personal development scale consisted of 25 items, with 5 items per dimension. Sample items included: *“I actively seek opportunities to improve my teaching skills”* (Growth), *“I explore new teaching strategies to improve student learning”* (Exploration), and *“I feel confident in managing classroom challenges effectively”* (Establishment).

The job motivation scale also consisted of 25 items, with 5 items per dimension. Sample items included: *“I feel motivated when my teaching efforts are recognized”* (Recognition), *“Teaching itself gives me satisfaction”* (Work Itself), and *“Opportunities for promotion motivate me to perform better”* (Advancement). All items were rated using a 5-point Likert scale with the following anchors: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree.

Validation of the Instrument

To establish validity, the instrument underwent content validation by three experts in education and psychology who evaluated item relevance, clarity, and alignment with the study constructs. Revisions were made based on their recommendations. Construct validity was further supported through pilot testing, where item consistency across dimensions was examined. Reliability testing yielded a Cronbach’s alpha of 0.862, indicating high internal consistency of the instrument.

Statistical Treatment of Data

Descriptive statistics, ANOVA, and Pearson correlation were applied. Before conducting ANOVA, the assumptions of normality and homogeneity of variance were tested. Normality of the data was assessed using the Shapiro–Wilk test, while homogeneity of variance across groups was evaluated using Levene’s Test. Results indicated that all study variables were approximately normally distributed ($p > .05$) and satisfied the assumption of homogeneity of variance ($p > .05$). Therefore, the use of parametric statistical procedures, particularly ANOVA, was deemed appropriate for the study.

Ethical Consideration

Permission was obtained from the participating schools, and informed consent was secured before data collection. The questionnaire was administered using WeChat web forms to facilitate efficient distribution and retrieval of responses. Each respondent completed the survey in approximately 5-10 minutes. Responses were organized, anonymized, and submitted for statistical analysis. Ethical safeguards were observed, including voluntary participation and confidentiality.

RESULTS

Profile of the Respondents

Table 1 shows that the respondents represent a balanced age distribution, with the largest group aged 20–30 (31.7%), followed by 41–50 (26.8%) and those above 51 (21.9%), while 31–40 years comprised 19.6%. In terms of teaching experience, most had 11–20 years of service (38.7%), indicating a strong base of experienced educators, while nearly half were in the early to mid-career stages (1–10 years combined). This suggests a workforce characterized by both emerging energy and professional maturity.

Table 1. Profile of Teacher-Respondents

Variables	Frequency	Percentage
Age		
20-30	123	31.7%
31-40	76	19.6%
41-50	104	26.8%
Above 51	85	21.9%
Years of Teaching Experience		
1-5 years	96	24.7%
6-10 years	78	20.1%
11-20 years	150	38.7%
More than 21 years	64	16.5%
Marital Status		
Single	25	6.4%
Married	292	75.3%
Divorced	33	8.5%
Widowed	38	9.8%

Regarding marital status, the majority were married (75.3%), with smaller proportions widowed (9.8%), divorced (8.5%), and single (6.4%). The predominance of married teachers may reflect personal stability that supports sustained professional commitment. Overall, the demographic profile indicates a stable and experienced teaching population with generational diversity that can foster mentorship and collaborative growth.

Assessment of Teachers' Personal Development

Teachers' personal development was examined across five dimensions: growth, exploration, establishment, maintenance, and decline. The overall mean of 4.03 (Agree) indicates that respondents generally perceived themselves as positively advancing in

their professional lives. The highest ratings were observed in maintenance (4.10) and growth (4.09), suggesting that teachers consistently sustain effective instructional practices while actively pursuing skill enhancement. Exploration (4.05) and establishment (3.99) also reflected strong agreement, demonstrating openness to innovation and a stable sense of professional progress. Although decline (3.94) obtained the lowest mean, it remained within the “Agree” range, indicating awareness of certain motivational or career-related challenges without suggesting significant disengagement.

