



Journal Homepage: -www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/15534
DOI URL: <http://dx.doi.org/10.21474/IJAR01/15534>



RESEARCH ARTICLE

THE ROAD LESS TRAVELLED: STRAIGHT MEN IN TEACHING PROFESSION

Helen B. Fornelos

Manuscript Info

Manuscript History

Received: 19 August 2022

Final Accepted: 23 September 2022

Published: October 2022

Key words:-

Educational Management, Straight Men Teachers, Teaching Profession, Qualitative Multiple Case Study, Philippines

Abstract

The purpose of this qualitative multiple case study was to describe the views of identified straight men about the teaching profession and the challenges they faced. There were five straight men teachers identified by the screening committee who participated in this study. The five cases of this study revealed that there is a vital need for straight men teachers because of their perceived edge of male over female and gay teachers. They also viewed the motivating concerns for teaching and the deterring issues in teaching. Challenges faced by straight men includes insecurities in early teaching years; handling of heterogeneous students; interpersonal relations with colleagues; and stringent adherence to policies. The five straight men see themselves as a role model and father figure to both male and female students who do not have a real father at home and are deprived of the love and care of a father. They considered their role as a firm decision maker that bears a firm leadership. All participants have marked difference and uniqueness across the case.

Copy Right, IJAR, 2022,. All rights reserved.

Introduction:-

Chapter 1

The demographic of women in the field of teaching have proven that teaching is one of the highly feminized professions. The complex mothering obligation that teaching entails, increases men's idea of not attempting to take the field mostly occupied by women. Answers and ideas are still tangled and difficult to understand. Explanations for why men are so few in teaching profession remains adhere to subtle opinion. Furthermore, wrong impressions about men in teaching toughen the uncertainties of men to choose teaching and stay venturing the profession.

The continuing issue and topic of discussion now in educational dialogue is the lack of men teachers. They stressed that female dominance of teaching has been regarded as problem in various countries in the nineteenth century, as well as today. They further said that the problem about the scarcity of male in the teaching profession is always associated with a belief that boys need a male figure in the learning environment. In Finland for instance the matter of the need for more male teachers was most discuss in the late 1980s, because of the enactment of the law of equal opportunities in 1987, male quotas for primary teaching were abolished. The problem is that it is not only argued that the boys need a male teacher, but girls too need a father figure in the class and male teachers as models, this is so because both male and female teachers believe that men are needed to alleviate the status of the profession (Lahelma, 2000).

In relation to the above statement, a writer of Education features for the Irish Times, Holden, Louise (2003), discussed in one of her articles the ratio of female teachers to male teachers in Ireland. She said that prior to the

1970's; the ratio was approximately 2:1. She added that, high academic standards, low pay, and poor perception keep males away from being hooked at teaching as their career, which makes a disproportion in the field of teaching profession. Further, teaching is now according to Holden is no desirable job anymore for men to seek if economics is to consider. Men see teaching as a no potential source to earn higher and no possible way of putting them into a high and continuing professional development.

On August 28, 2009, a columnist Jerry E. Esplanada of Philippine Daily Inquirer Headlines/Learning wrote an article about Male teachers an endangered species. The columnist stipulated the results of the Licensure Examinations for Teachers showing that out of 26, 812 who took from the elementary level test and 23, 975 from the secondary level test, only one male who made it to the top 10 in the elementary level exam and in the secondary level, there are only 11 out of 25 topnotchers were men. Further, he also emphasized that, on April 2009 LET with a total number of 50, 787 takers, there were only 3,458 men who passed the test or 25.8 percent of the total passers of 13,384. Esplanada also indicated in his article the population of public teachers in which 423,549 or 86.3 percent out of 491,338 teachers in public elementary and high schools all over the country are women, which simply means that the number of women out numbered the population of men in the field of teaching and may be considered to be highly feminized.

Although many studies have been carried out on the views and perceptions of male teachers have about teaching in teaching elementary and secondary schools, it was found out that there is no similar study conducted specially in the local setting. Desalla (2012), had conducted a study that explored the career paths of male educators, their dreams and aspirations, and what influenced them to become teachers. The researcher also focused on the reactions of male teachers on the concept that there are only few of them are teaching in public schools and become rare breed. However, Desalla did not mention nor specify that the participants of her study are identified straight men. My study dealt on the views of straight men teachers about the teaching profession and the challenges they have faced in the teaching profession. In this study, a straight man is identified as a heterosexual person or someone who has a sexual orientation to persons of the opposite sex (Vocabulary.com, 2015). Hence, my study is different from her.

In addition, this study is hoped to uncover any misconception that people may have on male teachers and in another way will uplift pride and self-esteem of other men in teaching profession and may motivate and encourage males to enter the teaching profession. Lastly, the study is also hoped to strengthen previous findings with regard to teaching profession.

Purpose of the Study

The purpose of this qualitative multiple case study was to describe the views of identified straight men about the teaching profession and the challenges faced by the straight men teachers in the teaching profession. It was observed that only few straight men venture the teaching profession particularly in elementary and secondary levels both in public and private schools and that more women than men are studying teacher education course. This study wanted to find out various viewpoints and experiences by straight men in the teaching profession that might contributed to deterring number of straight men in teaching profession. Moreover, the study provided viewpoints about the teaching profession and the challenges faced by some straight men teachers who were already in the field of teaching mostly occupied by female teachers. This study aimed to find out the reason why only fewer men dared to enter the teaching field.

Research Questions

The research questions that guided this case are the following:

1. What are the views of straight men teachers about the teaching profession?
2. What are the challenges faced by straight men in the teaching profession?

Theoretical Lens

This study was anchored on the proposition of Australian sociologist R. W. Connell (2005). Connell coined the term Hegemonic Masculinity in 1995, which states that there are real men and then there are all other men. Hegemonic masculinity can be comprehended as the continuing dominance of men over women through the things they do and identify them. Hegemonic masculinity is in some way different from masculinities; it exemplifies the most honored way of being a man, drives men to place themselves in the same way, and ideologically legitimates the predominant influence exercised by men over women. She further stated that men who have not passed the supreme authority of masculine dominance could be viewed to have a questionable manliness. This idea has a relationship into some sort

of compliance among heterosexual. The nature of hegemony is said to be most powerful in this light. Hegemony means superiority or dominance acquired in culture, organizations, and influence. This was made clear through the logic of patriarchal gender system. Further, the concept of hegemonic masculinity attested to have significance in organization studies, as the gendered character organizations were increasingly recognized.

The proposition above is aligned with Gender Schema Theory which was introduced by Sandra Bem (1981). This Gender schema theory proposes that the phenomenon of sex typing derives from gender-based schematic processing. This is said to be a generalized inclination to process the information based on the sex identity associations that constitute the gender schema. Furthermore, the theory which can also be viewed in a cognitive theory, explains how an individual identified and looked up in a certain society. It further explains how sex-linked characteristics are preserved and transferred to other people of the same or of other culture. Gender-associated concern is primarily transferred through society that permits for some information to be assimilated than others. Bem argues that there is certain uniqueness of individuals is established through the degree to which individuals are sex-typed.

I have chosen the proposition and theory mentioned above for these have provided a full discussion of the nature of men and their actions towards their perceptions. The proposition has established a holistic aspect of men where we can somehow understand the existence of dominance of men over women and in many other aspects of life and how men viewed marginalization. The proposition has presented the root cause of men's superiority that might give the study a viewpoint why certain actions of men shown to be accepted and unaccepted in some phases.

Further, the chosen theory of Bem (1981) provided a general impression on men's action, for instance, why men do not venture the teaching profession, why these men choose a more macho type of job than teaching. The theories have contributed a broad background in tracing the roots of how men define their world and the world of their opposite sex. This presentation clarifies the viewpoints of straight men about the teaching profession and defines more than recognizes the challenges that straight men teachers have faced in the profession.

Significance of the Study

Men viewed as hard, discipline-driven, and somewhat incapable of the nurturing role and understanding the nature of the learner. The case study on the road less travelled: straight men in the teaching profession attempted to unravel the different issues that straight men who venture the teaching profession are gay, predators, and pedophiles, which are mentioned from other research and studies. This study will make a clearer perception on the straight men that have ventured and continue to venture the teaching profession and help establish respect to some men in the teaching profession.

The data gathered and analyzed on this study will provide a deeper understanding on how men view teaching profession, thus will increase men's sense of belonging and encourage other men to take the road travelled mostly by women. Likewise, this study will provide the Department of Education in the Philippines a vital knowledge on how they will help acknowledge and value men as teachers.

In the same way, this study will also give the school administrators insight on how they may design and frame seminars that may help improve and appreciate the role and value of men teachers. This study can therefore be the basis to clarify misconceptions about men teachers. Finally, this study will enable the male teachers to determine the status of their effort in establishing a different approach in teaching and disciplining the students. This will further strengthen men's credibility and confidence in teaching.

Cota (2011), in his research on the "Insights into the Lived Experiences of Three Elementary School Teachers" in Canada, said that men considered role modeling absolutely critical yet the most important part of the teacher's job. The utmost consideration of a teacher according to some men teachers is the idea that students tended to look up to their teachers as hard working and a righteous person, this gives the students the idea to be respectful and helpful to others. These were the behaviors that the male participant attempted to model. On the other hand, these values are seen mostly among female teachers because male teachers are seen as strict and discipline-driven, and somewhat incapable of the nurturing role and understanding how a female student should behave. But because of the notion that male teachers are for sometimes seen as more predatory than female teachers, male therefore apt not to be as much of a nurturer as female teachers and considered themselves as a man in a woman's world.

Definition of Terms

The following terms are used in the study and are being defined conceptually and operationally in this section. This is to give a clearer understanding on the terminology used.

The Road Less Travelled. In this study, the term was coined to connote an apparent highly feminized profession, or an occupation that is mostly dominated by women and is rarely ventured by straight men. Teaching was a highly female dominated profession and continued to become a field occupied and ventured mostly by women (Rich, 2014).

Straight Men Teachers. In this study, it is defined as male teachers who have ventured the teaching profession and are perceived by their colleagues (male or female) as real men and are not closet gay. Further, these men are identified as heterosexual persons or individuals who have a sexual orientation to persons of the opposite sex. According to Pidburn, Nelson & Carlson (2011) men in the classroom can create a perception to children that men can also perform mothering and can be as nurturing as women teachers. Male teachers stand as father figure to children. Thus children developed a positive awareness that these men play a vital role in their lives.

Delimitations and Limitations of the Study

This qualitative case study was delimited to discovering the view and experiences of men in the teaching profession as identified straight men. The data of this study was limited only to the responses and experiences of the five male informants who were all identified as straight men from different schools where they are teaching based on the defined interview guide. Further, this study was confined to the results of the in-depth interviews of five straight men.

There were few constraints in this qualitative case study as the data and results gathered from the interviews and observations could not be used to generalize the entire population of straight men who are in the field of teaching. Furthermore, I cannot guarantee that the five identified straight men answered and responded sincerely to each of the questions I asked hence, this generalizable.

Organization of the Study

This study was organized and arranged in an order, which can be easily identified and comprehended by the readers. Below is the comprehensive presentation and discussion of the organization of the study.

The Chapter 1 is the inclusive presentation of the introduction of the study, which includes some problem situations why only few straight men enter the teaching profession. It is followed by the purpose of the study, which states the intention in the conduct of the study. Research questions, which consist of interview guide questions that are formulated and validated in order to acquire responses from the informants to attain the aim of the study. It is followed by a theoretical lens, which compose of supporting studies and theory that the study is anchored to. Next, the significance of the study, which discussed who were the beneficiaries of the study, the definition of terms, which is operationally defined in order to give clear and comprehensive interpretations. It is followed by the delimitations and limitations of the study that is presented to show the parameters of the study. Lastly is the statement on the organization of the study.

Chapter 2 presents the readings of different related research studies on the views of the straight men teachers about the teaching profession and the challenges faced by straight men teachers in the teaching profession. Chapter 3 consists of the methodology employed in the study. This methodology includes research design, role of researcher, research participants, data collection, and analysis, trustworthiness and credibility, and ethical consideration.

Chapter 4 presents and discusses the interview results of the in-depth interview of the study, the detailed responses of the five participants based on the two research questions, and different themes generated from the various answers of the participants.

Chapters 5-9 provide details arranged and analyzed to present comprehensive findings of the study.

Chapter 10 composes of cross-case analysis, which details the comparison of similarities and differences accomplished with the two research questions that existed among the five participants.

Chapter 11 summarizes the key findings of my study, provides implication for practice and future research, and gives my concluding remarks.

Chapter 2

Review of Related Literature:-

This part presents some related literature and studies that run parallel to this research in terms of area of concern and nature of study. Features that have bearings to variables under study provided a background and framework for this present investigation.

The Road Less Travelled

The reason why men do not go into teaching lay down from the fact that, men perceived teaching as a profession easily stresses a person, tiresome and requires a load of paper works to accomplish. They created an impression that teaching offers a very low salary compared to other jobs, which do not only offer a more masculine task but also prestige and in addition, there is a universal cultural perception that male teachers as compared with female teachers are less fostering because they are seen as father and has no responsibility of nurturing and caring a child (Bernard, 2004).

In relation to abovementioned, an article entitled Why Don't More Men Go Into Teaching? written in New York Times by Rich (2014) mentioned that more than 80 percent of teachers across the country are women in which the difference was more obvious in elementary and middle schools. This may indicate that teaching profession has become more feminized than male profession. The writer also cited that, according to the department of education, more than three-quarters of the total kindergarten to high school number of teachers are women. From this we can say that teaching has become so common job for females and has become an optional job for males who do not appear to willingly take the role of mothering which probably requires in teaching especially the young ones.

Students who are taking up teacher education course chose teaching career with altruistic-intrinsic reasons most especially for female students, which means teaching for them is an act of putting others' welfare and well being first before theirs. It is getting interest and satisfaction more without expecting an external reward. However, students who come from low-income and crowded family and male students chose it with extrinsic reasons, which mean they see the teaching job as something that can uplift their social and economic status. In other words, women like it better when they teach and work with children, while men opt for salary. Above all, students in teacher education course considered teaching as a noble profession (Balyer&Özcan, 2014).

Another study conducted among pre-service teachers enrolled in a teacher education program for social studies found out factors that took place along their journey to the teaching profession. The following factors are; disturbances, role models, getaway, status, and transformation. Sahin (2014) further said that the effectiveness of educating teachers relies on the rationale for career option and takes this perspective in shaping the education process. In another study conducted among pre-service teachers enrolled in science teaching in primary education and science and mathematics teaching in secondary education programs revealed that pre-service teachers enrolled in secondary education programs are more aware of the nature and what requires to be in the teaching profession compare to those enrolled in the primary education. Also, the study found out that there was no difference on their attitude towards teaching when grouped according to gender (Hacıomeroglu&Taskın, 2010).

USA Today, a division of Gannett Satellite Information Network, Inc. (2012) enumerated some of the perceived reasons that deterred men from entering the teaching profession. The number one reason why men do not consider teaching to be their field of work is the fear of being labeled as sexual abusers. Second, a very low salary is perhaps another reason why men do not go in teaching. Also, teaching entails mothering, well in this case, men should stand as a father so, men would not consider mothering. Lastly, teaching is viewed to be a very low status job and received a very low prestige may discourage men to teach. Men would not put themselves in a status where they are so undervalued.

Likewise, in an article written by Evans, Darren (2011) in The Times Educational Supplement Cymu, the writer mentioned that although there is a rise of 540 numbers of registered teachers, the number of male teachers has fallen by 939. According to Gary Brace, chief executive of the General Teaching Council for Wales (GTCW), as cited in Evans' article, said that although a lot of men manage to apply in an initial teacher training course, the drop-out rates are significant. Men are still grounded by the media and public negative issues and matters about men who want to

work with children. The attempt of the government to attract and recruit men to enter the profession has failed to improve the gender imbalance in the classroom

Gender gap remains an issue in most public education. It's one of the many things that keep men away from the possibility of seeing teaching as a career. Most communities augmented the teachers' salary to an amount that permits middle-class lifestyle. Others try to reduce the stigma that stops men from teaching young children, but failed especially teaching in the elementary or secondary level. In some parts of the country they tried to increase the chance of attracting male to look at public education as a fulfilling career in some other ways like job security, promotion respect among the people in the community and increased in salary. In New Hampshire for example, there are programs that allow adults to become certified teachers without spending more years in college and efforts to encourage retired police officers, firefighters and military veterans to try teaching as another career. In spite of these positive and encouraging schemes, there are still school districts that lay off teachers due to the low number of enrollees and longer years of working for eligible teachers (Nelson, 2012).

