

The Moderating Effect of Reflective Practice on the Relationship between Career Adapt-Abilities and Teacher Engagement of Junior High School Teachers in Davao Region

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Abstract: The primary goal of this study was to determine the moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement of junior high school teachers in Davao Region. Adapted survey questionnaires were given to a sample of 400 teachers from public junior high school teachers in the region. Results showed that the levels of career adapt-abilities, teacher engagement and reflective practice are high. Moreover, findings revealed that there was a significant relationship between career adapt-abilities and teacher engagement ditto with reflective practice and teacher engagement. To determine the moderating effect of reflective practice, a logistic hierarchical regression was employed. Findings showed that reflective practice does not moderate the relationship between career adapt-abilities and teacher engagement. Teachers who have higher and lower levels of reflective practice demonstrated the same degree of teacher engagement as influenced by career adapt-abilities. However, results revealed that separately career adapt-abilities and reflective practice are important contributors to teacher engagement.

Keywords: career adapt-abilities, education, moderating effect, Philippines, reflective practice, teacher engagement.

I. INTRODUCTION

Understanding teacher engagement is significant to interpreting the emotional processes essential to successful teaching (Klassen, Yerdelen, & Durksen, 2013). The 2013 Gallup research showed that K-12 teachers' regular engagement level falls in their first few years on the job. Teachers with not more than one year of experience on the job are the most engaged, at 35%. The figure falls notably to 28% among teachers on the job for three to few years. This is certainly a reason in retention rates (Lopez & Sidhu, 2013). Absenteeism connected with lack of teacher engagement makes a depletion on school productivity. Teachers who work in school districts that promote teacher engagement possibly are better positioned to handle the workplace challenges associated with bad health, involving the incapacity to do regular works (Hastings & Agrawal, 2015).

Recognizing the importance of teacher engagement as discuss in the preceding paragraph, the researcher conducted an intensive review of literature that may affect or moderate teacher engagement. A number of related literature showed the link between career adapt-abilities and teacher engagement (Potgieter, 2013; Bakker, 2011; Klehe, Zikic, Van Vianen, & De Pater, 2011; Hirschi, 2010), likewise it was also established that reflective practice is associated with work engagement (Lawrence, 2009; Gohman, 2015). Career adapt-ability influences to positive behavior and the person's capacity to adapt with greater easiness to anxiety and doubt in the work environment (Harry & Coetzee, 2013). Persons with high levels of career adapt-ability are commonly both mentally and emotionally more prepare to manage with more anticipated tasks of preparing for and involving in the work role and with the unstable adjustments prompted by changes in work and working roles (Savickas & Porfeli, 2012).

Although there are already existing literature on the association between career adapt-abilities and teacher engagement (Potgieter, 2013; Bakker, 2011) and so with reflective practice and teacher engagement (Lawrence, 2009; Gohman, 2015), those studies dealt only with bivariate relationships and did not cover the three variables in a single study. This study dealt with the three variables with one variable as the moderating construct making this study a contribution to new knowledge. It is in the above context that the researcher decided to conduct the study with the intention of determining which of the above-mentioned variables may have direct effect or may moderate the effect of one variable.

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Research Objective:

The main purpose of the study was to determine the moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement of Junior High School teachers in Davao Region. Specifically, the study was conducted to deal with the following objectives:

1. To describe the level of career adapt-abilities in terms of:
 - 1.1. concern;
 - 1.2. control;
 - 1.3. curiosity, and
 - 1.4. confidence.
2. To assess the level of teacher engagement in terms of:
 - 2.1. emotional engagement;
 - 2.2. social engagement-colleagues;
 - 2.3. cognitive engagement, and
 - 2.4. social engagement-students.
3. To ascertain the level of reflective practice of junior high school teachers
4. To determine the significance of relationship between:
 - 4.1. career adapt-abilities and teacher engagement
 - 4.2. reflective practice and teacher engagement
5. To identify the significance of the moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement

Hypothesis:

The following null hypotheses were tested at 0.05 level significance:

1. There is no significant relationship between teacher engagement and the two variables: career adapt-abilities and reflective practice.
3. There is no significant moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement.