Table 2. Summary of Personal Development Assessment

Variables	Mean	Interpretation
1. Growth	4.09	Agree
2. Exploration	4.05	Agree
3. Establishment	3.99	Agree
4. Maintenance	4.10	Agree
5. Decline	3.94	Agree
Overall Mean	4.03	Agree

The findings imply that teachers place strong value on maintaining competence, building confidence, and fostering positive classroom environments. However, slightly lower scores in the decline dimension may reflect concerns about long-term enthusiasm or work-life balance. Rasheed et al. (2020) emphasized that sustained professional maintenance is crucial for teacher effectiveness in evolving school systems. Similarly, Glomo-Narzoles (2023) highlighted that reflective practice and continuous self-renewal contribute to long-term career satisfaction. The high rating in exploration further indicates adaptability, as Jackson and Dicks (2024) noted that exploratory teaching behaviors enhance responsiveness to change, while Sonmark (2019) associated exploration with increased creativity and professional resilience.

Significant Difference in Personal Development Across Profiles

Table 3 shows that both personal development and job motivation met the assumptions required for ANOVA. The Shapiro–Wilk test revealed no significant deviation from normality for personal development ($W = 0.982$, $p = 0.071$) and job motivation ($W = 0.987$, $p = 0.118$), indicating approximately normal distributions. Likewise, Levene’s test showed no significant differences in variances across groups for personal development ($F = 1.284$, $p = 0.264$) and job motivation ($F = 1.117$, $p = 0.342$), confirming homogeneity of variance. These results support the appropriateness of ANOVA for analyzing group differences.

Table 3. Tests of ANOVA Assumptions

Variable	Shapiro–Wilk W	p-value	Interpretation	Levene Statistic	p-value	Interpretation
Personal Development	0.982	0.071	Normal	1.284	0.264	Homogeneous
Job Motivation	0.987	0.118	Normal	1.117	0.342	Homogeneous

The results in Table 4 indicate that age and years of service significantly influence teachers' personal development, whereas marital status does not produce significant differences across any dimension. Post hoc analyses reveal that teachers aged 20–30 consistently rated themselves lower in growth, exploration, establishment, and maintenance compared to those aged 41–50 and those aged 51 and above. Similarly, respondents with 1–5 years of service reported significantly lower scores than those with 6–10 and 11–20 years of experience, particularly in growth, exploration, and establishment. No significant differences were found in the decline dimension across any profile variable, suggesting that perceptions of reduced motivation or professional slowdown are relatively stable regardless of demographic grouping.

Table 4: Significant Differences in Personal Development Across Profile Variables

Profile Variable	Personal Development	F-value	p-value	Decision	Significant Post Hoc Comparisons ($p < .05$)
Age	Growth	4.215	.006	Rejected	20–30 vs 41–50; 20–30 vs Above 51
	Exploration	4.972	.002	Rejected	20–30 vs 31–40; 20–30 vs 41–50
	Establishment	4.495	.004	Rejected	20–30 vs 41–50; 20–30 vs Above 51
	Maintenance	3.285	.021	Rejected	20–30 vs 31–40; 20–30 vs 41–50
	Decline	1.210	.307	Failed to Reject	None
Years of Service	Growth	3.910	.009	Rejected	1–5 yrs vs 6–10 yrs; 1–5 yrs vs 11–20 yrs
	Exploration	5.610	.001	Rejected	1–5 yrs vs 6–10 yrs; 1–5 yrs vs 11–20 yrs
	Establishment	5.120	.002	Rejected	1–5 yrs vs 6–10 yrs; 1–5 yrs vs 11–20 yrs
	Maintenance	3.430	.017	Rejected	1–5 yrs vs 6–10 yrs
	Decline	1.270	.285	Failed to Reject	None
Marital Status	Growth	1.277	.282	Failed to Reject	None
	Exploration	1.205	.308	Failed to Reject	None
	Establishment	1.958	.120	Failed to Reject	None
	Maintenance	2.376	.070	Failed to Reject	None
	Decline	2.228	.084	Failed to Reject	None

Legend: Significant at $p < .05$.

Toropova et al. (2013) explained that professional growth evolves across career stages, with younger teachers focusing on competence while senior teachers achieve mastery. Hassan et al. (2020) similarly noted that job satisfaction and role security strengthen with tenure. Washington (2023) added that burnout perceptions do not vary by age, which explains the nonsignificant results in decline.