Furthermore, a high academic standards, low salary and poor perception discouraged young men to consider teaching as a career, creating a gap in the profession. Study from the Department of Education shows that the number of females who has chosen teaching outnumbered the number of males. The ratio gets imbalance every year particularly in the primary level and fewer young men enrolled teacher education courses compare to women. Women viewed teaching as a rewarding career, while men perceived it as a nurturing job which is commonly normal for a woman whose job may include mothering. The absence of male as father figure and role model for boys in the education system has seen as the very reason for the very low number of male applicants in teaching. On the contrary, female teachers have played and become role models for young women who aspire to become teacher ("Teaching: Where Have the Men Gone." 2003).

In another study conducted to determine what factors influence among 283 Turkish pre-service teachers who have chosen teaching as a career, the individuals who have undergone the investigation revealed that extrinsic, altruistic, and intrinsic motivations played a significant role in choosing teaching as a career. The results also revealed that without gender discrimination these individuals opt to teach because they find it rewarding and fulfilling to serve other people. However, the results also showed difference when participants were categorized according to gender, whereas male participants in particular were influenced and encouraged generally by mercenary-based extrinsic motivation and altruistic motives resulted to be prevailing among females pre-service teachers (Yüce et al., 2013).

Men teachers according to survey encountered more problems including threats from parents and classroom interruption compare to female counterpart (The Guardian, 2008, par. 1) and what made them reluctant to teach in the primary education is what associate to teaching such as caring, nurturing and domestic work which is outside the masculine practices (Johnson, 2008). Likewise, male primary school teachers were confronted by the experiences and attitudes related to status, salary, working in a predominantly female environment, and physical contact with children that have potentially contributed to the decline of their number in the teaching force (Cushman, 2005).

However, both male and female find social utility and intrinsic values of teaching as significant factors towards teaching but, men have significant ratings for security tenure. Men who opted to do mothering which is invincible in teaching usually confronted with stereotyping. In some related studies which involve exploring the characteristics and perceptions of both male and female in elementary teacher education in Turkey, a result indicated that significant differences exist between male and female notion about teaching profession. In addition to, some researches revealed that fewer males than females apply to teacher education course. Although some pre-service mathematics teachers held non-traditional beliefs about mathematics teaching that includes a number of implications for teacher education another study found out that they have positive perceptions about teaching career (Topkaya&Uztosun, 2012; Foster & Newman, 2005; Saban, 2003; Boz & N. Boz, 2008; Oruc, 2011; Parr et al., 2008).

In most of researchers which involve male and female teachers or pre-service teachers as informants or respondents, the proportion of participants is always imbalance. In a study to find out what attracts people to teach biology by Kilinc&Mahiroglu (2009) only six out of 37 were male participants. Johnson (2008) showed a report on the percentage of male teachers in US public schools in decades. He mentioned that according to national data Indiana ranked fourth in the nation during the school year 2005-2006, with 30.5 percent of public school teachers being men. He added that in 1869, about only 39 percent of all elementary and secondary public school teachers were men and

have continued to be low by 29 percent at the turn of the 20th century. The number of male teachers shows a very low percentage in elementary education; only 1 out of 10 elementary classroom teachers are men, which imply a gender gap in American education system.

As reported in the journal *Young Children* (2011), the early childhood programs convey their support for men as teachers of young children through what they say, the information they share, and what they do. When programs banish stereotypes, dispel mistaken assumptions, and challenge hidden resistance toward men in the workplace culture, men who teach sense that their school communities are places where their contributions are equally valued, and their numbers will multiply. Further, when men are scarce or absent in their daily lives, children may base their understanding of masculine behavior on media portrayals—often violent and angry. The media seldom show men capably nurturing children or managing home life situations. Caring for and teaching young children are appropriate and necessary roles for women and men. The assumption that careers in teaching are suitable only for females and not for males restricts opportunities for both genders. Children in most societies view early care and education as principally a female obligation.

Moreover, Radesca's research shows that there are three reasons why there are so few male teachers in elementary schools. She stressed that, low salary deters men from teaching and probably the No. 1 reason why men do not go into teaching. She also believed that most men don't want to be mothers to young students and so choose to teach specific subjects to older students. Maybe with the slow-down in jobs, this might change, and we'll see more men in elementary education further, men don't go into elementary school teaching because of fear of being labeled as sexual abusers. Many people persist in viewing men as potential sexual predators, and not without some reasons(Radesca, 2012).

Stereotypes today bring forth the idea that elementary schools are a place for women to teach and that man are incapable of being nurturing enough to teach in them. Men are deterred from the profession because of these stereotypes. If a judgment of gender was not a factor, elementary education might develop equality among men and women in the staff, in several ways. There are far less male elementary teachers in schools than female teachers. Diversity is lacking in elementary classrooms today: students do not see themselves reflected in the teaching staff. Moreover, men love teaching young children because they focus more on learning than higher-level students who become distracted (Young, 2013).

The relatively low number of male teachers in primary schools has become increasingly seen by governments across the western world as a matter of real concern (Smith, 1999; Lahelma, 2000; Hutchings, 2001; Sargent, 2001). The basis for this disquiet seems to have arisen from the discussions around boys' underachievement where one of the explanations for the apparent disaffection of schoolboys is the 'feminisation' of primary schooling. There are various ways in which this 'feminisation' is perceived to be taking place but the main issue is the predominance of women teachers which has been argued to have led to primary schools favoring girls and 'girls' learning styles' over those of boys.

Straight Men in Teaching Profession

In his research on the "Insights into the Lived Experiences of Three Elementary School Teachers" in Canada, Cota (2011) said that men considered role modeling absolutely critical yet the most important part of the teacher's job. Men believed that students tended to look up to their teachers as hard working and a righteous person thus, encouraging the students to be respectful and helpful to others should be the utmost consideration of a teacher. These were the behaviors that the male participant attempted to model. On the other hand, these values are seen mostly among female teachers because male teachers are seen as strict and discipline-driven, and somewhat incapable of the nurturing role and understanding how a female student should behave. But because of the notion that male teachers are for sometimes seen as more predatory than female teachers, male therefore apt not to be as much of a nurturer as female teachers. Men considered themselves as a man in a woman's world.

A study from the University of Ontario which was entitled "Male Teachers and the "Boy Problem": An Issue of Recuperative Masculinity Politics" focused on the mapping the limits of the boys' education and male teacher debate through the public media. The study cited a close analysis of Australian and North American media which emphasized the degree to which the idea of boys and male teachers are victims of feminization of schooling. The study addressed the male role modeling arguments that was needed to be framed into a non-simplistic and non-reductionist views of gender. The study stressed the issues on defeminizing schools and develops a wide view to

understand the view on male in school. The study emphasized the calls for healthy debate on male role models (Martino &Kehler, 2006).

The study entitled "The Perils of Being a Male Primary and Junior Teacher: Vulnerability and Accusations of Inappropriate Contact with Students" discussed the shortage of male teachers in education mainly in primary and in junior year levels where male teachers in Canada was pointed out to be the reason for declining minority. One factor cited in the study why men do not venture the teaching profession is due to the perception that male teachers are moving away from the issue and false accusation of inappropriate conduct with their students, frequently of a sexual nature. Further, the study revealed that male teachers keep away from being suspected of having had inappropriate contact with their pupils (Parr & Gosse, 2011)

Likewise, Martino & Frank (2006) argued for the immediate necessity of discovering the impact of masculinities in male teachers' lives at school, this was because of the aspiration to restructure and revolutionize the hypothetical view of teaching as highly feminize and weakening influence of schools on male students. A particular Foucauldian perspective, which was illustrated on examination of the issue, was used to present insight into how male teachers learn to guard their masculinities and to fashion pedagogical practices under the normalizing gaze of the male students.

The number of males who can finish and complete their bachelor's degrees is noticeably decreasing. Accordingly, this matter contributed to the imbalance of schools. This shows inevitably to a lack of men in college and university education departments, which impacts the availability of men as role models in elementary and secondary schools. A cited the statement from the CAYL Institute in Cambridge, Mass., which confirmed that male teachers are an "endangered species" nowadays (Washington, 2009).

In addition to, the fear of being accused with pedophilia was seen to be the main reason of the disturbing issue on the diminishing number of males who teach. The news released by the Australian Bureau of Statistics confirmed that there were only 5192 men out of the 20,000 total populations of teachers in WA public schools. There was also an observed phenomenon that students underwent their primary and secondary years without experiencing the positive male role model. In 2010, the number of male teachers in public schools dropped to its lowest since 2006. There were a lot of evidence that show the very sluggish increase of the number of male teacher both in public and private schools. In Perth, W.A Australia for example, there was only one out of four teachers who is male. The reason behind the diminishing number of men in teaching profession and fewer men taking up teaching as a profession in Perth, W.A Australia was mainly associated with the fear of being accused for pedophilia (Phillips, 2011).

In contrast with the idea abovementioned, the exposure of children to men in the classroom would create a perception to them that men can also perform mothering and can be as nurturing as women teachers. When these children were used male teachers that stand as father figure to them, children will develop a positive awareness that these men play a vital role in their lives. Pidburn, Nelson and Carlson (2011) said that the more the children are used to see men who are teaching the lesser the fear would be developed among them.

Men as teacher constitute a positive factor that helped on the achievement of male students in school. It has mentioned that it is good for boys to see men teaching. It established confidence in some male students to achieve high and even go distance to the level of girls' achievers. There was also a notion that there is an effect on the academic undertakings of male students of not having to see men teachers. Rudden (2003) cited that, though in Scotland there are no issues on the shortage of teachers they ensure that both men and women see primary teaching as a positive career choice.

In relation to, according to official figures published, there is a near 30% rise in male applications for training courses. Overall, applications were 16% above their level at the same time last year: a 19% rise for primary courses and 14% for secondary courses as a result of the government action to attract male to enter the teaching profession. Though proportion of men teaching in primary schools has remained doggedly static at about 13%, despite numerous drives by the government to recruit more (Rebecca, 2003).

On the other hand, Brooke (2001) cited some statements from other educators who have shared their thoughts about the decreasing number of the male teachers in the school. He added that, some commented that teaching profession is being feminized. It is seen in the condition where it is observed that sometimes only a caretaker can be found in

school that helped provide a male role model. He added that there is a long-term decline of men teaching. It was mentioned in his study the statement of Brendan McCaig who said that he believed that there is still a large barrier in the way of men entering teaching at primary level.

Furthermore, Flynn (2006) said that male involvement in primary teaching has been turning down since 1970s. There was a statistics released which illustrated that almost every year the decline is observed. This decline continued to increase despite the high starting salary. Some accounted it to the wrong perceptions of men, where they considered this profession as a woman's world. It is this belief that men never considered teaching as their career.

Another research from the Scottish National Party warned the demographic time bomb in teaching profession. According to the article sixty percent of the population of teachers was over 40 years old, and it was expected to have 40 percent of them will retire within eight years thus, creating a major recruitment crisis in the profession. Educators have already predicted that there will be a shortage of male teachers or a gender crisis. Workman cited a statement from Matthew MacIver, chief executive of the General Teaching Council for Scotland, who said that 'the lack of men coming in is worrying. It's not healthy to have an unbalanced profession but, sadly, not enough young men leaving school consider teaching an attractive option.' He also added that there will be a widely-held view that teaching is a woman's job (Workman, 2003).

Dalhousie professors conducted a research which examined the notion of masculinity in the highly feminized teaching profession. In Ontario, the gender collapse of high school teachers is consistently split, yet overall, women outnumber men by a 70:30 split. The issue might be rooted from other studies which stated that the alleged fear of being stigmatized as pedophiles keeps men from entering teaching (Schmidt, 2004).

Moreover, Wood (2012) who studied the Teacher Perceptions of Gender-Based Differences among Elementary School Teachers said that men have more negative perceptions about the teaching profession. The results of the study shows that female teachers are more nurturing compare to male teachers who are less caring, more dominant and commanding with students. According to the four conclusions he had come up with; there are differences between female and males teachers as perceived by elementary teachers; men teachers are perceived more negatively than female colleagues; more elementary male elementary teachers are needed in elementary schools; and there is an unclear difference between female and male elementary teachers.

In general, the above mentioned researches and studies cited and used have provided a wide perspective of this study on the straight men teachers in the teaching profession. Further, many studies have supported the reason why there are only few men venture the teaching profession. The researches and studies have strengthened the viewpoints of straight men in teaching profession and clarified the challenges faced by the straight men teachers in the teaching profession. Thus, the related literatures of this study generally widened and supported the aim and purpose of this study.

Chapter 3

Methodology:-

This chapter presents the methodology used in this qualitative study. This includes the research methods and design, role of the researcher, informants of the study, the method of data collection, data analysis, trustworthiness, and credibility, and its ethical consideration.

Research Design

This investigation on the query in finding out the view of straight men teachers about the teaching profession and the challenges they faced employed the qualitative multiple case design since, multiple case study permits the researcher to dig deeper in each of the cases through the in-depth interview which is required in this research design. A multiple case study design established the uniqueness and similarities of the case to the other cases of this study, thus shown the study's concrete analysis across cases. Yin (2013) stated that a multiple case study allows the researcher to discover what is similar in the cases and what is unique in the case. The aim of the multiple case studies is to acquire the same analysis across cases. This is needed to show and obtain comparisons among cases, this is essential that the cases are chosen cautiously so that the researcher can foresee similar results across cases, or predict opposing results based on a theory. Further, a multiple case study entails studying and comparing different cases in its complete noticeable cases.

This design was chosen because the case mainly focused on the views of straight men teachers about the teaching profession and the challenges faced by straight men in the teaching profession. The quest could not be possible without the consideration of the framework of the research design. It was my desire to understand the view and challenges of straight men teachers in the teaching profession that drove me to select this method. It was through the in-depth gathering of data directly from each of the five straight men teachers that I was able to detail their cases. The gathered data encompassed clear and comprehensive description of the viewpoints of straight men teachers on teaching profession and challenges faced by straight men in the teaching profession. I developed desire on the views of straight men teachers about the teaching profession and got interested in the challenges faced by straight men in the teaching profession.

Furthermore, multiple case study was employed in this study essentially because the study contained more than a single case and that I believe that the context of the cases is different from each other. Baxter and Jack (2008) said that multiple case study enables the researcher to analyze within each setting and across settings. A multiple case study the researcher examines diversity of the cases to comprehend thoroughly the similarities and differences between the cases.

Multiple case study is a variant that presents two or more interpretations and findings of the same phenomenon. This variant allows duplication using multiple cases to confirm emerging concepts and propositions. It also permits extension using the cases to disclose complementary aspects of the phenomenon (Santos & Eisenhardt, 2005). The present study is a multiple case study, which gathered the views of straight men teachers about the teaching profession and the challenges faced by these straight men in the teaching profession.

McLeod (2008) on the other hand, stressed that, case studies are in depth investigations of an individual or group. The data in this research design are collected from different sources and by employing variety of methods such as observations and interviews. Case studies permit a researcher to examine an issue in a more detailed way when there is a large number of a research participant. The gathered data can be analyzed using different theories like grounded theory and interpretative phenomenological analysis and text interpretation (such as, thematic coding), which was used in this study. Moreover, case studies are usually used in exploratory research to help generate new perspective and show different aspects of human's life are associated to others.

The approach to this investigation is qualitative. One form of qualitative study is the in-depth interview (IDI, one-on-one). This type requires an interview with a single individual with a duration that may last depending on the subject matter and the context. In my study, in order to obtain elicited comprehensive descriptions of the study that included the viewpoints and challenges faced by the participants, I adopted the in-depth interview which questions were focused on the two research questions and the interview guide that were directed by the issues or misconceptions about the men teachers. The purpose of conducting an in-depth interview with the five identified straight men teachers in this study was to discover their views about the teaching profession and the challenges faced by the straight men teachers in the teaching profession.

Moreover, the approach to research of this qualitative case study enables the examination and quest of a phenomenon within its context using a different data source. This is to guarantee that the case was not understood in one general aspect and phase but viewed from a wide perspective. This can be a form of affirmation and pronouncement that the case was thoroughly examined and analyzed, and that the essence of phenomenon is revealed. (Stake, 2013, Yin, 2011)

The process and arrangement of this study were supported by the idea of Mack, et.al (2005) who stated that, a qualitative research is a form of scientific research which requires the following; to seek answers to a questions, to systematically use a predefined set of procedures to answer the question, to collect evidence and produce findings that were not determined in advance, and to produce findings that are applicable beyond the immediate boundaries of the study. In addition to, this qualitative study pursues to apprehend a given research problem from the standpoint of local population in involves.

