



# I AM HOME: EXPLORING AND UNDERSTANDING THE MOTIVATION OF MALE STUDENTS IN CHOOSING A SOCIAL WORK COURSE AT INTERNATIONAL SCHOOL OF ASIA AND THE PACIFIC

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## ABSTRACT

This study explores why male students chose to enroll in the Social Work program at the International School of Asia and the Pacific for the fiscal year 2023-2024. It looks at their experiences at ISAP, their reasons for choosing social work, and what led them to pursue this field. The study shows that these students are mainly motivated by a strong desire to make a positive impact on their communities, driven by personal experiences, family support, and a commitment to social justice. They are drawn to social work because it aligns with their values and career goals and offers diverse opportunities for working with different people and organizations. Practical factors, like the affordability of the program and limited choices, also influence their decision. ISAP's supportive environment, which focuses on gender equality and overall development, is an important part for their success. The study highlights ISAP's efforts to create a welcoming environment that promotes fairness and equal opportunities for all students. Understanding these motivations is important for improving educational practices and support strategies, which will benefit both the students and the social work profession.

**Key words:** *Motivation, Social Work, Qualitative, Male Students, ISAP*

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## INTRODUCTION

The motivations behind choosing social work as a career can profoundly shape the profession's quality and character. Students' reasons impact their learning process and how they apply professional knowledge, values, and skills. These motivations can either support students in navigating their



academic and professional responsibilities or potentially result in dissatisfaction. The aspirations of male students can serve as a significant motivator, enabling them to overcome academic challenges and cultivate a strong commitment to their professional responsibilities.

Male students are motivated to pursue social work for a several reasons. Some are driven by a desire to serve the government or contribute to societal welfare. Moreover, influences from their families, teachers, and local social workers, alongside personal journeys toward self-healing, also shape their decisions. Altruistic intentions, such as helping others and seeking personal fulfillment, are common motivations for choosing social work among male students. They are particularly attracted to the profession's diversity, which offers a wide array of career opportunities across various settings involving interactions with diverse individuals and organizations.

According to Davey B (2002), decisions are always shaped by practical constraints such as the availability of academic placements, institutional support for social work, and the professional image, including any gender-specific perceptions of the field. The balancing of these elements in decision-making is a topic of significant philosophical and sociological debate as stated by Elder-Vass (2007). Consequently, while valid reasons, desires, and incentives to enter social work are crucial considerations, they -represent just one facet of the decision-making process.

Male students enrolled in social work course at ISAP, aim to explore their motivations in choosing the course. By examining their motivations it is easily to explain their interest in social work and in pursuing their study at ISAP. These motivations shape their perspectives on the profession's values, mission, and methods in addressing social work challenges. Moreover, these motivations impact how students navigate their academic journeys. Hence, exploring these motives in greater depth is highly significant.

The study aims to uncover the distinction factors that influence male students' decisions, providing insights into their specific aspirations and career objectives within social work.

By exploring these motivations, the study seeks to illuminate the diverse reasons that attract male students to social work. This includes their passion for social justice, commitment to making a positive impact in communities, personal experiences that have shaped their career choices, and their perspectives on the role of social work in addressing societal challenges.



Furthermore, this research aims to demonstrate how these motivations align with the values and missions of the social work profession. Understanding these connections will inform enhancements to ISAP's educational programs, ensuring they effectively meet the aspirations and professional goals of male social work students. It provides a comprehensive understanding of the motives driving male students to pursue social work, guiding educational practices and initiatives that foster inclusivity, diversity, and excellence in the field.

## **METHODOLOGY**

This chapter presents the research methods that are used in this study. The researchers will outline the way the information and data required to address the study's goals and inquiries were collected, presented, and analyzed, as well as the reasons and justification for the research design, research instruments, data sources, ways to gather data, data presentation techniques, and able to analyze methods and processes used to carry out the study.

### **Research Design**

This study used a qualitative research design to help broaden the knowledge of the researchers about the Motivations of Male students in choosing the Social Work Course in ISAP Peñablanca. Qualitative research is applying non-numerical data as a research tool to study and understand complex phenomena, aiming to generate new understandings of human experiences, behaviors, and social settings. Researchers used a qualitative as their research design to explore and understand the different motivations of Male students and to know why they chose ISAP to pursue that course, this study will give an in-depth understanding of the Male students of ISAP under the Social Work program. The qualitative method is suited to this study; it allows the researcher to have one-on-one interviews.