Assessment of Teachers' Job Motivation

The results in Table 5 indicate a high overall level of job motivation among the teacher-respondents, with an overall mean of 4.17 (Agree). All five variables were rated positively, suggesting that both intrinsic and extrinsic factors contribute to teachers' motivation. Work Itself (4.28) received the highest mean, followed by Recognition (4.24) and Advancement (4.22). This pattern suggests that teachers derive the greatest motivation from the nature of teaching tasks themselves—such as classroom engagement and student development—while also valuing acknowledgment of their efforts and opportunities for professional growth. Responsibility (4.13) and Achievement (4.00), though slightly lower, still reflect strong agreement, indicating that teachers are driven by a sense of accountability and accomplishment.

Table 5. Summary of Job Motivation Assessment

Variables	Mean	Interpretation
1. Achievement	4.00	Agree
2. Recognition	4.24	Agree
3. Work Itself	4.28	Agree
4. Responsibility	4.13	Agree
5. Advancement	4.22	Agree
Overall Mean	4.17	Agree

The prominence of intrinsic factors, particularly satisfaction derived from teaching activities, supports existing research emphasizing the central role of internal motivation in sustaining teacher performance. Mathwasa and Sibanda (2021) highlighted that achievement-related motivation enhances teacher effectiveness, while Rajendran et al. (2020) identified recognition as a crucial contributor to morale and professional commitment. Likewise, Schnitzius et al. (2021) emphasized that intrinsic fulfillment from instructional work fosters long-term engagement in the profession. Overall, the findings suggest that teachers remain strongly motivated by meaningful work, professional acknowledgment, and opportunities for career advancement.

Significant Difference in Job Motivation Across Profiles

Table 6 indicates that age and years of service significantly affect selected dimensions of job motivation, while marital status shows no significant differences. Post hoc comparisons were interpreted only for dimensions with significant ANOVA results ($p < .05$), specifically achievement and responsibility under years of service, and achievement, recognition, and responsibility under age. Age was significantly related to achievement, recognition, and responsibility, whereas years of service influenced achievement and responsibility ($p < .05$). Younger teachers generally rated lower in achievement and recognition, while responsibility increased with age and tenure, suggesting that motivation strengthens as professional experience accumulates.

Table 6. Significant Differences in Job Motivation Across Profile Variables

Profile Variable	Job Motivation Dimension	F-value	p-value	Decision	Significant Post Hoc Comparisons ($p < .05$)
Age	Achievement	5.620	.001	Rejected	20–30 vs 41–50; 20–30 vs Above 51
	Recognition	4.410	.005	Rejected	20–30 vs 41–50; 20–30 vs Above 51
	Work Itself	.646	.586	Failed to Reject	None
	Responsibility	5.640	.001	Rejected	20–30 vs 41–50; 20–30 vs Above 51
	Advancement	1.100	.348	Failed to Reject	None
Years of Service	Achievement	2.155	.003	Rejected	1–5 yrs vs 6–10 yrs; 1–5 yrs vs 11–20 yrs; 1–5 yrs vs >21 yrs
	Recognition	1.488	.217	Failed to Reject	None
	Work Itself	2.195	.088	Failed to Reject*	None
	Responsibility	4.805	.003	Rejected	1–5 yrs vs 11–20 yrs; 1–5 yrs vs >21 yrs
	Advancement	.241	.867	Failed to Reject*	None
Marital Status	Achievement	1.382	.248	Failed to Reject	None
	Recognition	3.379	.118	Failed to Reject	None
	Work Itself	.415	.742	Failed to Reject	None
	Responsibility	1.053	.369	Failed to Reject	None
	Advancement	.715	.543	Failed to Reject	None

Legend: Significant at $p < .05$.

These findings support prior research showing that work motivation evolves across career stages. Bocheliuk et al. (2022) noted that responsibility expands as teachers gain clearer role identity. Although recognition is considered a universal motivator, Romijn et al. (2021) suggested that its perceived value varies depending on career stage. Overall, professional maturity appears to shape key motivational dimensions.

Proposed Career Development Program

The findings revealed high levels of personal development and job motivation among male primary school teachers; however, younger and less experienced teachers require structured developmental support.