II. METHODOLOGY

Research Design:

This study employed non-experimental quantitative research design utilizing descriptive correlational technique employing hierarchical logistic regression and modgraph. First, the descriptive correlational method of research was used. Catane (2000) elucidated that descriptive research is concerned with describing the characteristics of the population and it tries to find out the association of certain characteristics in the population and furtherly emphasized that correlation research involves the determining on the degree of relationship that exists between two or more variables. Secondly, a causal-comparative research design was used to establish a link on teacher engagement as influenced by career adapt-abilities. A quantitative research approach allows for the measuring of data, and enables a comparison of the two variables (Creswell, 2009).

Research Locale :

This study was conducted in Davao Region of the Philippines, most specifically Region XI on the second semester of school year 2017-2018. Davao Region has eleven divisions, namely: Division of Compostela Valley, Division of Davao del Sur, Division of Davao Oriental, Division of Davao del Norte, Division of Mati City, Division of Davao City, Division of Davao Occidental, Division of Digos City, Division of Tagum City, Division of Panabo City and Division of IGACOS. The site of the study was in Davao Region which is one of the regions of the Philippines, designated as Region XI.

Population and Sample:

The respondents of this study were 400 teachers from the different public schools in Davao Region. Random sampling was employed to ensure that every member of the population was given a chance to be selected as part of the sample. Slovin Formula is described by Tejada and Punzalan (2012) as a tool in determining an appropriate sample size from the given population, hence utilized in this study with 400 as the minimum sample at .05 significance level.

Research Instrument:

The instrument used in this study contained three parts as follows: Part 1 which deals on the teachers’ career adapt-abilities which was adopted by Tien et al., (2012), Part 2 consisted of teacher engagement designed by Klassen et al., (2013), Part 3 made up of reflective practice designed by Larrivee, (2008).

Data Collection:

In collecting the data, the following steps were undertaken. In asking *permission to conduct the study*, a letter which is noted by the adviser and properly attached with endorsement letter signed by the dean of the graduate school was sent to the office of the Regional Director. The letter was approved after seven working days. Upon the approval of the Regional Director, the letter was forwarded and addressed to the ten Schools Division Superintendents asking permission to conduct the study on the moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement in all public junior schools in Davao Region and it took four days for the researcher to route the letters. Directions on how to answer the career adapt-abilities, reflective practice and teacher engagement were carefully read and explained to the respondent with examples. Questionnaires with answers were gathered right after they accomplished them.

Statistical Tools:

The following statistical tools were used in the analysis and interpretation of the data:

Mean. This was used to determine the level of importance of career adaptabilities and the level of teacher engagement in Davao Region.

Pearson product – moment correlation (Pearson r). This was used to determine if there is significant relationship between reflective practice, career adapt-abilities and teacher engagement of junior high school teachers in Davao Region.

Hierarchical Logistic Regression and Modgraph. This was used to identify the extent of moderating effect of reflective practice on teacher engagement.

III. RESULTS

Level of Career Adapt-Abilities of Junior High School Teachers:

Shown in Table 1 are the mean scores for the indicators of Career Adapt-Abilities of Junior High School Teachers in Davao Region. The overall mean of the level of career adapt-abilities is 4.09 being described as *High* descriptive level. The indicator of career adapt-abilities which is *concern* obtained a highest mean of 4.23 which yielded a *Very High* descriptive level. This is seconded by *confidence* which obtained a mean of 4.11 indicated a *High* descriptive level. *Curiosity* has a mean of 4.07 also described as *High* descriptive level. *Control* has the lowest mean of 3.93 which achieved a *High* descriptive level.