Role of the Researcher

In this study, I asked initial permission from the male teachers verbally, whether they would be willing to be interviewed as my informants in my study. I informed and carefully explained to them that they have suggested by the screening committee composed of three self-confessed gays in our school. I cautiously and sincerely explained

to them that it was part of the process, and it was decided to establish the aim and purpose of the study. I have also asked the permission of their wives, for those participants who are married, since in my study four of them were all married. I informed the participants the voluntary nature of their participation and that the answers would be taken care of with utmost confidentiality. All the participants confirmed and signed the letter of consent to attest that they would be the participants of the study.

During the conduct of the research, I explained to them the context of the study and the purpose of the two research questions. The process was made in order to obtain the viewpoints of straight men teachers about the teaching profession and understand the challenges faced by the straight men teachers in the teaching profession. I have taken the role of an interviewer, the transcriber, and the translator of the results. I have submitted the transcribed responses of the participants to the analyst to avoid biases.

The drive for discovering the reason why there are few men ventured the teaching profession arose from my first year of teaching. I noticed the scarcity of male teachers across all grade levels. When I became a teacher in college and was given a chance to teach Teacher Education course, I then observed that women dominated the course. Hence, this study opened opportunities to understand and discover the cause behind the road less travelled.

Research Participants

In this multiple case study, the participants were the five male teachers who were teaching in secondary schools in Davao del Norte and in the neighboring provinces of Compostela Valley. The qualitative type of study may employ varieties of sampling methods: the purposive sampling, quota sampling, and snowball sampling. In this study, the purposive sampling was used to identify the five male teachers who participated in this study. Purposive sampling is one of the most common sampling strategies, according to preselected criteria significant to a specific research question. The sample size frequently determined on the basis the point in data collection when new data no longer convey supplementary insights to the research. (Mack, et.al, 2005)

Further, Tongco (2007) stressed that, a purposive sampling technique is a type of non-probability sampling that is effective when a researcher needed to study a certain cultural domain. She cited the idea of Bernard (2002) who said that, purposive sampling does not essentially employ the cause of an informant as an informant as well.

In line with idea of selecting the research participants, Creswell (2007) stressed that, a minimum of five participants in a single case in the research would be sufficient to attain the purpose of the study and to acquire the essential themes as well as the conduct of the cross-case analysis. Each of the five participants was given a formal informed consent, as it is necessary for a qualitative research method.

To protect the participants' confidentiality, their names were replaced with pseudonyms. The code names that I have given to the five straight men teachers were based on characters of firm and truly straight men heroes in some of the movies.

Participant 1 was named **Superman**. Superman is a fictional superhero appeared in American comic books and movie. Superman possesses extraordinary powers. His character described as "Faster than a speeding bullet." I named him Superman because during the in-depth interview, Superman has shared loads of experiences that a simple teacher has not experience. He has also a strong determination of doing the things right away. Participant 2 was named **Hulk**. Hulk another fictional superhero, holds the potential for boundless physical power depending directly on his emotional state, mainly his anger. Just like Hulk, participant 2 holds possible limitless desires of helping and honing the students into their most possible potentials, but not mainly because of his anger but his passion in teaching.

The participant 3 was named **Batman**, Batman, has no inherent superhuman powers; he relies on his own scientific knowledge, detective skills, and athletic ability. Batman is an expert in interrogation techniques. Batman's most significant characteristic is his strong commitment to justice. Being able to handle his class for almost 30 years, the third participant of my study has the longest term of service in public school. He confessed his way of disciplining his students through his strong commitment to the principles of teaching and classroom management.

I named the participant 4 as **Captain**, simply because like Captain who possesses no superhuman powers but, one of the few mortal beings who have been deemed worthy enough to wield Thor's hammer. Captain was seen to have a

potential of leading the school where he is teaching now since, he was the youngest male doctor in their school. Participant 5 was named **Ironman**; Iron Man possesses powered armor that gives him superhuman strength and durability, flight, and an array of weapons. I gave him this name because, when he was sharing his experiences and achievements in teaching profession; he told me that, whenever his students recognized him even if he is outside the school parameter it boosted his motivation and desire to still teach and continue to embrace the profession though, sometimes it caused him to surrender because as what he said it was not his first choice so, it was so difficult for him to really hold on to teaching.

Data Collection

Data collection component of research is common to every phase of study, the process of accumulating and assessing information on variables enables the researcher to answer stated research questions and interview guide, and evaluate outcomes (Mouton, 2001). On the other hand, qualitative data collection methods involved providing information useful to understand the processes behind observed results and assess changes in people's perceptions. In this study, the collection of data is pin patterned to the five (5) steps given by Creswell (2007).

It is necessary for a researcher to understand the nature of the research and the reason to conduct the study so it would be easier to introduce and request permission to the respondents to conduct the study and involve them in the quest. This is deliberately to understand the phenomenon. It was important also that I gained the confidence and trust of each of my participant. First, I have asked the permission to conduct the study from the five identified straight men teachers. I as the researcher I guaranteed them that their involvement in the study will be voluntary and that if they do not feel like answering the question, they can withdraw anytime from the interview or can refuse to answer the question. The participants of my study were informed through letter communication and face-to-face encounter that informed them about the three screening committee and the flow of the interview. Upon the permission and approval, the participants were given a chance to read first the purpose of my study before we started the formal interview. Further, the participants were all oriented that the interview will be recorded and each of them will be given a copy of the interview. Matters like identity and personal information were kept and treated with utmost confidentiality.

Second, I have chosen the appropriate sites that best cater the interview to help me understand the phenomenon. Each of the five participants was given his choice to select his most convenient day, time, and place for the interview. Creswell (2008) said that research questions encapsulate the purpose stated in the study. He emphasized that the researcher may ask at least one main question and several sub questions. He suggested that the researcher may start with words such as how or what and use exploratory verbs, such as explore or describe. He added that, the researcher might formulate broad and general questions to allow participants to explain their views and opinions.

Third, I identified the data from various sources. After evaluating the research questions, I took into consideration the sources of data that were necessary only for the information to understand the study. Fourth, I administered and recorded the data using the protocols. According to Creswell (2008), the researchers developed protocols or written forms for recording process through gathering information about the participants.

Finally, when I administered the data collection, I assured that the process was in a manner sensitive to individuals. Creswell emphasized that a case study involves the widest array of data collection as the researcher attempts to build an in-depth picture of the case. Creswell cited the idea of Yin (1989), in his book about case studies. He refers to six forms: documents, archival records, interviews, direct observation, participant observation, and physical activities.

Data Analysis

This study made use of the content and thematic analysis in analyzing the collected and gathered data. Content analysis and thematic analysis are two common approaches in data analysis.

MacQueen and Namey (2012) said that thematic analyses, as a theory require the researcher to look into a more involvement and interpretation of the case. Thematic analyses involve focusing on identifying and describing both implicit and explicit ideas within the data, that is, theme. Codes were typically developed, to represent the identified themes and applied to raw data as summary markers for later analysis. Reliability has a greater concern with thematic analysis than with word-based analyses. This is needed since more interpretation goes into defining the code as well as applying the codes to the portion of text. Furthermore, thematic analysis is still considered as the most commonly used method of analysis in qualitative research.

After the interview done with the participants, I transcribed and translated the responses and statements of the participants. The translated data were encoded and submitted to the analyst for proper coding of the essential themes and thematic statement. A separate within-case analysis was made for each followed by cross-case analysis. Each one of the with-in case analysis was detailed and provided a comprehensive definition and discussion. In the cross-case analysis, I addressed the research questions with the data that were gathered from all the cases studies and were arranged to summarize into essential themes and thematic statements.

Furthermore, in identifying the themes of the study, important phrases that emerged from the transcripts and comments were identified as thematic statements. They were listed and grouped accordingly to determine patterns and connections between themes. The first round produced more than ten themes for Table 2. Regrouping was done to reduce the essential themes or main themes into fewer items. The process finally generated four essential themes. The process of numeration was adopted in the determination of thematic statements. Numeration is the number of times that thematic statements or emergent themes occur in the transcripts (Smith et al. 2009). In this study, a theme is identified when at least two participants in a group highlighted a particular idea or experience. Those that occurred only once were not included in the thematic statements.

Trustworthiness and Credibility

The trustworthiness and credibility of this qualitative research were generally arranged to address the concept of validity and reliability. Further, to establish the trustworthiness of this qualitative research study I followed the four evaluative criteria set and suggested by Guba and Lincoln, namely, credibility, confirmability, transferability, and dependability.

The first criterion is the credibility. Credibility established truthfulness of this study. Which is why, it is very important to explain and detailed how I address credibility. The findings of the study were focused only on the data and responses only of my participants who are the five straight men teachers identified by my three members of the screening. The interpretations and analysis of the study were solely based on the answers and statement of the participants.

To address and ensure credibility of my qualitative study, the participants of my study, were suggested and screened by the three members of the screening committee. The screening committee is composed of three self-confessed gay, who were formed to screen and approve the participants of this study. This was made to establish the confidence in the truth of the findings that the participants were real straight men. I also invited and sought a help of my friends to do debriefing and recording my insights through the entire conduct of the research. I checked my transcription and translation to ensure the accuracy of my interpretations. I provided each participant copies of the transcribed responses for checking and feedbacks to avoid conflicts and contradictions.

Creswell and Clark (2007) stated that credibility denotes believability of the findings and is developed by evidences such as, confirmed evaluation of conclusions by the participants. The confidence in believability of conclusions is taken from data provided by the participants, analysis of multiple sources of data and other interpretations. According to the discussion of Creswell and Clark, researchers debate that the most essential criterion for judging a qualitative research is its credibility. Trochim (2006) in the same way said that, the credibility entails launching a believable result from the viewpoints of the participants of the study. Since, it is from the perspective of the participants where we can describe or understand the phenomena of interest. Participants are the only ones who can justifiably examine the credibility of the results.

Next is the confirmability. Confirmability is needed in a study for this can institute impartiality and direct researcher not to be bias. These are to neither ensure that none of the personal ideas of the researcher shall be included nor give justification to the participants' responses and that the study resided only to the perception and testimonial of the participants.

To achieve the confirmability of my study, I assured that the findings were taken from the responses and shared experiences of the participants. To ascertain that no bias was made in this study, I analyzed the experiences by the participants consistent to what they shared during the in-depth interview. To show the impartiality of this research, the results were interpreted and discussed through the answers of the participants and not from my own interests and motivation.

Confirmability refers to neutrality and the control of researcher bias. Bias in research is defined as your concern and interest, but unbiased interpretations are leaning into the varieties of sources, evidence, and factors that shaped the findings (Creswell and Clark, 2007). This statement was supported by Trochim (2006) who said that the qualitative adopts the idea that researcher can bring unique perspective to the study. Confirmability pertains to the degree to which the results is confirmed, verified, and validated by others. Lastly, the researcher can detail the procedures for checking and rechecking the data throughout the study.

The third one is the transferability. This is fundamental in research since, transferability concluded that a study can also be appeared and seen in any other study which might have the same aim or purpose. The researcher must keep all the documents and records essential for supporting the study.

To show the transferability of my study, the findings of my study were supported by different facts and theories from other studies. I have gathered and collected necessary data that enriched the findings of my study and results of the in-depth interview. This was done to display and illustrate the similarities of the cases and its uniqueness. Further, this was made to show that the study could be transferred into another context with sufficient evidence and accurate discussion.

Transferability shows that the results of the qualitative study can be generalized or transferred to other contexts or setting. From a qualitative perspective, transferability is chiefly the accountability of the researcher. The qualitative researcher can improve transferability by doing a detailed and systematic process of describing the research context. The researcher who desires to "transfer" the results of the study to a different context is then responsible for making the decision of how functional the transfer is (Trochim, 2006).

Dependability of the study shows the consistency and reliability. The study needs to be supported by many other findings to strengthen the consistency of the study. This is desirable for demonstrating trustworthiness and other researchers could also find the study useful to support their research.

To illustrate that the findings of this study were consistent and could be repeated by other researchers, I followed systematized steps that demonstrate trustworthiness and reliability. I have secured all the documents, from my notes, transcriptions, and translations, to audiotape of all in-depth interviews. All the data used to make this study were kept and labeled properly to be made available in case of retrieval.

Creswell and Clark (2007) stressed that, Dependability is similar to the idea of reliability in quantitative research paradigms. In this case, the qualitative researcher gathers evidence and facts to keep the claim that similar finding is possible if the study was repeated. Basically, this was to guarantee that even if the study was repeated in the same context with the same participants involve, it would be considered as new findings.

Ethical Considerations

In this study the participants were asked their vacant time for the in-depth interview and their preferred place where they can freely express their thoughts about the study. Each of them was given the informed consent before the set date and time of the in-depth interview. I used informed consent to explain all the necessary things that they needed to know about the study. The participants were provided snacks and accommodated well in the coffee shop, they were given comfortable seats and others were given transportation fare back and forth to their place.

Matters regarding masculinity are one of the sensitive issues in most of the organizations. In this study, in order to acquire an ethical consideration, I assured the total anonymity of each of the participant. I ensured them that whatever emerges in the interview would be confidentially kept in confidence that nobody can have the access to all the information they have provided me. I guaranteed them that even the screening committee of my study will have neither access nor right to examine their responses unless they have permitted them. I ensure them that the only purpose of the three members of the screening committee that was formed to screen them was to suggest and somehow approve their participation in the study.

Mack et al. (2005) stressed that; the purpose of the in-depth interview must be comprehensively explained to the participants. Before we started the in-depth interview, I informed the participant the role of the screening committee in selecting the participants, I thoroughly explained to the purpose of conducting the interview and that all the responses and data that they will be given are solely for the purpose of the study and not for any purpose it will

make. Each of the participants was assured that the information as well as the opinion that will be brought in the interview will be treated according to its purpose only.

Chapter 4

Results:-

This chapter details the information gathered and interpreted in this qualitative case study which centered on the views of straight men teachers about the teaching profession. This includes their perceived motivation that helps attract and retain males in the teaching profession as a life-long career choice, factors that discourage men in entering teaching profession, their voice on the important things about straight man teacher, and how strongly they feel that there should be more men in teaching profession. In addition, the study also aimed to know the challenges faced by straight men in the teaching profession. This includes, their accomplishments, the greatest pleasure that teaching can give, their fears and doubts, the people they find difficult to work with, their role as a classroom teacher, and the things that they value most in teaching. The participants of this study were from the different places of Davao del Norte and Davao de Oro.

There were two research questions in this study. Each research question has sub questions which served as a support to emphasize the questions for the in-depth interview. The first research question which specified the views of straight men teachers about the teaching profession is comprised of six interview guide questions. The second research question which centered on the challenges faced by straight men in the teaching profession is consisted of seven interview guide questions.

To adhere to the principle of confidentiality, each participant of the in-depth interview was given a pseudonym and was assured of complete confidentiality. The participants were informed of the aim of this study through a letter which I personally handed to them and were individually oriented about the aim and purpose of the study. Moreover, the participants were also aware of the screening committee formed to identify them. The screening committee of this study was composed of three identified gays whose job was to identify the male participants of this study. This was suggested by the members of the panel to establish certainty that the participants of this study are straight men, who are heterosexual person or has a sexual orientation to persons of the opposite sex only. The whole duration of the in-depth interview of four participants was tape-recorded and the other one participant's answers were recorded through written recording since he asked me to just write his answers. The participants were notified of the presence of the screening committee during the in-depth interview. The interpretation and analysis of the result of the interview have established the overall description of the notion that straight men traveled less in the highly feminized profession. As a result, there is indeed a consistency in the statements among the five cases of this study.

The five straight men teachers involved in this case study were Superman, Batman, Hulk, Captain America, and Ironman (pseudonyms). The succeeding five chapters introduce the details description of each case.

Chapter 5

Case 1 – Superman

Sir Superman (not his real name) has been teaching for 23 years, he started teaching at the age of 23 as a public-school teacher and has handled various types of clubs and organizations such as Boy Scout some art-related clubs in their school and is currently teaching grade seven, and fourth-year high school. Superman was given such pseudonym because of his being flexible and brave. Sir Superman has been to many different places for some academic-related travels and school competitions, because he believed that we should leave something for our children or people of our next generation so he made it a point that what he thought to be good and essential for children's academic development should be done.