Needs Analysis

The statistical results suggest the following priority areas: Lower achievement and responsibility ratings among younger teachers; Slower growth and establishment during early career stages; Need for structured mentoring and clearer advancement pathways; Importance of recognition systems to sustain motivation; and sustained professional maintenance to prevent long-term decline.

Goal and Objectives

To enhance professional competence, motivation, leadership readiness, and long-term retention of male primary school teachers. Specifically, to: Strengthen early-career professional growth and role clarity; Improve recognition of teachers' contributions; Develop leadership and advancement pathways; Sustain motivation through mentoring and professional collaboration; and promote long-term professional stability and well-being.

Strategies

Strategies include: Establish formal mentoring and coaching programs; Implement structured recognition and reward systems; Provide leadership and specialization training; Organize professional learning communities; Conduct workshops on career planning and role development; and offer wellness and stress-management initiatives.

Evaluation

Program effectiveness will be assessed through: Changes in personal development and job motivation scores; Participation rates in professional development activities; Evidence of leadership engagement; Teacher performance indicators; and Feedback from teachers and administrators.

Table 7. Career Development Program Framework

Component	Focus Area	Key Activities	Target Group	Expected Outcome
Phase 1: Foundation	Early Career Support	Orientation sessions, mentoring assignment, growth workshops	1–5 years teachers	Improved growth and establishment ratings
Phase 2: Skill Enhancement	Instructional & Role Development	Advanced training, peer observation, and feedback sessions	All teachers	Increased achievement and competence
Phase 3: Leadership Development	Advancement & Responsibility	Leadership training, committee involvement, and specialization tracks	Mid-career teachers	Strengthened responsibility and recognition
Phase 4: Sustainability	Long-Term Retention	Reflection forums, career planning, and wellness programs	All teachers	Sustained motivation and reduced decline

Monitoring

A school-based Career Development Committee will conduct quarterly reviews, track participation and outcomes, and adjust strategies based on emerging needs to ensure sustainability and alignment with institutional goals.

DISCUSSION

The demographic results show that the teaching workforce is both diverse and experienced. The largest proportion of respondents was aged 20–30 (31.7%), followed by 41–50 (26.8%) and 51 and above (21.9%), while 19.6% were aged 31–40. In terms of teaching experience, the majority had 11–20 years of service (38.7%), while 24.7% had 1–5 years, 20.1% had 6–10 years, and 16.5% had more than 21 years. The dominance of married respondents (75.3%) also suggests a stable professional population. These findings indicate a balanced workforce that combines early-career enthusiasm with experienced professional maturity. Such diversity is beneficial because experienced teachers can mentor younger educators and support collaborative learning within schools. Previous research confirms that generational diversity in teaching staff promotes knowledge sharing and professional support systems that enhance instructional effectiveness (Toropova et al., 2021; Hassan et al., 2020).

The results also indicate that teachers generally perceive strong personal development, with an overall mean of 4.03 (Agree). The highest ratings were found in maintenance (M = 4.10) and growth (M = 4.09), followed by exploration (M = 4.05) and establishment (M = 3.99), while decline (M = 3.94) received the lowest but still positive rating. These results suggest that teachers actively maintain their professional competence while continuing to develop new instructional strategies. The relatively strong exploration score also indicates openness to innovation and adaptation to changing educational environments. Similar studies emphasize that continuous professional maintenance and reflective practice are essential for sustaining teacher effectiveness and long-term career satisfaction (Rasheed et al., 2020; Glomo-Narzoles, 2023). Furthermore, exploratory teaching behaviors are associated with higher professional resilience and adaptability to educational change (Jackson & Dicks, 2024; Sonmark, 2019).

Job motivation among teachers was also high, with an overall mean of 4.17 (Agree). Among the motivational dimensions, Work Itself (M = 4.28) ranked highest, followed by Recognition (M = 4.24) and Advancement (M = 4.22), while Responsibility (M = 4.13) and Achievement (M = 4.00) also showed strong agreement. These findings indicate that teachers derive the greatest motivation from the intrinsic nature of teaching activities, such as classroom interaction and student development. Statistical tests further revealed that age and years of service significantly influenced several motivational dimensions ($p < .05$), particularly achievement, recognition, and responsibility, whereas marital status showed no significant effect. Younger teachers reported lower levels of achievement and recognition compared to older colleagues, suggesting that professional confidence and role identity strengthen with experience. These findings align with research indicating that teacher motivation evolves across career stages as competence and professional identity develop (Bocheliuk et al., 2022; Romijn et al., 2021).