According to McNamara (2009), the strength of the general interview guide approach is the ability of the researcher "to ensure that the same general areas of information are collected from each interviewee; this provides more focus than the conversational approach, but still allows a degree of freedom and adaptability in getting information from the interviewee." The researcher remains in the driver's seat with this type of interview approach, but flexibility takes precedence based on perceived prompts from the participants.

### **Respondents of the Study**



The respondents for this study are ten male students from the Social Work Department at ISAP, enrolled from first year to fourth year for the Fiscal Year 2023-2024. Purposive sampling was used to select participants, and data were collected through face-to-face individual interviews conducted at ISAP. The required participants are male students currently enrolled in the Social Work Department at ISAP for the specified fiscal year, regardless of their year level. Students who are not enrolled in the Social Work Department, those who do not meet the male gender requirement, or students not enrolled for the Fiscal Year 2023-2014 are not part of this study.

### **Data Gathering Tool**

The respondents were individually interviewed using guide questions that prepared by the researchers, and the researchers drafted first open-ended question about the motivations of male social work students and why they choose ISAP in pursuing the course. After drafting the tool for the study, researchers had their questions reviewed and sought feedback from their research adviser. The researchers used recording to record the answers of the respondents. It comprised of the open-ended questions. The instrument used in collecting data, such as asking why they chose the Social Work Course. The respondents have time for the interview. The respondents were assured that the information that was given to the researchers would be kept confidential especially if their identity is not revealed in this study.

### **Data Gathering Procedure**

The researchers prepared guide questions that were intended for the interview and gathered relevant information that is aligned with the study. The researchers make a letter addressed to the school's OIC president for approval, which was coordinated with the Program Coordinator of the Social work department. Upon approval, the researchers identified the respondents of the study determined their availability, and arranged a convenient time for them to participate in the interview, after determining their availability the researchers scheduled the interview based on their availability, and the researchers proceeded in data collection and analysis.

### **Data Analysis**

The researchers analyzed all the interviews, translated all the respondents' answers if needed, and arranged all the transcripts. Thematic analysis provides a flexible method for examining qualitative data from various perspectives. It allows researchers to explore meanings in detail within specific aspects



of a phenomenon. Researchers can choose to uncover explicit or surface-level meanings in the data, or they can probe deeper into latent meanings, which include underlying assumptions and unspoken ideas (adapted from Braun & Clarke, 2006). Thematic analysis was used in this study using a six-step process. First, familiarization with the dataset was achieved by reading, re-reading, and transcribing the data while noting initial thoughts on potential themes. Second, coding was performed by assigning codes to text snippets or media to identify and reference key ideas. Third, themes were constructed by grouping the codes into overarching patterns. Fourth, the themes were reviewed to ensure they accurately represented the coded data and were organized into a coherent framework. Fifth, themes were refined and named to accurately capture patterns and relate to the research question. Finally, the thematic analysis was written up in a comprehensive report, summarizing the codes and themes, including data extracts that illustrate the findings, and suggesting areas for future research based on the identified themes

## **RESULTS AND DISCUSSIONS**



**TABLE 1. CLUSTER THEMES AND FORMULATED MEANINGS UNDER THE EMERGENT THEME “MULTIDIMENSIONAL AMBITION”**

FORMULATED MEANINGS	CLUSTER THEMES	EMERGENT THEMES
Inspired by someone	Personal Motivations and Aspirations	Multidimensional Ambition
Motivated by someone		
Inspired by the community’s situation		
To explore		
To serve others		
Serve as a guide to the future		
To aid and guide others		
Helping others		
Passionate		
Healthcare Social Worker	Professional Commitment	
Medical Field		
Neighborhood Development		
Group Organizing		
Committed		
Support the Family	Family Influence	
Parents decision		
Family decision		
Family influence		
Influence of relatives	Practical Choices	
No choice		
No option		
Cost-efficient choice		