Table 1
Level of Career Adapt-Abilities

| Indicator | SD | Mean | Descriptive Level |
|----------------|-------------|-------------|-------------------|
| Concern | 0.62 | 4.23 | Very High |
| Control | 0.62 | 3.93 | High |
| Curiosity | 0.65 | 4.07 | High |
| Confidence | 0.61 | 4.11 | High |
| Overall | 0.53 | 4.09 | High |

Level of Teacher Engagement of Junior High School Teachers:

Presented in Table 2 are the mean scores for indicators of teacher engagement of junior high school teachers with an

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overall mean of 4.14 which resulted to a *High* descriptive level. Among the four indicators, *emotional engagement* indicated the highest mean closed to 4.22 with a *Very High* descriptive level. *Social engagement: colleagues* earned a mean of 4.14 classified as *High* descriptive level. *Social engagement: students* followed its mean down to 4.12 also described as *High* descriptive level. *Cognitive engagement*, the least among the indicators, obtained a mean of 4.07, however; achieved a *High* descriptive level.

Table 2
Level of Teacher Engagement

| Indicator | SD | Mean | Descriptive Level |
|------------------------------|-------------|-------------|-------------------|
| Emotional Engagement | 0.68 | 4.22 | Very High |
| Social Engagement-Colleagues | 0.62 | 4.14 | High |
| Cognitive Engagement | 0.60 | 4.07 | High |
| Social Engagement-Students | 0.64 | 4.12 | High |
| Overall | 0.54 | 4.14 | High |

Level of Reflective Practice of Junior High School Teachers:

Disclosed in Table 3 is the level of reflective practice of junior high school teachers. The overall mean rating is 3.90 with a *High* descriptive level. It is observed that all items obtained a *High* descriptive level. This signifies that teacher's reflective practice is oftentimes observed.

Table 3
Level of Reflective Practice

| Item | SD | Mean | Descriptive Level |
|---|------|------|-------------------|
| 1. Enforcing preset standards of operation without adapting or restructuring based on students' responses | 0.72 | 3.69 | High |
| 2. Supporting beliefs and assertions with evidence from experience, theory or research | 0.66 | 3.85 | High |
| 3. Recognizing the interdependence between teacher and student actions | 0.68 | 3.92 | High |
| 4. Viewing student and classroom circumstances as beyond the teacher's control | 0.76 | 3.66 | High |
| 5. Attributing ownership of problems to students or others and considers differing needs of learners | 0.69 | 3.75 | High |
| 6. Thoughtfully connecting teaching actions with student learning or behavior | 0.67 | 3.90 | High |
| 7. Seeing beyond immediate demands of a teaching episode and limits analysis of teaching practices to technical questions about teaching techniques | 0.67 | 3.77 | High |
| 8. Modifying teaching strategies and connects specific methods to underlying theory | 0.86 | 3.94 | High |
| 9. Implementing solutions to problems that focus only on short-term results and makes adjustments based on past experience | 0.78 | 3.78 | High |
| 10. Questioning the utility of specific teaching practices and provides some differentiated instruction to address students' individual differences | 0.71 | 3.81 | High |
| 11. Surviving to enhance learning for all students | 0.76 | 3.94 | High |
| 12. Seeking ways to connect new concepts to students prior knowledge | 0.69 | 4.00 | High |
| 13. Having genuine curiosity about the effectiveness of teaching practices, leading to experimentation and risk-taking | 0.66 | 3.98 | High |
| 14. Engaging in constructive criticism of one's own teaching | 0.70 | 3.97 | High |
| 15. Adjusting methods and strategies based on students' relative performance | 0.67 | 3.99 | High |
| 16. Searching for patterns, relationships and connections to deepen understanding | 0.69 | 3.96 | High |

International Journal of Novel Research in Education and Learning

 Vol. 5, Issue 5, pp: (71-81), Month: September - October 2018, Available at: www.noveltyjournals.com

| | | | |
|---|-------------|-------------|-------------|
| 17. Having commitment and continuous learning and improved practice | 0.70 | 4.03 | High |
| 18. Identifying alternative ways of representing ideas and concepts to students | 0.71 | 3.96 | High |
| 19. Recognizing what the students bring to the learning process | 0.70 | 3.95 | High |
| 20. Considering students' perspective in decision making | 0.71 | 3.99 | High |
| 21. Considering the ethical ramifications of classroom policies and practices | 0.68 | 3.99 | High |
| 22. Observing self in the process of thinking | 0.73 | 3.93 | High |
| 23. Being aware of congruence between beliefs and actions and takes action to rectify | 0.66 | 3.89 | High |
| 24. Acknowledging the social and political consequences of one's teaching | 0.66 | 3.91 | High |
| 25. Challenging assumptions about students and expectations for students | 0.69 | 3.94 | High |
| Overall | 0.53 | 3.90 | High |