Viewpoints of Straight Men Teachers on Teaching Profession

Superman emphasized the idea that the school needs to have a male figure, since he believed that teachers in the classroom are said to be the role model for the students specially to male students who sometimes feel awkward to share their feelings towards something if they see that the person whom they are going to ask for advice is of their opposite sex. Superman believed that both male and female students need to see masculine figure in the class. He added that students should live and learn from the environment where they see diversity of people, of both genders taking different special parenting roles in a second home called school.

Vital Need for Straight Men Teachers

Superman emphasized that, men are seen as stronger specie because of their strong personality. Therefore, they are perceived by their students as role models. His words were:

You know in this world there should be men and women. Teachers (men & women) in the classroom are the role models for the students..... (SMRLTSMT-01_1.1)

Gangsterism is common in school; this can exist even in the group of female students. Superman added that, male teachers are needed in times of emergency and school riot to help pacify the problem which may be hard for a woman to do. Superman explained that:

Usahaymuingonnasilangaikawragyud ka sulbad ani...labi ng conflict salalaki to lalaki...Naaymga problem nadili kaya sangababae...Example anangmga gang gang di pudnasilamaminawsaubangbabaenga teacher...(SMRLTSMT-01_1.4)

Often times you'll be told that, you are the only person who can solve this... conflict happens mostly among male students...there are problems that could not be handled by female teachers... like gangsterism/fraternity, students (involved in riot) would not pay attention to female teachers.

Furthermore, the abilities of men teachers are really needed in the organization. Female teachers also wanted straight men teachers in school. In times that female teachers need assistance, men are called. With a cheerful voice Superman uttered:

Sa co teachers pud mu ingonpudsila may nalangnaataykaubanglalakidiri, sa co teachers kinahanglanpudnila ug lalaki o male figure sa faculty room namakit-an pudnila... (SMRLTSMT-01_1.4)

Your colleagues would tell you how grateful they are that they have male companions, teachers need to see male figure in the faculty room too...

Perceived Edge of Male over Female and Gay Teachers

It is said that in teaching profession there is neither male nor female. However, Superman agreed to the idea that there are certain things that trouble male students that cannot be understood by female teachers. The existence of masculine problems is not graspable by female teachers. With seriousness in his face, Superman shared:

There are male (students) na awkward sila mu approach because they could not understand the situation sa male so ang lalaki (teacher) maka relate saproblemasamga boys (students), naaymga problems ngadilijudmasabtansangababae.....(SMRLTSMT-01_1.1)

There are (male) students who felt awkward to approach female teachers, because they know that there are boy-things that are hard for female teachers to consider, so men teachers can relate to boys' conflict, there are problems that could not be understood by females.

Motivating Concerns for Teaching

What can really help attract and retain males in the teaching profession as a lifelong career; however, he confessed that he had just realized that teaching is his calling and that he developed love for teaching. Superman emphasized that, it boosted his confidence whenever students acknowledge him for being part of their success. He said that there is a strange feeling of happiness when your students express their gratitude to you. However, Superman said that if someone wants to retain in teaching, he must be reflective and he must not underestimate teaching. How he was attracted and how he loved teaching is clear in his statement:

Sa tinood lang dili ko ka answer ani kasi ako late napud ko naka realize na calling di ay nako ang teaching... Na love nalangjudnako ang teaching... Ang mgabatanaa mu duolsaimonganaaymagpasalamatnga sir thank you kaayo kay nahimo ko ug successful tungodnimo... (SMRLTSMT-01_1.2)

To be honest, I did not realize this before, that teaching is my calling... I have loved teaching... the students would come to you and express their thanks to you because you contributed to their success.

Superman stressed that; students' compliment on his way of teaching added to the recipe of what we called passion for teaching. This is one of the reasons he continued to be passionate about teaching. His words were encapsulated in the following statements:

Kanangmuingonpudnga unique kaayo ka sir, naajud mi na learn nimonga something... (SMRLTSMT-01_2.2)

When you are told that your teaching is unique and that they learned something from me...

Deterring Issues in Teaching

He however, confessed that he is also a product of what can be called framed mentality that teaching is really for women. He revealed his thought in these words:

Sorry to tell you also na I am also a product of matawagnatongamentalidadnaganina frame work....na ang teacher babaekasagaranatongmakit-an....(SMRLTSMT-01_1.3)

Sorry to tell you that, I am also a product of what we called framed mentality that teachers are mostly for women and is dominated by them.

Challenges Faced by Straight Men in the Teaching Profession

Teaching, along with mothering would be more difficult especially if man is the one who will do that. Doubts may pullback man from entering the world teaching since the number of women has dominated the profession. Since Sir Superman has taught, almost all year levels in his first year of teaching his fears include adjustment. He said that his experience was traumatic.

Insecurities in Early Teaching Years

One that prevents males in entering the teaching profession is their fear. Sir Superman confessed that teaching was not his first choice and his first experience of teaching was traumatic because he was asked to teach all the subjects and he left with no choice and became doubtful about how he could sustain in the teaching profession so, when he entered and started his teaching career many questions troubled his mind. With a marked of mixed emotions, he shared:

Can I survive this? maka sustain ba ko? maoni fear nako... mapadayunbanakoakong interest sapag teach, mahatag kaha nako ang expectation samga students...(SMRLTSMT-01_2.4)

Can I survive this? Can I sustain? These were my fears, can I sustain my interest in teaching, can I meet the expectation of my students?

Handling of Heterogeneous Students

At times teaching requires you to give up teaching standards to go down to the level of your students. This was the statement of Superman, he added that, this might oblige you to increase your patience because they are different from each other, and they are different from you. Superman revealed his trouble in handling the students in these following statements:

Maka adjust kaha ko kung naa ko dinhi. Makadungog man gud ko nga "hala ka, mag tudlo ka ug grade 7 dinhanajud ka kaubo" ...Muhunong man ka ug tudlo kay naa may mukalitingonnga sir oh gi-away ko. Dinha ang challenge dinhapud ko nakaingonngaunsaon kaha ani pag overcome... (SMRLTSMT-01_2.7)

Can I adjust in this situation? Other would warn me that I will have my most dreadful teaching experience in grade 7... I sometimes stop my discussion when somebody interrupted my class because somebody ill-

behaved. I saw the challenge there; there I also ask myself how I could overcome it.

Superman added that, some students make fool of their teachers. His words were:
 Bisagistudyantekabalonamangilad ug teacher... (SMRLTSMT-01_2.6)

Even students nowadays make fool of their teachers.

Interpersonal Relations with Colleagues

In every organization, there will always be people whom you would find difficult to work with. Sir Superman shared in low tone voice his most hated colleague. His words were:

Honestly, kanangmga plastic ngatawo... (SMRLTSMT-01_2.6)

Honestly, hypocrite and fake people are really difficult to be with.

Stringent Adherence to Policies

Sir Superman said that it is not what men possess nor women, but it is what is asked by the standard or general qualification set by the higher authority that must be followed. He further said that we should not put gender into the general standard because it will become bias. However, one must be well prepared and must use a good strategy in teaching. His words were encapsulated into this:

General standard nasyana unsay quality sa isa ka teacher, patience, knowledgeable of the subject, creativeness sapag implement sa teaching strategy... (SMRLTSMT-01_1.5)

The quality that a male or female teacher should possess must be based on the general standard; one must be patient, knowledgeable of the subject, and creative in implementing the teaching strategy.

Chapter 6

Case 2 – Hulk

Hulk (not his real name) chose to teach because he said that this is his only way to reach out children. According to him, he wanted to share what he has learned, especially his talent in playing instrument. Hulk started his teaching career at the age of 29 in private school and later transferred to public school and is now teaching in grade 7 and 8.

Hulk was given such pseudonym because of his being fearless of choosing teaching profession even though only few of men nowadays choose this profession. Because of his passion in music and his desire to impart his knowledge in playing instrument, he chose to teach and stay. According to Hulk, he planned to enter priesthood but because of unexpected circumstances, he ended up choosing teaching profession.

Viewpoints of Straight Men Teachers on Teaching Profession

Hulk, among other male teachers that I have interviewed view teaching as another way of preaching. He believed that teaching should be like a complete process and nature for learning and so, children must not experience only the easy side of learning but also the hard way.

Vital Need for Straight Men Teachers

According to Hulk, teaching is like mainstreaming and so it is important to have children be exposed to male teachers for diversity. His elaboration was summarized in these following words:

Para saakoadapatpag teaching maintstreaming so, maanadsilasa exposure salalaki... kailangangihapon ang strict para ma experience nila ang pagkaisug....mas naasilaymasultina difference or naagyudkalahian ang lalakinga teacher sababae... (HKRLTSMT-02_1.1)

For me teaching should be like mainstreaming so, children will be exposed to men teachers, strict teachers (like men) are still needed so children can still experience the firmness of male teachers and so they can see the difference between male and female teachers.

He continued...

Man stands for what he believes to be right and true. He firmly stated that children must be exposed to a world where they can see difference in role and responsibility so they can distinguish and give identity to a certain thing. His words were.

Kailanganjud ma expose ang learners... Kung muingon man gud ta ug lalaki mu stand gyudnasya kung unsasya. (HKRLTSMT-02_1.4)

Learners should be exposed to male teachers/teaching... Whenever we say man, he always stands for what he believes.

Perceived Edge of Male over Female and Gay Teachers

Children must learn to distinguish masculine to feminine teaching, so they can see the uniqueness of men teachers. Hulk added that, since male teachers are seen to be firm decision maker compared to female teachers, students must discern and recognize its identity.

Kailangangihaponmakitasamgabatanganaaykalahian ang lalakisababaenga teacher para makaingonsilangalahipud ang mgalalaki ug maka experience silasa way pudsapagtudlosamgalalaki... (HKRLTSMT-02_1.1)

Learners must see the distinctiveness of male teachers from female teachers, so children can say that male's approach in teaching is different and so children can experience the teaching ways of male teachers.

Motivating Concerns for Teachers

According to Hulk, he preferred teaching because of his willingness to teach children. His inclination in teaching is an echo of his love to children. Although he said that, he has no idea what help attract and retain males in the teaching profession he said:

Kailangan lang ma experience niyanamakatabangsyaaaronmakaingonsyanga mu stay syaaning profession... (HKRLTSMT-02_1.2)

A man must experience how he can be a help to kids, to stay in this profession.

Hulk cheerfully shared that, he really loves talking to other people, especially to kids. With enthusiasm drawn in his face, he said:

Sigurona enjoy lang nakoakong work, kanangmakigistoryasamgaistudyantenimobisagunsa lang malingaw ko ana... (HKRLTSMT-02_2.2)

I guess I have just enjoyed my work, when I exchange interesting topics for conversation with my students or anything, I get cheerful about it.

Hulk's impression and idea why he believes that there should be more men in teaching profession are wrapped up briefly in these words:

Kailanganjudnganaaylalakisa teaching kay sakaronnga time kay pagbayot ang teacher easy lang syasamga learners, ang uban kay mag beshbesh man sailang teacher... (HKRLTSMT-02_1.6)

We really need men in teaching, because nowadays if the teacher is gay, students seemed to take it less serious, others call their teachers as besh (filipino slang word that means best friend).

Deterring Issues in Teaching

Hulk believed that teaching entails responsibility and confidence. He further explained that there are many factors that men would not consider entering the teaching profession. His words were summarized in these following words:

Responsibility, kay daghan factors, dependesa mu take ug risk... hago....sa unamaulawpud ko....(HKRLTSMT-02_1.3)

Responsibility, there are many other factors, it depends on who would take the risk.....It is laborious... before, I was also shy and reluctant.

Challenges Faced by Straight Men in the Teaching Profession

Hulk enumerated some challenges that he faced when he first entered the teaching profession. One of those challenges is responsibility. Just like a parent at home who has the full responsibility of his children, you would also have that in teaching. You will be accountable for whatever happens to your students.

Insecurities in Early Teaching Years

Among the five male teachers that I have interviewed, only Hulk stated with no heavy concern regarding insecurities in early teaching. The fact that Hulk is in his third year of teaching, he has not experience yet heavy trouble in teaching. He believed that teaching itself is challenging. He stressed that:

So far, wala kay akoang aim jud is kanang basta akong vibration okay rani kaya nakoni, i continue o ipadayonni, diretsojudsaakong mind.....(HKRLTSMT-02_2.7)

So far, none because my aim is, if it is according to what I believe to be ok, then it is okay, I can do it, I will continue doing it. That's what I directly tell my mind.

Interpersonal Relations with Colleagues

Hulk smiled while he was sharing his experience with other people in their office. Though he said, he never experienced anything that is disturbing in his years of teaching, he revealed that it is inevitable. Hulk detailed:

Kanang so far, saakong experience, wala man pud ko nag lisud kay walanakoginatan-aw.....usahay kung unsasilalagepangitaon lang ilangkiliti.....(HKRLTSMT-02_2.6)

(Pause) So far, in my experience, I have no tough encounter because, I don't mind it.... Sometimes you just need to find ways to their heart.

Chapter 7

Case 3 – Batman

In many cases, like what Batman (not his real name) said, most of the job seekers are looking for a company which can offer them with a big salary. Batman shared that teaching was never got into his options since; this profession offers a very low salary and teaching doesn't bring you to fame. Batman studied Liberal Arts, then took Engineering course and entered seminary but got married and come to teaching because of livelihood. He is now teaching in secondary school in one of the biggest schools in Davao del Norte. In his 30 years now of teaching, he narrated that there were times before that he wanted to quit teaching but later embraced it wholeheartedly and decided to dedicate his life in teaching.

Batman was given such pseudonym because of his being so dedicated in teaching that he even sacrificed material things and personal goal because he finds teaching as more fulfilling than any other things that he can do. Batman defined himself as a teacher who is philosophy oriented, he got this when he was studying for priesthood. According to Batman, in today's generation there will be no difficulties in looking for a male teacher because they are now getting bigger compared to his time. Batman is currently teaching Mathematics subjects in grades 8 and 9.

Viewpoints of Straight Men Teachers on Teaching Profession

Batman shared that during his time when teaching offers a very low salary no men would ever think of entering the profession. He stressed that nowadays it is no longer men or women in teaching, but it is how you can be a good teacher to your students. It is how you ignite the interest of your students towards learning, he said with affirmation in his voice.

Vital Need for Straight Men Teachers

Batman emphasized that, there is no such role as, female, or male teachers. He said that there is no separation.

There is no difference, wala ko nag hunahuna ana. Because we follow rule and rubrics in teaching, so it is not male or female, they are of the same... (BMRLTSMT-03_1.1)

There is no difference, I do not think of it. Because we follow rule and rubrics in teaching, so it is neither male nor female, they are the same.

Perceived Edge of Male over Female and Gay Teachers

Although, for the four other male teachers, men really matter in teaching, Batman is different from them. Batman strongly believed that there should be neither man nor woman in this field, but one should have the charisma to teach. With serious tone, he explained:

In teaching profession, it is not men or women it is your charisma to teach, why you teach because of charisma not salary. There is no difference for men and women, it's the charisma that matters. (BMRLTSMT-03_1.1)

Motivating Concerns for Teaching

Batman deliberately said that though charisma should be there in teaching. One that keep himself into teaching is the salary now of teachers. Teaching offers a sensible source of living. He frankly stated:

I come to teaching because of livelihood... Before I do not dream to teach... What made me stay in the teaching profession is the commitment to teach the students.....(BMRLTSMT-03_1.2)

Deterring Issues in Teaching

There is a big difference now in the teaching profession according to Batman, and salary played a big role in considering teaching as a career choice. Furthermore, Batman explained that salary before was the main reason why men ventured far into teaching, but now he believed that it is the nature of the work. With seriousness in tone and mood, he uttered:

Because of the nature of the work of the teacher, kapoysige ug check ug papel.....Ang sweldosaunasa company 700 ang sweldosa teaching sauna 200, mao nay diperensya.....(BMRLTSMT-03_1.3)

Because of the nature of the work of the teacher..... It is truly tiresome to check papers..... The salary before of those who worked in a company is 700 compare to teaching with only 200.....That is the difference.

Challenges Faced by Straight Men in the Teaching Profession

Just like any other teachers, Batman's fear when he began teaching was the impression that anytime they can be removed. Batman stated that during their time, they were not afraid of their superiors because they respect people in higher authorities. He added that, they were not trained to be scared to their superiors, but they were train to respect them.