Table 1 shows how the respondents chose the Social Work course, guided by the theme of "Multidimensional Ambition." Male social work students chose this course due to various factors that influenced their decision. They are motivated by someone, have a desire to serve, wish to work in groups or communities, were influenced by their parents' decisions, and in some cases, chose it because they had no other options. Therefore, this falls under Multidimensional Ambition, as their



motivations for pursuing the Social Work course are diverse. The multidimensional model propose that some dimensions of decision-making are primarily related to personality traits and thus remain relatively stable across various situations. Conversely, other dimensions are more context-dependent and can change based on the stage of the decision-making process or the specific task involved. The importance of these different decision-making dimensions varies depending on whether the individual is in the prescreening, in-depth exploration, or choice stage of career decision-making (Gati & Asher, 2001; Gati & Tal, 2008). Additionally, Gati et al. (2010) proposed an alternative multidimensional model to describe typical career decision-making behaviors. Rather than using the term "style," they introduced "career decision-making profiles" to capture a complex construct of an individual's decision-making behavior, characterized by multiple distinct dimensions.

### **Cluster Theme 1: Personal Motivations and Aspirations**

The first cluster theme describes how respondents choose the Social Work course, particularly focusing on the Personal Motivations and Aspirations of male social work students. They are driven by a strong desire to help and serve others, which stems from their passionate nature. Additionally, they want to explore with thier future profession while continuing to assist those in need. According to Thrash and Elliot (2003, 2004), Motivation is associated with the desire to manifest new ideas that arise from inspiration, this positive drive plays a significant role in the creative process.

The following are the respondents' statements that support this claim.

*"Dahil dun nga din sa isa kong tita social woker siya sa Divilican LGU tas kay ma'am May din sabi niya eh yun na lng din daw ang kunin ko kase mas Madali"* (R3 line 103-106)

(It's because of my other aunt, she's a social worker at Divilican LGU, and Ma'am May also said that I should take that because it's easier)

*"So ehm so eh I choose social work because eh someone inspired me to to take this program so that I can help more and serve to society or to the community parang ganon"* (R6 line 178-182)

(So, um, I chose social work because someone inspired me to take this program so that I can help more and serve society or the community, something like that)



*"I considered social course a nakikita ko sa community namin na mahirap" (R8 line 242-243)*

(I considered taking a social work course because I see that our community is in need.)

## **Cluster Theme 2: Professional Commitment**

The second cluster focuses on the Professional Commitment of male social work students in choosing the Social Work course. This commitment includes their desired areas within their future profession, which drives them to pursue a degree in social work. It also serves as motivation throughout their studies, contributing to their sense of satisfaction with their future career. Their motivation encompasses their aspiration to work in communities, hospitals, and other settings, as well as the support from their families and their own commitment to the field. Personal commitment means being dedicated to a cause or goal with both focus and persistence. It involves not just promising to do something but also working hard and sticking with it, even when things get tough. According to Meyer & Herscovitch (2001), commitment is the driving force that connects an individual to a particular action or goal that holds significance for them.

The following are the respondents' statements that support this claim.

*"Siguro sa akin ano yung sa social work medical setting kase you cannot only help vulnerable people but also ano yung mga nangangailangan talaga when it comes to financial" (R2 line 84-87)*

(For me, in social work in a medical setting, you can not only help vulnerable people but also those who really need assistance, especially when it comes to financial needs)

*"First is gusto kong tumulong sa kapwa, kase dun kasi sa amin ieh lack of ano tawag dun, basta mayroong kulang dun sa amin" (R3 113-115)*

(Firstly, I want to help others because in our community, there is a lack of resources or services that are needed.)

*"Then I want also to travel, ano pa? At gusto ko rin malan yung culture sa iba't-ibang lugar" (R3 line 128-130)*

(And I also want to travel. I want to experience and learn about the cultures in different places)



*“Una is mahirap kase, wala akong ka idea idea sa course na kahuna ko. Sa Tingin ko makakatulong ito sa future ko.” (R4 line 136-138)*

(Firstly, it's challenging because I have no idea about the course I want to pursue. I think this will help me in my future.)

*“Na i inspire ako na ganun na pumasok sa medical social worker parang ganun parang nakikita ko yung sarili ko dun sa social worker” (R6 line 204-207)*

(I was inspired to enter the field of medical social work because I see myself in that role, helping others and making a difference in people's lives.)