Correlation between Career Adapt-Abilities and Teacher Engagement:

Reflected in Table 4 is the relationship between career adapt-abilities and teacher engagement of junior high school teachers in Davao region. The overall r-value is .507 with $p < 0.05$ significance level set in this study. This leads to the rejection of the null hypothesis which states that there is no significant relationship between career adapt-abilities and teacher engagement of junior high school teachers in Davao Region. Hence, the result shows that career adapt-abilities has significant relationship with teacher engagement. When the indicators of the independent variable which is the career adapt-abilities were correlated with teacher engagement, confidence had an overall correlation coefficient of 0.706, curiosity had a correlation coefficient of 0.700, control had a correlation coefficient 0.634, concern had a correlation coefficient of 0.507, and the overall result of 0.507 correlation coefficient which are significant at 0.05 level of significance.

Table 4
Correlation between Career Adapt-Abilities and Teacher Engagement

| Adapt-Abilities | Teacher Engagement | | | | Overall |
|-----------------|----------------------|------------------------------|----------------------|----------------------------|--------------|
| | Emotional Engagement | Social Engagement Colleagues | Cognitive Engagement | Social Engagement-Students | |
| Concern | .415* | .439* | .473* | .392* | .507* |
| Control | .539* | .475* | .545* | .586* | .634* |
| Curiosity | .614* | .533* | .650* | .573* | .700* |
| Confidence | .616* | .553* | .624* | .594* | .706* |
| Overall | .415* | .439* | .473* | .392* | .507* |

*significant at 0.05 significance level

Correlation between Reflective Practice and Teacher Engagement:

Table 5 shows the relationship between reflective practice and teacher engagement of junior high school teachers in Davao province. The overall r-value is .596 with $p < 0.05$ significance level set in this study. This leads to the rejection of the null hypothesis which states that there is no significant relationship between reflective practice and teacher engagement. Hence, the result shows that reflective practice is associated with teacher engagement. When the indicators of the dependent variable which is the teacher engagement were correlated with reflective practice, social engagement: students had an overall correlation coefficient of 0.476, emotional engagement had a correlation coefficient of 0.446, social engagement: colleagues had a correlation coefficient 0.387, cognitive engagement had a correlation coefficient of 0.324.

Table 5
Correlation between Reflective Practice and Teacher Engagement

| Teacher Engagement | Reflective Practice |
|--------------------------------|---------------------|
| Emotional Engagement | .446* |
| Social Engagement – Colleagues | .387* |
| Cognitive Engagement | .324* |
| Social Engagement-Students | .476* |
| Overall | .596* |
| | .000 |

Moderating Effect of Reflective Practice on the relationship between Career Adapt-Abilities and Teacher Engagement:

Hierarchical regression analysis was conducted to test the hypothesis on moderating effect. The independent variable, *career adapt-abilities* was entered into the hierarchical procedure as step one. The result of the regression are presented in Table 6. When regressing *career adapt-abilities* ($B=.514, p<.001$) and the moderating variable, *reflective practice* ($B=.298, p<.05$) in step 2, they were found to be significant predictors of *teacher engagement* of junior high school teachers in Davao Region, in their capacities as separate variables. The third step in the regression analysis was to determine the interaction effect of *reflective practice* on the relationship between *career adapt-abilities* and *teacher engagement*, as proposed in hypothesis 3, so that higher level of *reflective practice* does not increase nor decrease the relationship between *career adapt-abilities* and *teacher engagement*. When the effect of one independent variable differs based on the level of magnitude of another variable (a moderator variable), then an interaction occurs. However, the interaction effect ($B= -.027, p>.05$), which is the product of *teacher engagement* and *reflective practice* was not significant, hence the acceptance of the null hypothesis that reflective practice does not moderate the relationship between *career adapt-abilities* and *teacher engagement*. This suggests that the interaction effect was not a contributor to the model variance. The result of the study could be further analyzed through the R square change in Table 6. The R square change tells how much variance in the DV these predictors in each step. The R square change of .049 means an additional variance of 5% to the variance of 50% in step 1 of the hierarchical regression. This shows that 50% of the variance (step1) in teacher engagement of junior high school teachers in Davao Region is due to their career adapt-abilities. The interaction term (career-adapt-abilities X reflective practice) registered no contribution (0.00) to the DV.