Insecurities in Early Teaching Years

Batman started as a temporary teacher. Therefore, the fear of being ousted during probationary years in which, he shared along with the other temporary teachers was normal. Batman stated that during their time, they were not afraid of their superiors because they respect people in higher authorities. He added that, they were not trained to be scared to their superiors, but they were train to respect them. With excitement in his voice Batman summarize, his experience in these following words:

The status of teaching nadili stable and you can be removed anytime, sapagsugod temporary man ko nag sugod... (BMRLTSMT-03_2.4)

The unstable status of teaching and the fact that you can be terminated form the job anytime, because I started as temporary teacher.

Handling of Heterogeneous Students

Batman has a unique perception of pleasure in teaching. When others have considered the achievements of their students as their accomplishment, Batman has an extraordinary pleasure. His, is when you are given a chance to teach the subject of your expertise. How he looked at pleasure in teaching, can be understood in his words:

If confidence is there, pleasure is there. If you are confident to teach, then in return a good performance from the heterogeneous students can be observed..... participation to gain achievements. (BMRLTSMT-03_2.2)

Interpersonal Relations with Colleagues

In as much as you want to keep everything in control there are certain things that you cannot handle, and you find it difficult to work because of these things. Most of these are the people around you. Although Batman admitted that these people are difficult to work with he did not look at them as factor that adds to his doubts when he entered the profession. Batman with a bothered look flashed in his face clearly stated these following words:

People na you don't have common understanding of work...diligud ta pareho ug understanding sa nature sa work...diligyud ta pwedemakigtrabahasailaha...dili ta pwedemusagolananggrupuha kay diliparehas ug understanding satrabaho... (BMRLTSMT-03_2.6)

People that you do not have common understanding of work. We do not have the same understanding of the nature of the work...We cannot really work with them... We cannot associate and collaborate with that group because we do not share the same understanding of job

Stringent Adherence to Policies

What more can a teacher aspire for than to have his students safe and in control. According to Batman, valuing comes in many ways; it can be in a form of controlling and keeping your students safe, that if you are away, you leave something that they can work with, so, they will not roam around. His statement is condensed in these words:

I should be in my classroom di nakobiyaan ang istudyante... naa kay lakawbilinka'g seatwork still you value your teaching... You follow rules... We are always upgrading our education through seminars... (BMRLTSMT-03_2.5)

I should be in my classroom, I would not leave my students... if you have something important to accomplish outside the school, you leave your students with a seatwork, still you value your teaching... You follow rules....we upgrade our education through attending seminars.

Chapter 8

Case 4 – Captain America

Sir Captain America (not his real name) has been teaching for seven years now. He started teaching at the age of 22 and is currently teaching fourth year. Captain teaches General Science subjects in their place. Captain was given such pseudonym because he was the only male among the female teachers in their department. Aside from that, Captain is also known as disciplinarian in their school though he was known first to be kind of shy type teacher. He entered the teaching profession for this is his way of reaching out kids. However, at first, he hesitated because he does not want to go back from all the things that he had gone through when he was still schooling.

Captain believed that teaching must not be perceived only as mothering, he explained that, if we want a holistic learning environment for our students, they must have parents in school. Children should have father figure in school so that those students who are deprived to have a father at home will have in school where they spent most of their times.

Viewpoints of Straight Men Teachers on Teaching Profession

Captain emphasized the need for men in teaching profession especially that we do not only teach and provide our students vital information, but we also hone our students' personality and attitude towards the development and discovering of their potentials. He stressed that, teaching involves caring and guiding, these are necessary factors for a holistic development. Children have mother and father at home. These people are the immediate molder of these kids at home, where learning can also exist. Thus, to have a mother and a father figure in school is very vital for their full learning and personality development.

Vital Need for Straight Men Teachers

Male teacher is viewed as a firm decision maker, good disciplinarian, and has a firm leadership compared to female teacher. This was the enclosed words from the statement of Captain America. He further, said that students must experience these things and so, they will be disciplined. His complete statement was:

Pag impose ug discipline samga students kay through discipline, ang makita man gudnilasalalaki ang kaningpag lead.....Sa akongnakita mas ginatagaankanang priorities samgalalaki (teacher) ngamahimong mag lead... (CNRLTSMT-04_1.1)

Imposing discipline to the students, because through discipline, students see the idea of leading..... From my observation, men (teacher) prioritize leading.

The image of a father at home must be seen in school since; it is also from Captain's observation that, men are really few in teaching. His complete statement is summarized in the following words:

Like sa family syemprenaay mother, naapudsiguro father... lahilahi man judni'g characteristics... so kung mag work as one or as a team mag work together siguronaaynindotna impact siguro... (CNRLTSMT-04_1.6)

Like in the family, there is of course a mother, so therefore, there should also be a father, since, they have diverse characteristics, when they work together as team, I guess there will be a big impact to child's development.

Perceived Edge of Male over Female and Gay

Captain observed that nowadays, the greater numbers of student's achievers are from female. Captain felt sad about the diminishing number of male teachers. He observed that the number of male students nowadays who excel in class is also decreasing; he indicated that this may be caused by the factor that male students cannot see a masculine figure in the learning environment. Although, there is no concrete evidence to it, He added that it was just his observation. He detailed his view on the importance of male teachers in these words:

Akongnakita kung lalaki (teacher) mas naapuy attraction bangakatongmgastudyante(lalaki) maningkamotsilanga mag iskwela kay kasagaran baya naakongnaobserbaransa schools mas daghan man gudbabaenga mag tarong ug iskwelakesasalalaki.....(CNRLTSMT-04_1.4)

From my observation, when there's male teacher, there is really an attraction that these male students will work hard to go to school because, in my observation, lots of female students take their studies more seriously compared to male students.

Motivating Concerns for Teaching

The reality that not all students need to be disciplined but rather cared and understood is what Captain believed to be the reason why he is still teaching. He clarifies the view that teachers teach, and students learn, because he said that more often than not, he learned from his students. His complete statement was:

Mas love nako ang teaching profession kay mas naduol ko samgastudyante... Gusto nakoma reach out sila... ma feel pudnakobangakinanhanglanjudnilangai care pud... (CNRLTSMT-04_1.2)

I love teaching more than any other jobs, because I got to mingle with the kids and I got closer to them.... I want to reach out to them, because I felt that, students need a care from male teachers.

Deterring Issues in Teaching

Captain commented that a man may not consider entering the teaching profession because the environment where they were in before will be the same environment where they would spend their career. His words were:

Naa man saatoanghunahunangakapilanata'gsige'gbalikbalik ug iskwela..... Ang konsepto.....hantodnalangmatigulang... (CNRLTSMT-04_1.3)

The concept frames in our mind, that we have gone into schooling many times already, and teaching in school will be your life until you get old.

Challenges Faced by Straight Men in the Teaching Profession

Challenges may not only speak of negative features nor issues but may also extract positive factors. Since challenges may be sorted of as anything that we experienced that taught us how to handle our life and how will we adjust to a certain complexity.

Insecurities in Early Teaching Years

As a teacher Captain said he also has insecurities and fears. These are inevitable especially if you are new in teaching. Captain said he has able to overcome his insecurities and fears through asking his former teachers regarding his lesson. His fears when he began teaching are summarized in his statement:

Kana imong teacher saunamakaubannanimo, murag insecure ka ba...sus unsa kaha iyangpag tan-aw saimo.....isa judnakanangmakaubannimoimong teacher sauna male o ma female teacher man, labi nag parehamo ug subject ngagitudluan ma insecure jud ka...(CNRLTSMT-04_2.4)

You will feel insecure when your teachers before are now your colleagues....you will wonder how they will look at you....especially if you are teaching the same subjects.

Another statement from Captain America

Mga students ngadilinatomalikayannga mas advance saatoa ang ilang knowledge.....although lalaki ka pero di judmalikayangmuragmahadlok ka namuragmaliimonggitudlo... (CNRLTSMT-04_2.4)

Students that have advance knowledge about your subject/lesson... Being a man will not exempt you from thinking about the accuracy of what you have taught to them.

Handling of Heterogeneous Students

There are some cases where we cannot have a control over students' absenteeism. And that motivating them may seem to be impossible.

Kaningsamga students ang isa samgaakongnaobserbahankanangmga absenteeism, mganaga cutting classes... (CNRLTSMT-04_2.6)

I have also observed students' absenteeism and their attitude towards cutting classes.

Interpersonal Relationship with Colleagues

Although, there are unexplained feeling of happiness when you can touch your students' lives but, what Captain found to be difficult to work with and stay in the profession is students' absenteeism and his colleagues' attitude. With sound of frustration, he narrated:

Sa teaching career, especially samga co teachers isa samgalisudpakisamahan ang kaningmga teachers ngatsismosa, dili lang mu tsismis, kanang maki alam pa judsaimongkinabuhi.....(CNRLTSMT-04_2.6)

In teaching career, especially in socializing with your colleagues, one of the most difficult to handle is these gossiping kinds of teachers who do not only backbite you but interfere your personal life.

Stringent adherence to Policies

Although a need for a male teacher is essential to the development of students Captain America believes that he must hold certain quality to qualify. He further said that one of greatest pleasures that teaching can give is the chance you get from helping your students. Apart from this, whenever you submit the documents needed and required you to submit on time, it really gives you pleasure, according to Captain. His greatest pleasure in teaching is explained in the following statements:

Sa mga records ako mu update man pudgud ko labi ng pressure nakaayo kay deadline maonisya, para saakoa kay malain man gudnga ma mention ka ngakaniwalanikasabmit ug DTR ug kanang ma accomplish nimoimong task... (CNRLTSMT-04_2.2)

For me documents and records must be kept updated more importantly that you must beat the deadlines. It is dispirited to know how your name will be mentioned for noncompliance to whatever documents you need to submit such as DTR

Chapter 9

Case 5 – Ironman

Ironman (not his real name) has been teaching for 7 years. He is currently teaching Science subjects in Fourth year. Ironman started teaching at the age of 23 at the public school. Ironman became a national awardee in leading the Brigada Eskwela school repair-cleaning program; this is an annual activity in elementary and secondary public schools in the Philippines before they open the class in June. Ironman chose Education as his course because of financial constraints. He preferred Science because he has observed that most of the students in English and Filipino majors are gay and girls.

Ironman was given such pseudonym because of his being a firm decision-maker particularly when there are things that should be accomplished when you are given a very limited time to do so, and his rough experienced in making his way to earn the degree and be able to get a teaching job made him an Ironman.

Viewpoints of Straight Men Teachers on Teaching Profession

Sir Ironman emphasized the idea that the school needs to have a male figure. He believed that a classroom is a second home, where there should be a complete set of family. Students must see a different role of teachers according to their gender. In this case, students will have someone to associate their gender to and what their gender will require to do and perform. A father is seen to be disciplinarian, firm and strong; and a mother to be a someone whom you can cry on, soft and caring.

Vital Needs for Straight Men Teachers

Ironman believed that men as teacher has a firm leadership and is seen as firm decision maker and good disciplinarian. He added that, compare to female teachers, male teachers can firmly hold the class. Firm managing of the class may cause the students to obey their teachers. This was the stand of Ironman. His view on the significance of male in the teaching profession is summarized in his words:

Malakas ang impact paglalaki ang teacherClassroom discipline, disciplinary actions and decision-making mas madali mag disisyon ang lalakikesasamgababae.....Mas nahohold ng lalakiyungklasenyakesasababae..... (IMRLTSMT-05_1.4)

There is a big impact if the teacher is male...In terms of disciplinary actions and decision making, men can easily decide compared to women.... Male teachers can hold his class better than female.

I strongly believe that there should be more teachers, additional male teachers, straight man teacher in the sense that as we all know that in school we are practicing or teaching not only education to our students but also the values. They need a man figure in school in the sense that they would serve as their role model not only as a father but the responsibility of the father, because they will be a father sooner or later they will have their children, they will have their family... (IMRLTSMT-05_1.6)

Perceived Edge of Male over Female and Gay Teachers

Teaching necessarily requires flexibility, since it requires not only teaching but facilitating. However, Ironman confessed that this quality is rare in female teachers. Ironman emphasized that male teachers possess a strong personality that is not common to female teachers. He comprehensively explained his view in these words:

We need a male teacher to have or to control situation and for example emergency cases, we need a personality that can really stand in a situation and aside from that I believe that men are more capable of doing something than women.....(IMRLTSMT-05_1.1)

Strong personality..... Ang lalaki consistent, mag sige'g insist, sige'g follow up Ang babaemaghulatra ug tawagon... Flexibility in my attitude when it comes to handling personalities... Kinahanglandili lang man gud ka firm but flexible... Male is consistent... (IMRLTSMT-05_1.5)

Men are consistent... Women frequently insist and follow up, women tend to wait for a call instead of taking an action... You need not only firmness but also flexibility... Male is consistent... Female teachers are more emotional than male teachers.

Ironman emphasized the difference of male teachers to female teachers. Since, females are more emotional than males, Ironman believe that this gives men an edge over women. Ironman comprehensively stated these words:

Best implementer ang isanglalaki in the sense ngapagnakuhanya lang yung idea nagustongipatupad, kaya nyangipatupadagad... (IMRLTSMT-05_2.3)

Men are best implementer. When men get the idea of what he's planning to do, they can immediately implement it.

Motivating Concerns for Teacher

At first, it was the plight of his family that pushed Ironman to venture the profession. Teaching was never in his choice. However, due to financial constraints he decided to take up education course. At this moment of Ironman's life, he said he is staying in teaching merely for a living. With cheerful face, he reminisced:

What made me stay in teaching for seven years is for a living, for a job, and aside from that I am happy sharing my knowledge to my students... I'm staying merely for living... (IMRLTSMT-05_1.2)

Deterring Issues in Teaching

Ironman recalled that when he was choosing a career path, aside from he was pushed by his family, he took up education because he thought that it was the only thing that he can do. At first, Ironman hesitated to take up teaching because he has observed that teaching is really for women. Ironman expressed:

Pambabae, dominated kasi ng mgakababaihan... kaya hindi ko pinili kasi pambabaesya... ayokongmagturo, siguro kung hindi lang pinataasan ng sahod ang teaching force walasiguroakosa teaching karon... (IMRLTSMT-05_1.3)

Feminized, teaching is dominated by women... That is the reason why I did not choose teaching profession in the first place. I don't really want to teach, if not because of the salary increased now of teachers.

Challenges Faced by Straight Men in the Teaching Profession

Challenges may be viewed as positive or negative drive that motivates male teachers to continue their journey in teaching. As for Ironman, awards may come in a manipulative drive that may prompt men to stay or leave the field.

Insecurities in Early Teaching Year

Ironman shared his fears when he first entered the teaching profession. He wrapped up his words in these following statements:

Can I really handle my students, what if my students are more intelligent than me...Thankfully I am a man, because even if I have not mastered my topic, I would still have the student's attention and even if it does not interest them... (IMRLTSMT-05_2.4)

Handling of Heterogeneous Students

Ironman revealed that his most painful thought in teaching is the fear of beating students if he is unable to control his feelings. His cheerful narration was wrapped up in these words:

Pano kaya kung mag tudlo ko... di ba kaha ko makasumbag ug bata. Dali raba ko masukobasigmulupadakongkamotba, maona'ykahadlukannako... (IMRLTSMT-05_2.4)

What if along the way of my teaching journey I happen to punch a kid. I'm the type of person who easily gets angry over unruly kids. These are my worries.

It's natural for a teacher to impart knowledge to his students, but what Ironman value most is the knowledge that is useful in real life situation. Ironman mentioned that, the students should know the value of blending in the situation. Ironman also revealed that the most difficult to handle is the situation where he is required to comfort his female students. One of the teacher's roles is to comfort a troubled child specially a female one. With a serious mood, he shared:

Kanang situation saimongistudyantelabon nag babae, ako kasi pagbabaengaistudyante ang muduolsaako hands off ko diha kay di nako gusto ngabahiran ug lahina meaning simple holding the hand of a certain student nababae has a bad effect para saubanlabona tong mgatigulang... (IMRLTSMT-05_2.6)

In situation which concerned your female students. Whenever I am confronted by female students, I get hands off (raising his hands), for a reason that I do not want others to put meaning on it, a simple holding hands of a certain student creates a bad effect, particularly to those seniors/seasoned teachers...