*“Wala sa choices ko ang social work ang first choice ko is aeronautical kaso kulang sa budget and malayo sa family eh ayaw kong malayo sa family ko kaya may sinadgest sila na mga iba't ibang program kaya yung social work yun nag nag standout saakin” (R7 line 214-220)*

(Social work wasn't initially among my choices. My first choice was aeronautical engineering, but due to budget constraints and the desire to stay close to my family, they suggested various programs. Social work stood out to me because of these reasons)

*“Social work dahil alam kung may capability ako na may maitutulong ako dun at may maitutulong rin saakin ang social work in the future”(R7 line 222-225)*

(I chose social work because I believe I have the capability to help others through it, and I also see it as a field that can benefit me in the future)

"I choose social work as my course because I know that I have the passion the capability to help the community to help the people especially that marginalized sector those needy in order to provide them program services like that”(R9 line 252-256)

### **Cluster Theme 3: Family Influence**

The third cluster shows that the Male social work students chose social work courses because of family influence. The third cluster reveals that male social work students selected social work courses due to family influence. The impact of their families on their decision to pursue social work is significant. Lent (2005) proposed that family influences might directly impact self-efficacy and also serve as environmental factors that have an indirect effect on it. Family influence plays a major role in



decision-making, serving as a pathway for making well-informed choices, and also provides support from their family.

The following are the respondents' statements that support this claim.

*"For me yung nga yung helping talaga, unang una sa lahat yung mga taong nanga ngailangan which is hirap na hirap sila and para and ito ang nagtutlak sa akin para magustuhan ang social work which is gusto kong makatulong sa mga tao" (R1 line 25-29)*

(For me, it's really about helping, especially those people who are struggling the most and are in great need. This is what drives me to be interested in social work—wanting to help people.)

*"Very unfortunate kase hindi ako pinayagan ni papa pero siya mismo yung nag decide na social work ang kukunin ko" (R2 line 39-41)*

(It's very unfortunate because my dad didn't allow me to, but he himself decided that I should take up social work)

*"Si papa yung pumili don, parang ano kinonsider ko narin talaga , kasi siyempre choice ni papa at tas wala rin akong choice kaya naggang choice ko narin siya" (R2 line 66-69)*

(Papa was the one who chose it. I also considered it because it was his choice, and since I didn't have any other options, it became my choice too)

*"Choice ng family ko, ang first choice ko eh IT sana" (R4 line 132-133)*

(My family's choice, but my first choice was actually IT)

*"Ano ahmm family influence so si ni ate gamin si ate ehh ano social worker din ehh since social work din siya ayun idol ko siya ehh. Idol ko si ate ehh siya yung hero of my life kung bat ako nag Social Work" (R5 line 144-148)*

(Family influence, especially my older sister, who is also a social worker. Since she's in social work, she's my idol. She's my hero, which is why I chose to pursue Social Work)

#### **Cluster Theme 4: Practical Choices**



The fourth cluster indicates that respondents chose the Social Work course due to limited options and choices, considering its practicality and fit within their family's budget. As a result, they saw social work as one of the available options and selected it. Additionally, social work has a lower tuition fee compared to other courses, and the affordability of Social Work course at ISAP contributed to their decision.

The following are the respondents' statements that support this claim.

*"Wala nang choice kaya nag social work ako, pero nung tumatagal namn is parang napapahal narin ako sa social work course, kase nakikita ko yung work hard work ng mga uhmm mga social worker"*  
(R1 line 2-6)

(I had no other choice, so I pursued social work. But as time went on, I also started to appreciate the social work course because I saw the hard work of social workers)

*"Ahmm ano pinili ko na lang yung Social Work kase yun nga ahh mas mura mas affordable yung ano yung tuition"* (R5 line 165-167)

(I chose Social Work because it's more affordable, the tuition fees are cheaper)

*"Dahil ano ah during pandemic kase yun eh wala na akong naabutan na course kundi social work lang"*  
(R10 line 349-351)

(Because during the pandemic, there were no other courses available except for social work)

**TABLE 2. CLUSTER THEMES AND FORMULATED MEANINGS UNDER THE THE EMERGENT THEME "EMPOWERMENT"**



FORMULATED MEANINGS	CLUSTER THEMES	EMERGENT THEMES
Serving others	Compassionate	Empowerment
Giving justice		
To serve well		
Lend a hand		
To help		
To encourage		
Supporting others		
Encouragement by others	Support	
Recommendation from others		
Family support		
Support system		
Inspired by experiences	Influence	
Reflection on others' situation		
Family motivation		
Inspired by vulnerable individuals		

Table 2 shows that respondents were motivated to choose the Social Work course due to its focus on empowerment. They believe that through this course, they can empower others by providing knowledge, advocating for justice for the oppressed, and encouraging individuals to overcome their challenges. This emphasis on empowerment is a significant motivator for male students, who are drawn to the course by their desire to help others, influence positive change, and show their compassion. According to Burke and Dalrymple (2002), empowerment is often integrated into professional frameworks and fits into the methods used for managing and delivering services. In practice, this presents a unique challenge because practitioners are more facilitators of empowerment than direct agents of change.