Table 6
Hierarchical Regression to Assess the Moderating Effect of Reflective Practice on Career Adapt-Abilities-to Teacher Engagement Relationship

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | R Square Change |
|-----------------|-----------------------------|------------|---------------------------|--------|------|-----------------|
| | B | Std. Error | Beta | | | |
| Step 1 | | | | | | .498 |
| (Constant) | 1.239 | .147 | | 8.426 | .000 | |
| Adapt-Abilities | .709 | .036 | .706 | 19.879 | .000 | |
| Step2 | | | | | | .049 |
| (Constant) | .872 | .151 | | 5.789 | .000 | |
| Adapt-Abilities | .514 | .045 | .512 | 11.369 | .000 | |

International Journal of Novel Research in Education and Learning

 Vol. 5, Issue 5, pp: (71-81), Month: September - October 2018, Available at: www.noveltyjournals.com

| | | | | | |
|---|-------|------|-------|-------|------|
| Reflective Practice | .298 | .046 | .294 | 6.525 | .000 |
| Step3 (Constant) | | | | | .000 |
| Adapt-Abilities | .466 | .862 | | .540 | .589 |
| Adapt-Abilities | .613 | .211 | .610 | .2903 | .004 |
| Reflective Practice | .409 | .236 | .403 | 1.735 | .083 |
| Adapt-Abilities by Reflective Practice | -.027 | .056 | -.190 | -.479 | .632 |

IV. DISCUSSION

Career Adapt-abilities of Junior High School Teachers:

It is generally shown that the high level of career adapt-abilities in Davao Region could be attributed to the high rating given by the respondents in most of the indicators. This means that junior high school teachers in Davao Region oftentimes feel that their career adapt-abilities is good. This means further that the respondents' response to career adapt-abilities was manifested in majority of the cases in items of confidence, curiosity, and control. One measure of career adapt-abilities is centered on concern which was rated as very high. This is attributed to the responses of the respondents to the following items: realizing that today's choices shape own future, preparing for the future, and thinking about what my future will be like. This means that teachers are always satisfied and felt secured about their future. The findings relate to the study of Guan et al. (2013) and Tulo and Gempes (2016) which posited that college graduates with a very high level of concern are likely to be more ready for the chore involved in job search and thus have a better chance to get employed. It is also connected with the findings of Wright and Frigerio (2015) which stressed that persons with very high concern are seen to be looking ahead, examining their surroundings for the need to change and taking a planning, future oriented approach to their vocation. Another indicator of the level of career adapt-abilities of junior high school teachers is confidence which the respondents rated a high response. This high level is attributed to the following items: taking care to do things well, learning new skills, and working up to my ability. This is in relation to the proposition of Tladinyane and Van der Merwe (2016) which posited that career confidence is the self-assurance in one's capacity to confront and to take care of professional and vocational issues.