CONCLUSIONS AND RECOMMENDATIONS

Male primary school teachers demonstrate high levels of personal development and job motivation; significant differences across age and years of service suggest that professional growth varies by career stage. Younger and less experienced teachers reported lower levels of achievement, responsibility, growth, and establishment, highlighting the need for structured developmental support.

In response, a Career Development Program is proposed to strengthen early-career progression, enhance recognition and leadership opportunities, and sustain long-term

professional engagement. The program aims to promote competence, motivation, and retention through mentoring, professional training, and institutional support systems.

The beneficiaries of this study are the teachers themselves, as well as school administrators and policymakers. Teachers are encouraged to engage in continuous professional growth, maintain openness to new methods, and seek balance between innovation and routine. Administrators should strengthen recognition systems, provide clear advancement pathways, and introduce wellness initiatives to address work-life balance. Policymakers may also support programs that institutionalize professional development and career mobility, ensuring that teacher motivation and effectiveness are sustained.

IMPLICATIONS

The findings of this study imply that personal development and job motivation play significant roles in sustaining the professional growth of male primary school teachers. Since age and years of service were found to influence several dimensions of development and motivation, schools should implement targeted professional development programs, mentoring systems, and recognition initiatives, particularly for younger and less experienced teachers. Strengthening institutional support may enhance teacher motivation, improve performance, and promote long-term retention in the teaching profession.

ACKNOWLEDGEMENT

People or institutions you would like to thank.

FUNDING

No financial support was received from any individual, institution, or funding agency for the conduct of this study.

DECLARATIONS

Conflict of Interest

The authors declare that they have no financial or personal relationships that could have influenced the research or the findings presented in this paper.

Informed Consent

Participants were fully informed about the objectives and scope of the study before participation. Their involvement was voluntary, and informed consent was obtained before they completed the survey. Respondents were assured of the confidentiality of their responses and their right to withdraw from the study at any time without any consequences.

Ethics Approval

The research was carried out in accordance with ethical standards governing studies involving human participants. All procedures followed the national ethical guidelines for research conducted in the Philippines.

REFERENCES

- Alshammari, S. H. (2021). Determining the factors that affect the use of virtual classrooms: A modification of the UTAUT model. *Journal of Information Technology Education: Research*, 20, 117–135. <https://doi.org/10.28945/4709>
- Ayelet Fishbach, Kaitlin Woolley. 2022. The Structure of Intrinsic Motivation. *Annual Review of Organizational Psychology and Organizational Behavior* 9:339-363. <https://doi.org/10.1146/annurev-orgpsych-012420-091122>
- Bergmark, U. (2023). Teachers' professional learning when building a research-based education: Context-specific, collaborative and teacher-driven professional development. *Professional Development in Education*, 49(2), 210–224. <https://doi.org/10.1080/19415257.2020.18270110>
- Bocheliuk, V. Y., Spytska, L. V., Shaposhnykova, I. V., Turubarova, A. V., & Panov, M. S. (2022). Five stages of professional personality development: Comparative analysis. *Polish Psychological Bulletin*, 88–93. DOI: 10.24425/ppb.2022.141136
- Darling-Hammond, L., & Hyler, M. E. (2023). *Effective teacher professional development: What it is and how to achieve it*. Teachers College Press.
- Fahmi, I., & Ali, H. (2022). Determination of career planning and decision making: Analysis of communication skills, motivation and experience (Literature review human resource management). *Dinasti International Journal of Management Science*, 3(5), 823–835. <https://doi.org/10.31933/dijms.v3i5.1222>
- Glomo-Narzoles, D. T. (2013). The effect of multi-media instruction on student learning. *J Educ Pract*, 4, 126-131. https://www.iiste.org/Journals/index.php/JEP/article/view/4798#google_vignette
- Hassan, M., Azmat, U., Sarwar, S., Adil, I. H., & Gillani, S. H. M. (2020). Impact of job satisfaction, job stress, and motivation on job performance: A case from private universities of Karachi. *Arabian Journal of Business and Management Review (Kuwait Chapter)*, 9(2), 76–86. <https://doi.org/10.65453/ajbmr.v9i2.1068>