Interpersonal Relations with Colleagues

When asked about the people he found difficult to work with, Ironman shared that he had difficulties in adjusting or adopting in a situation where he is prompted to be casual and fair to a quarreling party between his colleagues. His words were:

pano ko ihahandle ang colleagues ko kasi I don't know how to react in a situation halimbawamatagalnamagkasamatapos nag away sila. Paano akokikilosanoyungmagandangagawin ko..... (IMRLTSMT-05_2.4)

How would I handle my colleagues... because I don't know how to react like for instance, two friends for many years suddenly argue or fight over something...? How would I take action, what would be the best thing that I can do?

Stringent Adherence to Policies

In any type of job, there could be no way to encounter deadlines to beat. Ironman share that, policy is all but natural occurrence in any profession or job. He also mentioned that implementation of government programs is normal and that teachers, male or female should seek to generally implement it according to its standard. His words were:

Best implementor ang isang lalaki in the sense nga pag nakuha nya lang yung idea na gustong ipatupad, kaya nyang ipatupad agad. mas madali nyan mai exsecute.....(IMRLTSMT-05_2.3)

Men are the best implementer in the sense that they get what they want to implement, and he will really do that, he can easily execute it.

Chapter 10

Cross-Case Analysis

This chapter details the comparison of similarities and differences accomplished with the two research questions that existed among the five participants. These were accomplished with the two research questions as subheadings: viewpoints of straight men teachers on teaching profession and challenges faced by straight men in the teaching profession.

The five straight men teachers who participated in my qualitative case study were Superman, Hulk, Captain, Batman, and Ironman (pseudonyms). The screening committee identified all informants as straight men. All of them are secondary teachers from different places in Davao del Norte and Compostela Valley Province.

Profile of Straight Men Teachers

This section provides details of the informants of the study who are the five identified straight men teachers participated and involved in the in-depth interview. Each of the informants was selected and approved by the screening committee, who are the three self-confessed gays in our school. This was formed in order to establish certainty in their qualifications, that the informants should meet the selection criterion that they should be straight. The idea was to assert the evidence to the claim that man less travel the teaching profession. With the approval and endorsement of the screening committee and the authorization of the informants, the consistency was pronounced among the five cases in this study. The profile of the informants is shown in Table 1.

Table 1:- Profile of Straight Men Teachers among Cases.

Case (Pseudonyms)	Current Age	Age when First Became Teacher	Grade/Year Handled	Level	Length of Service as Teacher
1. Superman	46	23	Grades 7 & 4 th year High School		23
2. Hulk	31	29	Grades 7 & 8		2
3. Batman	56	27	Grades 8 & 9		29
4. Captain	29	22	Fourth Year		7
5. Ironman	30	23	Fourth Year		7

Among the five straight men teachers, Captain is the youngest in terms of age, while Hulk was the youngest in terms of length in service of teaching. Batman who has served 30 years in teaching has the oldest year of service. As stated, only Ironman said that he chose teaching but made sure that he will not flank into a major inhabited by females and gay. Captain and Hulk respectively chose teaching as alternative of preaching, since the two confessed that they really love talking and preaching others especially kids. Meanwhile, Superman and Batman who are the oldest of the five straight men share the same thoughts that teaching was not their first choice but rather becomes a profession because they do not have any choice.

Table 2:- Viewpoints of Straight Men Teachers on Teaching Profession.

Essential Themes	Thematic Statement
Vital need for straight men teachers	As role model With firm leadership As firm decision maker Good disciplinarian As father figure Men stronger specie; strong personality

	<p>Firm yet flexible Male can easily mingle with people Young people need care from men Protector image of men needed by students A must for student exposure to male teachers, for variety Gangsterism is best handled by male teachers Male is the head of the family so must be in school Male teachers being looked up to in times of emergency Straight men respected; homosexual taken for granted Female teachers also wanted straight men teachers in school Perfect blend if both straight men and women are present in school, like a family</p>
Perceived edge of male over female and gay teachers	<p>Male teachers handling class situations squarely compared to female teachers No difference in male and female teachers, charisma is foundation No difference between men and women teachers Male students hesitant to approach female teachers, hence the need for male teachers Existence of masculine problems female teachers cannot understand Students more respectful to male teachers over female teachers Some problems in school cannot readily handled by women Men are less emotional than women teachers Some students are discouraged with gay teachers, hence the need for straight men teachers Straight men respected; homosexual taken for granted</p>
Motivating concerns for teaching	<p>Love for teaching Enjoyment in teaching Sensible source of living Relatively high salary compared to other positions A calling Charisma to teach Commitment to teach students Desire to help students Like talking to young people Happy feeling if students are thankful When students learn from one's teaching Participative students Achieving students When constantly obeyed by students Cordial relation with students When students cooperate When students compliment way of teaching When greeted by students anywhere, any place When students acknowledge being part of their success Supportive students</p>
Deterring issues in teaching	<p>Tiresome Boring, same environment when still a student Low salary compared to those in the industry Teaching highly feminized</p>

	Salary not compensating Teaching dominated by women
--	--

Superman, who is driven and motivated to pursue career in arts was pushed and influenced by his sister to venture teaching. Batman chose teaching because he got married and cannot pursue his vocation.

With regard to the Viewpoints of Straight Men Teachers on Teaching Profession, the five straight men see themselves as a role model in the class. They view themselves as a father figure that is needed not only by male students but more especially by female students who do not have a real father at home and deprived by the love and care of a father. The five straight men teachers considered their role as a firm decision maker that bears a firm leadership. Male teachers are good disciplinarian, stronger than women are, firm yet flexible, and can easily mingle with people. The five cases of this study revealed that students of both genders need to be exposed to male teachers for variety. Gangsterism as mentioned by Superman is best handle by male teachers. In addition, Superman said that male teachers are being looked up to in times of emergency so; this means that female teachers also wanted straight men teachers in school. However, Batman stressed that there is no difference in male and female teachers since charisma is the foundation. There are times that female teachers cannot understand masculine problems since they are too emotional.

Motivating concerns for teaching includes love for teaching, enjoyment for teaching, sensible source of living or relatively high salary compared to other position. There are also remarkably answers from the five straight men teachers, such as charisma to teach, commitment to teach students and the desire to help students. Moreover, Hulk and Captain said they like talking to young people Superman in the same way said he liked it best when students are thankful to them. They added that they loved it when they are constantly obeyed, and students compliment their way of teaching. When greeted by students anywhere, any place and when students acknowledge them for being part of their success.

Table 3:- Challenges Faced by Straight Men in the Teaching Profession.

Essential Themes	Thematic Statement
Insecurities in early teaching years	Fear of being ousted during probationary years The mere thought that teaching is challenging Insecure knowing your co-teachers were your teachers before The thought that there are students who are more knowledgeable than the teacher Teaching same subject taught by seasoned teachers Thought of co-teachers' impression Doubtful of sustenance in the teaching profession Being a woman's world
Handling of heterogeneous students	Making a difference in the lives of the students Absentee students, how to motivate them Uncertainties of reaching the students of one's teaching strategies Fear of beating students, if unable to control feelings At times giving up of teaching standards to go down the level of students Molding problem students complained by colleagues How to make teaching understandable to all students Some students making fool of teachers, mischievous students Hands off to female students to allay damaging rumors
Interpersonal relations with colleagues	Diplomatic relations with co-teachers mostly female and some gay Difficult colleagues mostly gossipy With people who have different ideas and principles in life

Stringent adherence to policies	To be in the classroom the whole day Implementation of government programs stipulated in the core values of teaching Submission of required documents on time
---------------------------------	---

Deterring issues in teaching was revealed. This generally enclosed by the tiresome paper works required in teaching. Captain confessed that, the environment that he once had as a student hindered him in entering the profession. Low salary compared to those in the industry, salary not compensating, it is dominated by women, and it is highly feminized are some of the discouraging issues revealed in the study.

In particular, the first challenge faced by straight men is the Insecurities in early teaching years. This encompasses with Fear of being ousted during probationary years, which was responded by Batman, who has the longest years of teaching. Another issue that challenges them is the insecurities that rest in knowing your co-teachers were your teachers before, the thought that there are students who are more knowledgeable than the teacher, teaching same subject taught by seasoned teachers, and the thought of co-teachers' impression. All these enumerated insecurities were responded and confessed by Captain, who was the youngest among the five straight men teachers. The mere thought that teaching is challenging was answered by Hulk, who has the shortest years of service in teaching. Both Ironman and Superman shared that they were doubtful of sustenance in the teaching profession. Ironman added that he was before bothered by the thought of entering the profession being considered teaching as a woman's world.

Handling of heterogeneous students, revealed to be another challenge faced by the straight men teachers. This included making a difference in the lives of the students and making teaching understandable to all students, which was shared by Captain. He felt this when he was first assigned to a far-flung area. Absentee students and how to motivate them and uncertainties of reaching the students of one's teaching strategies were elaborated by Captain and Superman, and was also mentioned by Ironman during the in-depth interview. Fear of beating students, if unable to control feelings was articulated by Ironman and Superman who were teaching in the same school. Superman confessed that there were times that he gave up of teaching standards to go down the level of students, he sometimes challenged by molding problem of students who were complained by his colleagues because these mischievous students were making fool of teachers. Ironman emphasized that he always put hands off to female students to allay damaging rumors.

Interpersonal relations with colleagues were the third on the list that challenged straight men in the teaching profession. These were composed of Diplomatic relations with co-teachers mostly female and some gay, difficult colleagues who are mostly gossipy were shared and uttered by Ironman, Superman and Captain. However, Batman confessed a different thought about how he was challenge with people who have different ideas and principles in life.

Stringent adherence to policies was the last on the list of challenges faced by men teachers. To be in the the whole day and implementation of government programs stipulated in the core values of teaching we admitted by Batman. On the other hand, submission of required documents on time found out to be very matter that a teacher must accomplish was mentioned by Captain.

Chapter 11

Discussions:-

This chapter summarizes the key findings of my study; provides implications for practice and future research; and gives my concluding remarks.

The purpose of this qualitative multiple case study was to describe the views of identified straight men about the teaching profession and the challenges faced by the straight men teachers in the teaching profession. There were five straight men teachers who were identified by the screening committee who participated in this research. All of the men teachers are teaching secondary level. There were 2 research questions which they have answered and became the center of our in-depth interview.

Yin (2011) stated that a case study is an experimental examination that explores a current and existing phenomenon in depth and within its real-life context, particularly when the especially when the borders between phenomenon and context are not evident. Hayett, et.al (2014) cited the study of Stake who said that the researchers who tried to apply

case study might be prompted to discover what's explicitly seen and observed in the case. This inquiry requires careful and in-depth consideration of the nature of the case, historical background, physical setting, and other factors such as institutional and political factors.

Cross-case analysis as stated in the study of Khan, et.al (2008) enables the researcher to engage in brainstorming and exploration, which may give way to another discovery. This may also cultivate an undiscovered dimension of research and provoke the researcher's imagination that may open opportunity to discover why the existing case may be different or similar with the other cases in the study (Stretton, 1969; Ragin, 1997; Eckstein, 2002). Cross-case analysis was made to give the details of the comparison of similarities and differences accomplished with the two research questions that existed among the five participants.

The presented chapters 5 to 9 discussed the viewpoints of straight men teachers on teaching profession, the challenges faced by straight men in the teaching profession and their discussions and answer from each of the interview guide. The data on the contribution of viewpoints of straight men teachers on teaching profession and challenges faced by straight men in the teaching profession are encapsulated into major themes and core ideas in a tabulated format. The arrangement of the data in table forms is patterned after the study of Amparo (2011) who made use of the three classifications: the general means 50 percent of the informants mentioned the item and typical means merely 25 percent to 49 percent of the informants mentioned the item. Variant means the approach is unique to a particular case or two.

Viewpoints of Straight Men Teachers on Teaching Profession

The gathered data on the viewpoints of straight men teachers on the teaching profession are summarized into essential themes and thematic statements in Table 2. Important phrases that emerged from the transcripts and comments were identified as thematic statements. They were listed and grouped accordingly to determine patterns and connections between themes. The first round produced more than ten themes for Table 2. Regrouping was done to reduce the essential themes or main themes into fewer items. The process finally generated four essential themes. The process of numeration was adopted in the determination of thematic statements. Numeration is the number of times that thematic statements or emergent themes occur in the transcripts (Smith et al. 2009). In this study, a theme is identified when at least two participants in a group highlighted a particular idea or experience. Those that occurred only once were not included in the thematic statements.

From the five informants Hulk, Captain, and Batman have shared and admitted their desire in preaching, but only Batman has earned few units in Theology and has entered in seminary. Hulk and Captain chose teaching profession as substitute to their desire to become priest, as both men delighted in talking and preaching kids. Preaching according to Hulk and Captain is their way of touching the lives of others, since they were not able to achieve their passion in preaching the two have chosen teaching for they believe that teaching is another way of preaching. On the other hand, Batman who chose to enter the seminary preferred to work in the industry or engineering since, during his time, working in the industries offered a big salary. Nevertheless, Batman said he enrolled Bachelor Art.

Among the five cases, Superman who loves art has the closest desired in teaching. Superman admitted that though he has no passion in teaching, he chose to take the career path of teaching for a reason that; he was told by his sister that he can be an artist in teaching and can be an art teacher. Superman confessed that he was also thinking that he could not earn much by just being an artist. He then realized that he could be an artist in teaching and would definitely have a stable job and earn for a living. While Superman clung into art, Ironman who planned to dwell in business confessed to be holding no interest in teaching mainly because he thought of teaching as highly feminized profession. Ironman added that he will not stay longer in teaching and will pave another career path in business or industries. He further said that issues in deterring number of male teachers are due to some factors such as gender bias, overwhelming high demographics of women in the profession and the concept that it is highly feminized. These made difficult for men to advance in the profession.

Schulzke, (2014) cited the statement of Michael Thompson who co-authored the 2000 book "Raising Cain," which centered on the young boys' needs. Thompson stated that one of the several reasons why men do not teach is the nature itself of the elementary classroom. He added that it is more feminized and discourages men instead. Thompson also emphasized that the teaching styles are designed for women. This statement is true in the case of Ironman who had observed teaching as highly feminized. Ironman even mentioned during our in-depth interview that he chose to take the General Science subject as his major because he has noticed that English and Filipino

subjects are inhabited by gays and mostly by women. Accordingly, the nature of the profession itself greatly influenced the decision of men in looking and deciding for the road to travel.

Furthermore, among the five informants, only Batman stated his different view about teaching profession, whereas Superman, Hulk, Batman, and Captain shared common viewpoints about the vital need for teacher like them. Batman candidly expressed that the field does not need a male nor female teacher. He emphasized the view of not looking into the gender of the profession rather into the capacity of the applicants or teachers in imparting and handling the students and their needs. On the other hand, Hulk, Captain, Superman, and Ironman stressed that teaching profession needs a firm decision maker, good disciplinarian, and a father figure in the classroom. Ironman elaborated that young people need a care from men and these young learners need to be exposed to the environment where they can see men and so, children will have a perfect harmonious environment with a mother and father figure in the classroom. Superman also pointed out the presence of men in the teaching profession provides a safe and secure environment since; men best handle gangsterism. Men teachers are being looked up to in times of emergency.

It is vital for both male and female teachers to be in the learning environment of the children. However, at some points it was mentioned that men teachers as compared to female teachers have a crucial role to play particularly in the primary level, but children need to see men in a strong but caring role. It was cited that men have so much to offer to the profession as women. In the same way, men presence in the learning environment of the children encourages positive attitude towards male students. Boys needed role models. Hence, the gender of the teacher plays a significant role in developing the personality of the students (Skelton, 2003).

Another general response among the cases was the perceived edge of male over female and gay teachers. In this theme, the five cases have almost the same point of view. Superman stated that male teachers handle the class situations squarely as compared to female teachers. This was also the view of Ironman and Captain. However, Batman expressed opposing statement. Batman's view stated that there is no difference or factor that separates men to women in teaching, since he believed that teaching requires charisma not gender. In addition to, Superman who has rendered 23 years in teaching and Ironman who has seven years in service commented that male students hesitate to approach female teachers hence, they said boys need male teachers. This idea is almost the same with Captain's. Who deliberately uttered that female teachers in most cases, do not understand some masculine problems that might exist in male students. Hulk in the same way understand that men are less emotional than women are, therefore, men teachers best handle unexpected situation. Another important edge of men over women brought to light by Captain and Hulk, is the notion that some students are discouraged with gay teachers, who sometimes called by their students as besh (slang word for close friend or best friend in the Philippines). This means that homosexual teachers are taken for granted hence, straight men teachers are needed.