One more indicator which displays a high response is curiosity. The high level was described as high manifestations of the responses of the respondents in the following items: teachers are looking for opportunities to grow as a person, investigating options before making a choice, and becoming curious about new opportunities. This finding is made stronger by Coolen (2014) and Dela Salde and Gempes (2018) that curiosity is tied in with increasing self-learning through self-reflection and examining what the work world is providing to discover the fit in regards to the self and professional roles. This is in consonance with the study of Baillargeon and Carlstrom (2013) which stipulated that curiosity addresses the inquiry 'what will I do? It includes examination of choice, through experience, searching for knowledge, and seeking of learning and values. In addition, the career adapt-abilities in terms of control was also described as high due to the following items: taking responsibility for own actions, doing what is right for oneself, and sticking up for own beliefs. Such findings conformed to the study made by Koen et al. (2012) which mentioned that career control is expressed in decisiveness and competence in decision-making, which in turn prompt career curiosity about possible selves and alternative futures. This is made stronger by Savickas (2013) which stressed that career control represents as an aspect of intrapersonal methodology that encourage self-regulation, not an interpersonal process that influence self-regulation. Control involves self-discipline, awareness or knowledge of a person (Gempes, 2015) and being hardworking, thoughtful, systematic, and strong-minded in performing developmental labor and making occupational conversion. Its opposite is perplexity, not dependence.

Teacher Engagement:

The other variable considered on this study is the level of teacher engagement which was rated by the respondents as high. This implies that the items in teacher engagement are oftentimes observed. The high level of teacher engagement of junior high school teachers in Davao Region could be attributed to the high rating given by the respondents in most of the indicators. This also means that the respondents' response to teacher engagement was oftentimes observed in the items of *social engagement-colleagues*, *social engagement-students*, and *cognitive engagement*. It is observed that among the four indicators, only one with very high response, *emotional engagement*. The very high level obtained for *emotional engagement* is indicative that teachers are very eager to engage in their profession. This is attributed to the responses of the respondents to the following items: loving teaching, finding teaching fun, and feeling happy while teaching. This is consistent with the findings of Kahn (1990) which expressed 'individual engagement' has three segments – subjective, full of feeling (or passionate) and physical. He saw enthusiastic engagement especially as far as individuals relating to others

at work, or feeling fulfillment/disappointment with their execution. The result conforms to the proposition of Schaufeli and Salanova, (2011) which affirmed that engagement reflects motivational powers (e.g., characteristic purposes behind conduct), however is thoughtfully distinct from these forces and from the resulting practices.

The three indicators with high response are *social engagement: colleagues*, *social engagement: students*, and *cognitive engagement*. First, *social engagement: colleagues* is rated by the respondents as high. This high level is attributed to the following items: valuing the relationships built with colleagues, being committed to helping colleagues, and connecting well with colleagues. This is supported by Wang and Haertel (1994) and Wentzel (2010) which expressed that teachers link together students, other teachers, school overseers, families, and group individuals to encourage the learning achievement and sound advancement of their students. The idea of these connections among various partners fluctuates relying upon the teachers' purpose and the necessities of their students (Into and Gempes, 2018). Second, *social engagement: students* which obtained a high response also. This is attributed to the following items: caring about the problems of the students, being empathetic towards the students, and showing warmth to the students. This is in line with the concept of Pianta et al. (2012) which expressed that the nature and quality of relationship connections amongst teachers and students are basic to understanding students' engagement, can be evaluated through institutionalized perception strategies, and can be changed by giving instructors information about formative procedures applicable for classroom communications and customized criticism/bolster about their intuitive practices and signs. At the point when these backings are given to teachers' connections, students' engagement increases. Similarly, the study is in consonance with the notion of Lethbridge (2013) which argued that it is vital that teachers have a positive and gainful association with families inside the school community. Students' results enhance when teachers have bolster from home. With regard to *cognitive engagement*, it was also described as high due to the response of the respondents on the following items: trying to perform well, paying a lot of attention to own work, and working with intensity. The result showed congruence to the research led by Joo et al. (2017) revealed that the plan corrections decidedly influenced both students' cognitive engagement and learning outcomes with this distance advanced education setting; in any case, the student performance represented their evaluations may not generally manifested this change.