### Cluster Theme 1 “Compassionate”



The first cluster describes that male students chose the Social Work course because of their compassion. This reflects their willingness to help others, especially those who are vulnerable. Their compassion enables them to positively impact the individuals and communities they assist and serve in the future. By being compassionate, male students find it easier to embrace the Social Work course, as their openness to helping others aligns with the core focus of the course.

The following are the respondents' statements that support this claim.

*"Motivate akong ipursue itong course na to kase siyempre sa setting talaga ng social work is more on helping individual then ganun ganun, sa'kin kase ang ganda lang kase talaga ng social work siyempre bukod sa sarili mo nakakatulong ka rin sa family mo ganyan, na address mo yung mga problems nila ganyan, tapos, hmm sa family syempre mamomotivate ka siyempre like example pagna pursue mo nay an goal mo nayan social work ganyan ganyan parang mas ma motivate ka pang makatulong sa iba" (R2 line 411-422)*

(I'm motivated to pursue this course because in the setting of social work, the focus is truly on helping individuals. For me, what's great about social work is not only the help you provide to others but also how it benefits your own family. You address their issues and provide support. In the family setting, they will motivate you, especially when you pursue your goal in social work. It feels like you're even more motivated to help others)

*"Mas namotivate akong piliin itong social work kase nakakatulong talaga siya, nakakatulong ganyan, nakakatulong siya at the same time nakakapagbigay siya ng justice" (R2 line 454-457)*

(I am more motivated to choose social work because it truly helps people, it assists, and at the same time, promotes justice)

*"Hmm, yung mga helpless na mga tao, pinigyan ako ng rason para ah mag stive harder" (R4 line 489-490)*

(The plight of helpless people gives me a reason to strive harder)

*"Mas nagmotivate pa saakin na ipursue ko yung social work kase gusto kung matulungan yung society and the people na ah labanan yung injustices na nagaganap" (R5 line 524-527)*



(I am even more motivated to pursue social work because I want to help society and the people in fighting against injustices)

*“Momotivate ako na tulungan sila dahil gusto kung umangat din ang buhay nila” (R7 line 566-567)*

(I am motivated to help them because I want to uplift their lives as well)

*“Motivates me to choose social work as my profession is like to help to help the needy as I said before on the past question that to help” (R9 line 589-591)*

(What motivates me to choose social work as my profession is the opportunity to help those in need. As I mentioned in a previous question, my goal is to assist)

## **Cluster Theme 2: Support**

The second cluster theme centers on the support that male social work students receive, which motivates them to take the course. They are encouraged to pursue the course because they know they have the support and trust of others. This includes encouragement from friends, teachers, and family, which strengthens their determination. Their sense of purpose is fueled by this support, driving their desire to succeed in their future profession. Lent et al. (2000) stated that social support and the absence of social barriers are thought to facilitate the process of translating interests and attitudes into career goals.

The following are the respondents' statements that support this claim.

*“Na inspired ako sa tita ko tapos kay Ma'am May Ann na isang social worker din, gusto ko rin tumulong sa kapwa and ayun nga sinabi din ng aking mama, Parents” (R3 line 459-463)*

(I am inspired by my aunt and also by Ma'am May Ann, who is a social worker herself. I also want to help others, as my mom also emphasized)

*“si ate yung motivation ko tsaka yung family ko and si ate kase eh nakikita ko siya sa ano ahh sa mga ginagawa niya sa trabaho, na momotive ako” (R5 line 503-506)*

(My sister is my motivation, along with my family. I see her dedication in her work, which motivates me)

*“Parents then family members ahh. Yun lang talaga sinabi kukunin kung course te” (R8 line 569-570)*



(My parents and family members encouraged me to pursue this course)

*“Nanay ko, siya na din kasi push saakin na. Sya na din nag push sa akin na ituloy ko na lang yung pinili ko na social work” (R10 line 694-696)*