The conceivable conflict in homophobia and its counterpart, misogyny has driven the issue that men are rare in the field of teaching. The deterring number of male teachers in the field of teaching toughens the challenges meets by some students, and others. This problem becomes universal; such has become a problematic matter in the education system not only in one country but also in many western education systems (Mills, 2004). The reason why men perceived teaching as highly feminized and inhabited by gay teachers was maybe rooted from homophobia, which means the hatred or fear of homosexuals, and misogyny, which means the fear and hatred of women. Men may not emerge in teaching simply because they are marginalized by the concept that teaching is feminized.

Moreover, all the five cases have different positive viewpoints motivating concerns for teaching. Batman, who has the longest service in teaching, commented that teaching needs charisma and commitment to teach. Hulk emphasized he stays in teaching simply because he enjoys teaching. Hulk who has desired to become a priest chose teaching because it also involves preaching. The same idea with Captain who likes to talk with people, the plight of some students pushed Captain to stay in the teaching profession. He added that he loved teaching more when he saw the plight of some of his students. Superman, Ironman, and Captain, felt happy when the students thank them. He said that you would be delighted when students anywhere greet you. Hulk however, desired teaching because in this field you can talk to young peoples and constantly be obeyed by students.

Among the five cases, only Hulk has not yet advanced his studies in master's degree. Both Superman and Batman have earned units in doctor's degree, while Ironman, had stopped his master's degree, and took another road in business. On the other hand, Captain is the youngest among the five male teachers; he is the only informant who has

finished his doctor's degree. There were four essential themes emerged out from the analysis of data research question number one.

Vital Need for Straight Men Teachers

This was the first essential theme occurred. This was in consonance with Rudden (2003) who stated that, men as teacher constitute a positive factor that helped on the achievement of male students in school. It has mentioned that it is good for boys to see men teaching. It established confidence in some male students to achieve high and even go distance to the level of girls' achievers. There was also a notion that there is an effect on the academic undertakings of male students of not having to see men teachers.

The five participants, under the theme vital need for straight men teachers, answered the following: Men teacher played as a role model to the students of both genders, they are also needed for they have firm leadership as compared with female teachers. Men viewed themselves as firm decision maker and a good disciplinarian. They considered their presence as father figures since men are stronger specie. Men have strong personality, firm yet flexible, male can easily mingle with people. Moreover, young people need care from men. They are the protector image of men. The emphasized that children must be exposed to male teachers, for variety. Another participant answered that, gangsterism is best handled by male teachers, and male is the head of the family so must be in school.

Male teachers being looked up to in times of emergency. This was what Superman emphasized during the interview. Straight men are respected, homosexual taken for granted. This was what Ironman and Hulk uttered. Female teachers also wanted straight men teachers in school, according to Superman and Captain stated that, there would be a perfect blend if both straight men and women were present in school, like a family. This was in line with the statement of Piburn, Nelson, & Carlson, (2011) who said that the exposure of children to men in the classroom would create a perception to them that men can also perform mothering and can be as nurturing as women teachers can. When these children were used male teachers that stand as father figure to them, children will develop a positive awareness that these men play a vital role in their lives. They also stressed that, the more the children are used to see men who are teaching the lesser the fear would be developed among them.

Perceived Edge of Male over Female and Gay Teachers

The second essential theme that was generated from the questions number one got several thematic statements. Male teachers handling class situations squarely as compared to female teachers. Batman on the other hand said that there is no difference in male and female teachers because charisma is the foundation. Male students as Ironman uttered are hesitant to approach female teachers, hence the need for male teachers. Female teachers cannot understand existence of masculine problems as what Superman mentioned. Students are more respectful to male teachers over female teachers; men are less emotional than women teachers are and that some problems in school cannot readily handled by women as emphasized by Ironman. Superman also stressed that, some students are discouraged with gay teachers, hence the need for straight men teachers. That idea was supported by Hulk's statement when he said that straight men teachers are respected, and homosexual taken for granted.

The discussions and responses above were strengthened by the idea of Martino and Frank (2006) who argued for the immediate necessity of discovering the impact of masculinities in male teachers' lives at school, this was because of the aspiration to restructure and revolutionize the hypothetical view of teaching as highly feminize and weakening influence of schools on male students. A particular Foucauldian perspective, which was illustrated on examination of the issue, was used to present insight into how male teachers learn to guard their masculinities and to fashion pedagogical practices under the normalizing gaze of the male students.

Motivating Concerns for Teaching

The sensible source of living, relatively high salary in teaching as compared to other positions, and charisma to teach, where all answered by Batman who holds the longest years in service. Superman, Ironman, Hulk and Captain shared almost the same motivating concerns for teaching. They said that commitment to teach students, desire to help students, love for teaching, and enjoyment in teaching, are the factors that drive them to continue teaching. Hulk added that he likes talking to young people. Superman, Captain, and Ironman stressed that they feel happy if students are thankful, when students learn from one's teaching, when they see that students participate in class discussion and achieve. They added that, when they are constantly obeyed by students, when students cooperate,

compliment their way of teaching, greeted anywhere or any place, acknowledge by being part of their success, and when they support their teachers, they feel like teaching is a calling for them.

Cota (2011), in his research on the “Insights into the Lived Experiences of Three Elementary School Teachers” in Canada, said that men considered role modeling critical yet the most important part of the teacher’s job. Men believed that students tended to look up to their teachers as hard working and a righteous person thus, encouraging the students to be respectful and helpful to others should be the utmost consideration of a teacher. The male participant attempted these behaviors to model. On the other hand, these values are seen mostly among female teachers because male teachers are seen as strict and discipline-driven, and somewhat incapable of the nurturing role and understanding how a female student should behave. But because of the notion that male teachers are for sometimes seen as more predatory than female teachers, male therefore apt not to be as much of a nurturer as female teachers. Men considered themselves as a man in a woman’s world.

Deterring Issues in Teaching

The last theme that was generated from the first research question garnered negative comments from them. They said that teaching is tiresome, boring, and that they will have the same environment when they were still a student. Batman mentioned that low salary compared to those in the industry blocked men to enter the profession. On the other hand, Hulk, Superman, and Ironman said that teaching is highly feminized, and teaching dominated by women.

Stereotypes today bring forth the idea that elementary schools are a place for women to teach and that man are incapable of being nurturing enough to teach in them. Men are deterred from the profession because of these stereotypes. If a judgment of gender was not a factor, elementary education might develop equality among men and women in the staff, in several ways. There are far less male elementary teachers in schools than female. Diversity is lacking in elementary classrooms today: students do not see themselves reflected in the teaching staff. Moreover, men love teaching young children because they focus more on learning than higher-level students who become distracted (Young, 2013).

Challenges Faced by Straight Men in the Teaching Profession

The gathered data on the challenges faced by straight men in the teaching profession are summarized into essential themes and thematic statements. The different challenges faced by straight men in the teaching profession were referred to insecurities in early teaching years, handling of heterogeneous students, interpersonal relations with colleagues, and stringent adherence to policies. All the essential themes generated from the analysis of the study are taken from the responses of the five straight men teachers.

Insecurities in Early Teaching Years

This was the first generated essential theme under the second research question. According to Batman the fear of being ousted during probationary years. He recalled that when he applied in the public school, he did not think of this because once you are there you would have security in job tenure. The mere thought that teaching is challenging and the feeling insecurities knowing your co-teachers were your teachers before, all were taken from the responses of Captain, and Hulk. The thought that there are students who are more knowledgeable than the teacher, teaching the same subject which are taught by seasoned teachers, thought of co-teachers’ impression, were narrated by Captain. Captain was assigned in the school where he graduated and most of his colleagues are his teachers before. He added that, the thought that there are students who can be more knowledgeable than you troubled him. Doubtful of sustenance in the teaching profession, and being a woman’s world, are the thematic statements from the Superman, Ironman, and Captain. In early teaching year’s theme revealed the significant difference on the experiences and perception of the five straight men teachers. In the case of Ironman and Superman, both deny the desire in teaching in the first place.

Research shows that there are three reasons why there are so few male teachers in elementary schools. She stressed that, low salary deters men from teaching and probably the No. 1 reason why men do not go into teaching. She also believed that most men don’t want to be mothers to young students and so choose to teach specific subjects to older students. Maybe with the slow-down in jobs, this might change, and we’ll see more men in elementary education further, men don’t go into elementary school teaching because of fear of being labeled as sexual abusers. Many people persist in viewing men as potential sexual predators, and not without some reasons (Radesca, 2012).

Handling of Heterogeneous Students

From the four-posted essential themes, handling of heterogeneous type of students was the general answer of the five informants. In the case of Captain, his major problem is the frequent absenteeism of the students, making him so difficult to motivate students. Ironman on the other hand, was challenged by his fear of beating students, if unable to control his feelings. This was also the sentiments of Superman and so he confessed that sometimes he gave up of his teaching standards to go down on the level of students. Both Superman and Ironman shared the same sentiments on their relationships with the students, both of them stressed out that they are hands off to female students to allay damaging rumors. Meanwhile, Captain also mentioned that he has also complained about molding problem, colleagues complain about some of his students. In general, all five straight men expressed that the students who make fool of teachers and how they will make their lesson understandable to their mischievous students trouble them.

The fear of being accused with pedophilia was seen to be the main reason of the disturbing issue on the diminishing number of males who teach. The news released by the Australian Bureau of Statistics confirmed that there were only 5192 men out of the 20,000 total populations of teachers in WA public schools. There was also an observed phenomenon that students underwent their primary and secondary years without experiencing the positive male role model. Phillips mentioned that in 2010, the number of male teachers in public schools dropped to its lowest since 2006. There were many evidence that show the very sluggish increase of the number of male teacher in both public and private schools. In Perth, W.A Australia there was only one out of four teachers who is male. The reason behind the diminishing number of men in teaching profession was mainly associated with men being branded as pedophilia. There is also fear because of the community . . . they think because a male teacher pats a kid on the head that it's either abuse or pedophilia. There were fewer men taking up teaching as a profession in Perth, W.A Australia (Phillips, 2011).

Interpersonal Relations with Colleagues

Another revealed factor that troubled and challenged men in the teaching profession is their interpersonal relations with their colleagues. This is composed of three thematic statements, which are the diplomatic relations with co-teachers mostly female, and some gays. The colleagues, who are gossipy, trouble most of the five straight men. Batman confessed that colleagues who have different ideas and principles in life mostly cause the complexity that challenged them. All five cases show a significant relationship on their perception.

Flynn (2006) said that male involvement in primary teaching has been turning down since 1970s. There was a statistic released which illustrated that almost every year the decline is observed. This decline continued to increase despite the high starting salary. Some accounted it to the wrong perceptions of men, where they considered this profession as a woman's world. It is this belief that men never considered teaching as their career.

Stringent Adherence to Policies

In addition to, stringent adherence to policies was also considered as factor that troubled men. This was true in the case of Captain. However, most of the have said that they are aware of the culture in teaching that is why this was not become a problem when they entered the profession. To be in the classroom the whole day and to implement the government programs stipulated in the core values of teaching were thoughts shared by Batman. Captain stated submission of required documents on time.

Men have regarded teaching as a low paying job. The study of Motoko (2014) discussed that studies have shown that teaching is one of the careers that tends to enjoy less prestige. She recalled that teaching was once a career choice for men. She also cited a statement from Philip N. Cohen, a sociologist at the University of Maryland who said that they are not beyond having a cultural devaluation of women's work, so that if primarily women do a job, people tend to believe it has less value. She added that since, only few men are seen in the teaching, men would be less inclined to consider it as a desirable option.

Implications for Educational Practice

Through the aforementioned result of the study, I have sought to describe the views of identified straight men about the teaching profession and the challenges faced by the male teachers in the teaching profession. This study has implication for practice in the field of education.

Viewpoints of straight men teachers on teaching profession, which generated the vital needs for straight men teachers, produce several thematic statements, which are generally essential in the learning environment of the students. Men viewed themselves as a role model with firm leadership yet flexible to change. They take the role of a father figure in the classroom, a protector image of men needed by students, and respected by colleagues and children. Gangsterism as best handled by men and in times of emergency men are being looked up to. The statements are clear indicators that men wanted to be in the classroom.

I believe that straight men should be given a big place in the teaching profession since; even these men have identified their purpose of existence in the field of education. As what the participant mentioned in my study that there would be a perfect blend if both straight men and women are present in school, like a family. The Department of Education as well as the Commission on Higher Education may plan of other way to protect and keep men away from looking into the negative side that the profession can give since; men know what they can provide in teaching.

Men can also be nurturing and supportive. For children who do not have father at home, exposure to a father figure in the classroom can be the best way to help children. To have male figure in the classroom may be benefited to both male and female students. According to the news, few doubt that more male teachers would help children - particularly boys living in households with absentfathers - develop a better idea of what it means to be male: that men can be nurturing and supportive, enjoy learning and reading, can react to challenges nonviolently and value more than success in sports. Some communities and in other places have increased the salary of the teachers to a level that permits a solid lifestyle. Although, this action have been made but still this is not a guarantee that male would fly into teaching (Too few men...2012).

Often males are seen as a silver bullet to solve behavioral problems in students, ("He just needs a strong male role model."). As a result, males usually have an overload of behavior problems in their classes, without support. Year after year, it wears them down. Students with behavioral needs often present challenges warranting interventions that may place a teacher at greater risk. If male teachers are being assigned these students due to colleagues and administrators' problematic perceptions of males' greater toughness and/or abilities to deal with these students, then we hold this practice to be sexist. Not only is this unrepresentative of men, but it perpetuates harmful stereotypes of women being weaker, less capable of dealing with adversity, and in need of men's protection. In other instances, male teachers may be more vulnerable when engaging in certain behaviors which are traditionally perceived as nurturing, such as consoling and hand holding, seen as a regular normal part of the daily routines for their female colleagues (Gosse et al., 2008; Hansen & Mulholland, 2005; Parr et al., 2008).

Perceived edge of male over female and gay teachers is another viewpoint revealed in the study, which was produced from the responses of the five participants of the study. They have disclosed that, male teachers handling class situations squarely as with compared to female teachers. It was also divulged that male students hesitant to approach female teachers, hence the need for male teachers. Students nowadays show more respect with their straight men teachers than their gay and female teachers for it was revealed that some students are discouraged with gay teachers.

To foster good relationship and identification of men and women people in the authority may create a positive environment between them. Students can give positive feedback when they see the respective role of their teachers. They may provide seminars to female and gay teachers that may develop their way of handling students' problem and so students regardless of their gender may not be hesitated to approach them especially girls who have recognized by the participants as difficult to handle since they could not give their full concern because of some factors.

Cota (2011), in his research on the "Insights into the Lived Experiences of Three Elementary School Teachers" in Canada, said that men considered role modeling absolutely critical yet the most important part of the teacher's job. Men believed that students tended to look up to their teachers as hard working and a righteous person thus, encouraging the students to be respectful and helpful to others should be the utmost consideration of a teacher. The male participant attempted these behaviors to model. On the other hand, these values are seen mostly among female teachers because male teachers are seen as strict and discipline-driven, and somewhat incapable of the nurturing role and understanding how a female student should behave. But because of the notion that male teachers are for sometimes seen as more predatory than female teachers, male therefore apt not to be as much of a nurturer as female teachers. Men considered themselves as a man in a woman's world.

A significant contribution of this study is the confirmation that indeed, teaching is less traveled by straight men. Results of the study revealed the reason why straight men discourage to travel the road of teaching and why only fewer men dare to cross the border occupied by women. The study is some sort calling to amend the criteria in the selection of applicants. The result of this study may give the Department of Education and the Commission on Higher Education an insight on how they are going to motivate men to venture the teaching profession.

It is universal fact that not all men have an interest in teaching since, others see it as highly feminized profession. The Department of Education may design programs that would have men's achievement recognized separated from the way women are given recognition. By doing so, men teachers can identify themselves differently from women teachers. This will notto separate men with women teachers, but rather to give men a real identity that though they mother children in the classroom but they too have a unique role to play in children's learning process and holistic development.