Reflective Practice:

It is observed that the items of reflective practice was rated by the respondents as *high* which means that teachers' reflective practice is oftentimes observed. This signifies that reflective teaching urges teachers to constantly enhance their work and they (teachers) adjust learning of substance with instructional method for teaching to control their students to scholastic achievement. The findings of Christodoulou (2013) conjectured that teachers should be outfitted with another scope of aptitudes which would prompt new teaching techniques. Securing pedagogical methodologies that grasp intelligent idea is an approach to enhance the nature of TE in all phases of a teacher's improvement. Thinking reflectively and deeply about the events in teaching day debilitating and illogical. It is supported by the study of White (2015) that learning was a transformatory procedure through which people were urged to evaluate their interpretations of experience and occasions and consider them to aid the learning procedure. Furthermore, it is in consonance with the work of Kaywork (2011) which contended that teachers become pedagogical thinkers by reflecting both and after their teaching.

Moreover, *having commitment and continuous learning and improved practice* obtained a highest mean followed by *seeking ways to connect new concepts to students' prior knowledge*. Both items are rated by the respondents as high. This is supported by the study of Ibrahim et al. (2012) which posited that choosing of the critical episode depend intensely on educators' capacity to recognize needs in teaching processes. A study made stronger by Pang and Wray (2017) which disclosed the vital effect of reflection on pre-service language teacher preparation. Members portrayed reflective practice as being part of enhancing their training in preparing various teachers for different students given new instruction devices, settings, arrangements, and practices. In addition, it is noted that three items obtained the same mean such as: *considering students' perspective in decision making*, *recognizing what the students bring to the learning process*, *adjusting methods and strategies based on students' relative performance*. The study is aligned with the findings of Ferdowsi and Afghari (2015) which found out that reflective teaching is one of the essential procedures in training since it helps instructors and students' advancement from numerous points of view like problem solving and basic leadership procedures and it cultivates basic intuition capacities. Reflective teaching is an inventive approach in teaching; it is an important approach in which educators utilize their instincts and encounters to watch their performance, assess themselves, censure their practices and acknowledge other feedback receptively. It encourages them to advance and build up their teaching methodology.

Correlation between Career Adapt-Abilities and Teacher Engagement:

The present study reveals a significant relationship between career adapt-abilities and teacher engagement of junior high school teachers in Davao Region. This implies that career adapt-abilities influence the teacher engagement which are revealed on the data. This is confirmed by the study of Tladinyane and Van der Merwe, (2016) who submitted findings of a research that there is a significant positive relationships between career adapt-ability and teacher engagement. They proposed that contributors who have skilled teacher engagement have better developed profession adaptability skills. The study contributed by Potgieter (2013) revealed tremendous relationships among career adaptability and employee

engagement as well as significant differences between age and race groups on some dimensions of the constructs. A number of researchers agreed upon the concept between the relationships of the two variables in which they stated that career adapt-ability is consequently a critical construct to consider this on as it relates to teacher engagement. Career adaptability contributes to elements like of work engagement, job satisfaction, career success, a stronger connection and a suit with the organization and a stronger experience of responsibility to the employer (Ferreira, 2012; Savickas & Porfeli, 2012; Zacher, 2014).

Correlation between Reflective Practice and Teacher Engagement:

The study shows a significant relationship between reflective practice and teacher engagement. This indicates that reflective practice affects teacher engagement as shown on the data. This is validated by the research of Lawrence, (2009) which shows a positive direct relationship between critical reflective practice and (teacher) work engagement. Also, Lawrence, (2009) added that consequences of the findings support the hypothetical thought that basic critical reflective practice, especially within a magnet designated environment, might be identified with related work engagement and professional well-being. It is strengthened by Gohman (2015) in which findings demonstrated that reflective practice and work engagement are significantly correlated. A connection between reflective practice and work engagement would make reflective practice an alternative as an apparatus that experts and supervisors may use to help work engagement. In addition, Gohman (2015) contended that engagement in reflective practice may increase work engagement, work engagement may empower engagement in reflective practice, or a positive spiral where work engagement increments intelligent practice, which builds work engagement could be conceivable.