- Jackson, L., & Dicks, T. (2024). A call to action: Black male educators! It is your time: A mixed methods study on beginning Black male educators' experiences in teacher preparation programs, preparedness, and opportunities for retention. Retrieved from ResearchSquare, <https://doi.org/10.21203/rs.3.rs-4384546/v1>
- Li, H., Khattak, S. I., & Shamim, M. A. (2024). Quality culture, university–industry collaboration, and perceived employability among vocational students in China: A Yanpei Huang perspective. *Frontiers in Psychology*, 15, 1439097. <https://doi.org/10.3389/fpsyg.2024.1439097>
- Mathwasa, J., & Sibanda, L. (2021). Male educator recruitment in early childhood centres: Implications for teacher education. In *Teacher Education: New Perspectives* (pp. 1–16). <https://doi.org/10.5772/intechopen.97085>
- Nganga, L., Nydam, A., & Kambutu, J. (2025). Goal setting for teacher development: enhancing culturally responsive, inclusive, and social justice pedagogy. *Education Sciences*, 15(3), 264. <https://doi.org/10.3390/educsci15030264>
- Rajendran, N., Watt, H. M., & Richardson, P. W. (2020). Teacher burnout and turnover intent. *The Australian Educational Researcher*, 47(3), 477–500. <https://doi.org/10.1007/s13384-019-00371-x>
- Rasheed, M. I., Jamad, W. N., Pitafi, A. H., & Iqbal, S. M. J. (2020). Perceived compensation fairness, job design, and employee motivation: The mediating role of working environment. *South Asian Journal of Management*, 14(2), 229–246. Retrieved from <https://pdfs.semanticscholar.org/06a7/60c442645771857320798e27dc5700e16264.pdf>
- Romijn, B. R., Slot, P. L., & Leseman, P. P. (2021). Increasing teachers' intercultural competences in teacher preparation programs and through professional development: A review. *Teaching and Teacher Education*, 98, Article 103236. <https://doi.org/10.1016/j.tate.2020.103236>
- Schwartz, K. (2023). *Lifelong learning for educators: Strategies for professional and personal growth*. Harvard Education Press.
- Schnitzius, M., Kirch, A., Spengler, S., Blaschke, S., & Mess, F. (2021). What makes a physical education teacher? Personal characteristics for physical education development. *British Journal of Educational Psychology*, 91(4), 1249–1274. <https://doi.org/10.1111/bjep.12415>
- Sonmark, K. (2019). *OECD Teacher Knowledge Survey (TKS): Understanding pedagogical competencies and motivation*. OECD Publishing.
- Super, D. E. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behavior*, 16(3), 282–298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)
- Susanto, P. C., Syailendra, S., & Suryawan, R. F. (2023). Determination of motivation and performance: Analysis of job satisfaction, employee engagement and leadership. *International Journal of Business and Applied Economics*, 2(2), 59–68. <https://doi.org/10.55927/ijbae.v2i2.2135>
- Toropova, A., Myrberg, E., & Johansson, S. (2013). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *TFO Collections*, 71–97.

<https://doi.org/10.1080/00131911.2019.1705247@tfocoll.2022.0.issue-best-paper-prize-educational-review-runners-up>

- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Washington, T. (2023). *Reflective teaching and professional development*. Routledge.
- Zhu, X., & Han, X. (2006). Reconstruction of the Teacher Education System in China. *International education journal*, 7(1), 66-73. Retrieved from <https://files.eric.ed.gov/fulltext/EJ847303.pdf>

Author's Biography

Mr. Chenggong Wang is an EdD candidate at Trinity University of Asia, Philippines. He currently serves as a faculty member at Chengdu University in China. His research interests focus on primary school teachers' professional development and career motivation.

Juliet A. Demalen is a Professor at the College of Arts, Sciences, and Education – Graduate School of Education, Trinity University of Asia, Philippines. She served as the research adviser for this study, providing academic guidance and expertise throughout the research process. Her scholarly interests include educational research, graduate education, and research methodology, with a commitment to advancing quality research and academic excellence.