The success of educational change inevitably depends on the quality and performance of teachers. Therefore, the importance of employing high quality teachers is crucial for educational systems. Choosing talented and committed brains to teaching career depends on making it an attractive profession. It is considered that there are some reasons why student teachers choose teaching as a career. Many studies reveal that while some students choose this profession with altruistic-intrinsic and extrinsic reasons, some others choose it under the influence of others. Career choice is considered as one of the major areas of concern for young people nearing the end of their schooling (Alberts, Mbalo, & Ackermann, 2003). Since it is a challenge to make a choice of their career, it is important for both parents and their children. As teaching plays vital role in preparing future generations of any society, it is essential to employ qualified and dedicated teachers in the profession. Therefore, choosing teaching as a career becomes more crucial.

It is revealed in some studies that student teachers are motivated to join profession with mostly extrinsic reasons. Extrinsic reasons refer to economic as well as conditions of service and social status. It is considered that students are interested in teaching as a career, and generally regard teaching as a preferred and respected occupation. Students who are interested in teaching consider teaching career for its enormous contribution to society, good salaries, and good working conditions. The security of employment offered by teaching and the attractive working hours and longer holidays (Butcher & Lewis, 2002; Knobloch, 2005; Stiegelbauer, 1992; Hayes, 2000).

In this light, male teachers must also see teaching in the same way and so they too will have the same perception about teaching and will not look teaching as for women only. Considering everything, it is evident that teacher candidates choose their career with different reasons. For this reason, this study would have benefited student teachers in choosing teaching profession as a career. It also proposes to find out if variables like gender, department, grade, family social background, place they live, age produce significant difference.

Meanwhile deterring issues in teaching was revealed in the study, participants said that the profession is tiresome, boring, and will give you the same environment when you were still a student. It offers a very low salary compared to working in the industry and is highly feminized or dominated by women.

These revelations from the straight men teachers may somehow open the eyes of the people in the authority to pay serious attention to the deterring issues and prevent losing straight men who are qualified and passionately willing to teach. These men are neither influenced by a family member nor were left with no choice but are driven by their passion in teaching.

Brooke (2001) cited some statements from other educators who have shared their thoughts about the decreasing number of the male teachers in the school. He added that, some commented that teaching profession is being feminized. It is seen in the condition where it is observed that sometimes only a caretaker can be found in school helped provide a male role model. He cited another statement where it was said to have a long-term decline of men teaching. It was mentioned in his study the statement of Brendan McCaig who said that he believed that there is still a large barrier in the way of men entering teaching at primary level.

The second research question, which is the challenges faced by men teachers, generated four essential themes. This includes insecurities in early years of teaching. Men show insecurities in early teaching years. These insecurities may come in knowing that your co-teachers were your teachers before, the thought that there are students who are more

knowledgeable than the teacher, teaching the same subject taught by seasoned teachers, and a doubtful of sustenance in the teaching profession being a woman's world.

Based upon the insights from the participants in my study and the related studies and research mentioned, the authority may think of a strategy or a seminar that may help new teachers especially men teachers to cope up with their new environment and develop high self-esteem and confidence in teaching.

Moreover, Jamieson (2005) cited some statements, which emphasized the alarming topics and issues in Canada regarding the decline of the number of applicants for teaching profession. It is a problem since; they see that role models and mentors are important to the development of the students' academic and personality. The topics on the deterring number of male teachers' make up a growing challenge to the profession in Ontario. Educational jurisdictions from New Zealand to Portugal, and throughout the United Kingdom and the United States, report a downward trend of men in teaching. Women dominate the profession, particularly at the primary level. Countries such as Ireland, Poland, Italy, Austria, Germany and Hungary have 80 percent or more female teachers at the primary level, according to a 2001 report from the Organization for Economic Co-operation and Development (OECD).

In the same way, the participants as one that challenge them perceived handling of heterogeneous students. Male teachers keep hands off to female students to allay damaging rumors. Fear of beating students, if unable to control feelings appeared to be another factor that tests their capacity in handling the students.

Furthermore, interpersonal relations with colleagues, this encompasses diplomatic relations with co-teachers mostly female, and some gay, difficult colleagues mostly gossipy and have different ideas and principles in life. Lastly, stringent adherence to policies were divulged in the study, which required them to be in the classroom the whole day, implement the programs of the government stipulated in the core values of teaching and submission of required documents on time.

With regard to the above-mentioned essential themes, the people in the authority may strengthen their campaign which helps increase the number of men in teaching to allay them from the negative issues about men who want to work with children. Further, they may increase the salary of teachers to attract men to go in teaching. Since, teaching entails mothering, well in this case, the Department of Education may revolutionize programs and teaching pedagogy that may be masculine so it may look fair for men to use a strategy because it is not mothering in nature. Lastly, teaching is viewed to be a very low status job and received a very low prestige. The authority may open more opportunities for personal and professional development that equally welcome novice and seasoned teachers to participate. There may be more digital learning materials and complete facilities to accommodate their needs in teaching so they will not resort to their salary to suffice the needs for effective delivery of the lesson. In this case, they will feel more capacitated and adaptable to the demands of teaching, thus giving them a sense of academic freedom and increasing their value as an educator.

USA Today, a division of Gannett Satellite Information Network, Inc. (2012) enumerated some of the perceived reasons that deterred men from entering the teaching profession. The number one reason why men do not consider teaching to be their field of work is the fear of being labeled as sexual abusers. Second, a very low salary is perhaps another reason why men do not go in teaching. Also, teaching entails mothering, well in this case, men should stand as a father so, men would not consider mothering. Lastly, teaching is viewed to be a very low status job and received a very low prestige may discourage men to teach. Men would not put themselves in a status where they are so undervalued.

The above-mentioned implications may be of great help for the research participants to be academically engaged. The measures may somehow elicit the growing concern on academic disengagement.

Implications for Future Research

I have chosen to study the viewpoints of straight men in the teaching profession and the challenges they faced, but another research could examine the life of these participants through the lens of their chosen career. My study is only limited to the viewpoints and challenges of the straight men in the teaching profession, other issues and matters might guarantee a different result.

Future research on the viewpoints of the straight men teachers and the challenges faced by the straight men teachers may be advantageous when the participants may be taken from different school levels, and categories. Perhaps a more complete picture of the viewpoints and challenges will come out.

Researchers may focus on the other issues and may aim to know the views of education students why they enter the teaching profession. They may also seek to know straight men who are in the tertiary level and those who did not choose teaching but landed in this field.

Concluding Remarks:-

The result of this study will hopefully open the eyes of the people in the authority on the viewpoints and challenges faced by the straight men. This also serves as a reminder, that we should give recognition to male teachers differently from what we give to our female, so they will feel the difference between being a male teacher to being a female teacher, thus giving them honor and pride as men in the teaching profession. The role of male teachers in the holistic development of a child plays a very significant role. Just like at home where children have father and mother playing the same role, which is parenting, but in different titles and aspects of children's development. This should be given a serious consideration since, what we are hoping to achieve in education is the total development of our learners.

We should have straight men teachers in the learning environment. Men should know their vital role in the teaching-learning process and children's total development so they may not feel that they are not welcome in the teaching profession. Men may consider entering teaching profession, because it's the school where we consider to be the second home of our children, where they spent most of their time to discover and grow, and that teachers a second parents. There could be no home without a father figure to look at. What is a second home without a father figure? What is wholistic development without to experience a fatherly approach from a father figure himself?

References:-

1. Balyer, A., & Özcan, K. (2014). Choosing Teaching Profession as a Career: Students' Reasons. *International Education Studies*, 7(5), 104-115.
2. Baxter, P., & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559. Retrieved from <http://nsuworks.nova.edu/tqr/vol13/iss4/2>
3. Bem, S. L. (1981). Gender schema theory: A cognitive account of sex typing. *Psychological review*, 88(4), 354.
4. Bernard, B. (2012). *Content analysis in communication research*. New York, NY, US: Free Press. (1952). 220 pp. Retrieved <http://psycnet.apa.org/psycinfo/1953-07730-000>
5. Boyce, C. & Neale, P. (2006). *Conducting In-depth interviews: A Guide for Designing and Conducting In-depth Interviews for Evaluation Input*. Retrieved: http://www2.pathfinder.org/site/DocServer/m_e_tool_series_ind_epth_interviews.pdf?docID=6301
6. Boz, N. (2008). Turkish Pre-Service Mathematics Teachers' Beliefs About Mathematics Teaching. *Australian Journal of Teacher Education*, 33(5), 5
7. Butcher, J., & Lewis, E. (2002). Why not teaching? Senior students have their say. Paper presented at the Australian Association for Research in Education Conference, Brisbane. Dec. 1-5.
8. Cheek J (2008) 'Research Design' in LM Given (Ed) *The Sage Encyclopedia of Qualitative Research Methods Vol 2* London: Sage, p761-3. Retrieved <http://www.rds-sc.nihr.ac.uk/planning-a-study/study-design/qualitative-research-design/>
9. Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research designs selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.
10. Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*.
11. Creswell, J. W. (2008). *Research Questions and Hypotheses*. Sage publications.
12. Cota, A. (2011). INSIGHTS INTO THE LIVED EXPERIENCES OF THREE MALE ELEMENTARY SCHOOL TEACHERS.
13. Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity rethinking the concept. *Gender & society*, 19(6), 829-859.
14. Cushman, P. (2005). Let's hear it from the males: Issues facing male primary school teachers. *Teaching and teacher education*, 21(3), 227-240.

15. Desalla (2012). Career paths of male educators: their dreams and aspirations (doctoral dissertation). University of the Immaculate Conception, Davao City, Philippines.
16. Evans, D. (2011). Men still shun teaching as figures show gender imbalance persists. *The Times Educational Supplement Cymru*, (361), 5.
17. Foster, T., & Newman, E. (2005). Just a knock back? Identity bruising on the route to becoming a male primary school teacher. *Teachers and teaching*, 11(4), 341-358.
18. Graneheim, H. & Lundman, B. (2003). Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness. Pages 105–112, Volume 24, Issue 2
19. Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2, 163-194. Retrieved <http://www.qualres.org/HomeLinc-3684.html>.
20. Guest, G., MacQueen, K. M., & Namey, E. E. (2012). Introduction to applied thematic analysis. *Applied Thematic Analysis*, 3-18.
21. Guion, L, Diehl D, & McDonald D. (2011). Conducting an In-depth Interview. FCS6012 Retrieved <http://www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading5.pdf>
22. Hacıömeroğlu, G., & Taşkın, Ç. Ş. (2010). Preservice teachers' attitudes towards teaching profession in primary and secondary education. *Kırşehir Eğitim Fakültesi Dergisi (KEFAD)*, 11(1), 77-90.
23. Hyett, N., Kenny, A., & Virginia Dickson-Swift, D. (2014). Methodology or method? A critical review of qualitative case study reports. *International journal of qualitative studies on health and well-being*, 9.
24. Jean-Luc Bernard, David Hill, Pat Falter, & W. Douglas Wilson (2004). Narrowing the gender gap: Attracting men to teaching. November 2004,
25. John W. Creswell (2007). *Principles of Qualitative Research: Designing a Qualitative Study. Qualitative Inquiry and Research Design. Choosing Among Five Approaches* Third Edition. SAGE Publications, Inc
26. John W. Creswell. (2012). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
27. Johnson, S. P. (2008). The status of male teachers in public education today. *Education policy brief*, 6(4), 1-11.
28. Joseph A. Maxwell (2008) *Designing a Qualitative Study. Generalization in Qualitative Research*. 07-Bickman-45636:07-Bickman-45636 7/28/2008 6:13 PM Page 214
29. Khan, Samia & Van Wynsberghe, Robert (2008). Cultivating the Under-Mined: Cross- Case Analysis as Knowledge Mobilization [54 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 9(1), Art. 34, <http://nbn-resolving.de/urn:nbn:de:0114-fqs0801348>
30. Kilinc, A., & Mahiroglu, A. (2009). The attractors of teaching Biology: A perspective from a Turkish context. *Australian Journal of Teacher Education*, 34(5), 2.
31. Lahelma, E. (2000). Lack of male teachers: A problem for students or teachers?. *Pedagogy, Culture and Society*, 8(2), 173-186.
32. Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: a data collectors field guide*.
33. Martino, W., & Frank, B. (2006). The tyranny of surveillance: Male teachers and the policing of masculinities in a single sex school. *Gender and Education*, 18(1), 17-33.
34. Martino, W., & Kehler, M. (2006). Male teachers and the "boy problem": An issue of recuperative masculinity politics. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 41(2).
35. McLeod, S. A. (2008). Case Study Method. Retrieved from <http://www.simplypsychology.org/case-study.html>
36. Mills, M. (2004). Male teachers, homophobia, misogyny and teacher education. *Teaching Education*, 15(1), 27-39.
37. Mouton, J. (2001). *How to succeed in your master's and doctoral studies: A South African guide and resource book*. Van Schaik.
38. Nelson, B. (2012, Jul 02). Too few men choose careers in teaching. *Men Teach*. http://www.menteach.org/news/too_few_men_choose_careers_in_teaching
39. Oruc, N. (2011). The perception of teaching as a profession by Turkish trainee teachers: Attitudes towards being a teacher. *International Journal of Humanities and Social Science*, 1(4), 83-87.
40. Parr, M., Gosse, D., & Allison, J. (2008). The professional journey of male primary teachers: Experiences and perceptions of entering into a "sacred female space". *The International Journal of Diversity in Organizations, Communities and Nations*, 7(6), 257-265.

41. Parr, M., & Gosse, D. (2011). The perils of being a male primary/junior teacher: Vulnerability and accusations of inappropriate contact with students. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 46(3), 379-393.
42. Qualitative Research Design. 04-Richards.qxd 10/11/2006 9:46 PM Page 73 Retrieved
www.sagepub.com/upm-data/13172_Chapter4.pdf
43. Rich, M (2014). Why Don't More Men Go Into Teaching?. *The New York Times*. Retrieved:
http://www.nytimes.com/2014/09/07/sunday-review/why-dont-more-men-go-into-teaching.html?_r=0
44. Saban, A. (2003). A Turkish profile of prospective elementary school teachers and their views of teaching. *Teaching and Teacher Education*, 19(8), 829-846.
45. Sahin, A. (2014). In-Depth Analysis of How Prospective Social Studies Teachers Make Sense of Their Career Choice Decisions. *Educational Sciences: Theory and Practice*, 14(3), 981-994.
46. Santos, F. M., & Eisenhardt, K. M. (2005). Organizational boundaries and theories of organization. *Organization science*, 16(5), 491-508.
47. Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.
48. Smith, J.A., Flowers, P. & Larkin, M. (2009). *Interpretive Phenomenological Analysis: Theory, method and research*. London: Thousand Oaks, California: Sage
49. Schulzke, E. (2014, Sep 22). Why don't more men teach? *Deseret News* Retrieved from
<http://search.proquest.com/docview/1563923975?accountid=31259>
50. Skelton, C. (2003). Male primary teachers and perceptions of masculinity. *Educational Review*, 55(2), 195-209.
51. Snyder, T. (2014). Stereotypes and low pay keep men away from teaching. But that Y chromosome can make a huge difference in the classroom. *Male Call: Recruiting More Men to Teach Elementary School*.
52. Stake, R. E. (2013). *Multiple case study analysis*. Guilford Press.
53. *The Guardian*. (2008). Male teachers face more behavior problems. Retrieved from
<https://www.theguardian.com/education/2008/dec/29/male-teachers-behaviour>
54. Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. Retrieved://scholarspace.manoa.hawaii.edu/bitstream/handle/10125/227/1 1547-3465-05-147.pd.
55. Topkaya, E. Z., & Uztosun, M. S. (2012). Choosing Teaching as a Career: Motivations of Pre-service English Teachers in Turkey. *Journal of Language Teaching & Research*, 3(1).
56. Trochim, W. M. (2006). Qualitative measures. *Research Measures Knowledge Base*, 361-9433.
57. Williams, C. L. (1992). The glass escalator: Hidden advantages for men in the "female" professions. *Social problems*, 253-267.
58. Wilson, C. D. (2011). *Male perceptions of teaching in the primary grades: A phenomenological study* (Doctoral dissertation, University of Phoenix).
59. Wood, T. D. (2012). Teacher Perceptions of Gender-Based Differences among Elementary School Teachers. *International Electronic Journal of Elementary Education*, 4(2), 317-345.
60. Yin, R. K. (2011). *Applications of case study research*. Sage.
61. Yin, R. K. (2013). *Case study research: Design and methods*. Sage publications.
62. Yüce, K., Şahin, E. Y., Koçer, Ö., & Kana, F. (2013). Motivations for choosing teaching as a career: a perspective of pre-service teachers from a Turkish context. *Asia Pacific Education Review*, 14(3), 295-306.