Hierarchical Regression to Assess the Moderating Effect of Reflective Practice on Adapt-Abilities-to-Teacher Engagement Relationship:

Hierarchical regression analysis was conducted to test the hypothesis on moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement of junior high school teachers in Davao Region. The results of the regression revealed that career adapt-abilities and reflective practice found to be predictors of teacher engagement of junior high school teachers in Davao Region in their capacities as separate variables. However, the interaction effect or the product of career adapt-abilities and reflective was not contributor to the model variance. This implies that reflective practice does not moderate the relationship between career adapt-abilities and teacher engagement of junior high school teachers in Davao Region.

A modgraph (Figure 1) was provided to visually verify the result of the regression. It indicates that there is no interaction effect of career adapt-abilities and reflective practice since according to Jose (2013), a graph having three parallel lines implies no interaction of the main effect with the moderator.

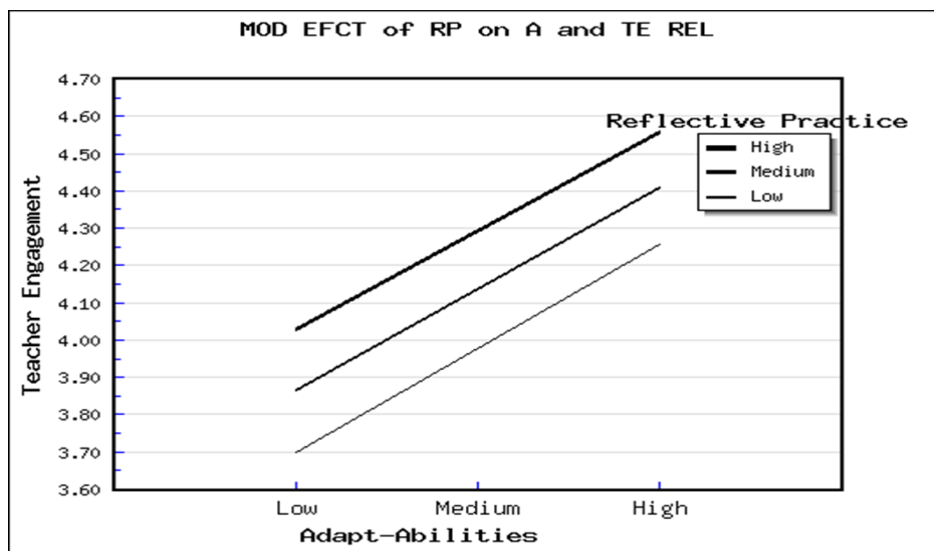


Figure 1. Graphical depiction of the moderating effect of reflective practice in the adapt-abilities-to-teacher engagement relationship

This means that changes in the level of reflective practice do not significantly affect the variation in career adapt-abilities in an attempt to influence teacher engagement. Further interpretation of the graph in terms of low, medium and high levels of the main effects and the moderator (Jose, 2013) is that the levels vary from one standard deviation below the mean (low), the mean level (medium), and one standard deviation above the mean (high). An interaction occurs if the variation in the levels of the main effects depends on the variation in the levels of the moderator. This condition was not met in the

study since the lines are parallel suggesting non-interaction. Although significant moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement was not proven, however, results revealed that separately career adapt-abilities and reflective practice are important contributors to teacher engagement (Potgieter, 2013; Lawrence, 2009).

III. CONCLUSION

Based from the findings of the study, conclusions are drawn in this section. The teachers' level of career adapt-abilities is very high on concern. The teachers' level of career adapt-abilities is high in terms of control, curiosity, and confidence. Consequently, level of teacher engagement is very high on emotional engagement. The teachers' level of teacher engagement is high specifically on social engagement: colleagues, cognitive engagement, and social engagements: students. Moreover, the level of teacher's reflective practice is high. Furthermore, there is a significant relationship between career adapt-abilities and teacher engagement. Teacher's reflective practice has a significant relationship with teacher engagement. Reflective practice does not moderate the relationship between *career adapt-abilities* and *teacher engagement*. While the result revealed that there is no significant moderating effect of reflective practice on the relationship between career adapt-abilities and teacher engagement, it was established that the study supports the proposition on the theoretical framework which states that there is a significant relationship between career adapt-abilities and employee engagement (Potgieter, 2013) ditto with reflective practice and employee engagement (Lawrence, 2009).

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