(My mom was the one who pushed me to continue with my chosen path in social work)

### **Cluster Theme 3: Influence**

The third cluster theme focuses on the influence that motivated male students to choose the Social Work course. These students are inspired by the people around them or by their own experiences, which serve as their motivation to pursue the course. The influence of others motivates them because they see the role they want to play in society, especially in helping those who are in need. The influence of family plays a significant role in determining which course their children will choose. Families shape their children’s decisions during the college selection process. Almeida and Pinho (2008) noted that family is a major factor that can either support or hinder professional decisions. Similarly, peer influence also affects students’ choices of courses, as teenagers often seek acceptance within their peer groups or society. Additionally Kaneez and Medha (2018) found that most students are influenced primarily by environmental and personality factors, rather than by opportunities.

The following are the respondents’ statements that support this claim.

*“Isa pa nagmomotivate talaga yung mga taong asa paligid ko which is palagi silang tumutulong saakin, uhmm, parang yung mga taong nag boboost ng confidence sa paligid ko and also ahh para makatapos at makuha ang mga pangarap sa buhay” (R1 line 383-388)*

(Another motivating factor is the people around me who always support me, boost my confidence, and help me achieve my dreams and goals in life)

*“Unang una yung kahirapan nae experience ng family ko which is gusto kong makatulong din sa kanila na sa kahirapa para ha makatulong sa kanila in the future” (R1 line 391-394)*

(First and foremost is the hardship that my family experiences, which motivates me to help them overcome it and support them in the future)

*“Nung nag attend ako ng outreach program, ah eh parang na witness ko yung ah kahit gaano ng situation nila dun they still find a reason para mag smile parin” (R4 line 493-496)*



(When I attended an outreach program, I witnessed how despite their difficult situations, they still found reasons to smile)

*“Nung before ako nag Social Work ah naexperience ko na nagre nagrepack ng mga relief goods tapos binigay yun sa mga ahh Indigenous people sa remote areas so by giving them those services ahm ah nag, nagparealize saakin yun na gusto kung ma experience ulit yung feeling na makatulong ka and ahm by seeing their smiles na momotivate na ako” (R5 line 509-516)*

(Before I pursued Social Work, I experienced packing relief goods and delivering them to Indigenous people in remote areas. Seeing their smiles and realizing the impact of providing them with services motivated me to want to experience that feeling of helping again)

*“Since ahm ehh nung high school is eh isa akong student leaders tas ahm tawag na dun lagi kaming parang may outreach ganun noon ahm labas labas kami ehh feeding program so parang narealized ko din po na ganun nga ay ganto pala feeling ng tumutulong sa iba ganun so” (R6 line 534-539)*

(Since high school, I've been a student leader and often involved in outreach activities like feeding programs. Through these experiences, I realized the rewarding feeling of helping others)

*“Kaya nga po, so first factor siguro niyan yung nakikita ko yung since lumaki din po ako sa medyo ahm mahirap na fa na ganun sa society community so yun po yung nagmotivate saakin na piliin yung social work program para ganun eh mas taw di ba eh eto po yung naka motivate saakin para mas ah I I achieve ko yung goal as a social work student yun po.worker in the near future” (R6 line 542-5250)*

(That's why, the first factor probably is that I saw since I grew up in a somewhat difficult community like that, so that's what motivated me to choose the social work program so that I can help more, right? This is what motivated me to achieve my goal as a social work student in the near future)

*“Sa community marami akong nakikita na mga part of poverty gusto kung tulungan kaya chinoose ko yung social work kasi alam ko na matutulungan ko sila in the future” (R7 557-559)*

(In my community, I see many people living in poverty whom I want to help. That's why I chose social work because I know I can help them in the future)

*“May mga IP's dun na hindi tinutulungan ng government, wala lang sa kanila na parang ano yung eata ganun na hindi nabibigyan ng foods ganun shelter then basta yung mga needs nila yun lang. May time*



*na tumulong ako sa, may time na tumulong ako na magrepack sa barangay namin, may time na tumulong ako na pack ng mga relief good para sa outreach sa mga indigenous people kaya ito yung mga nakaimpluwensiya para to choose social worker course” (R8 line 572-581)*

(There are IPs there that the government doesn't assist. Some of them lack food, shelter, and other basic needs. There was a time I helped in repacking goods in our barangay, and another time I helped pack relief goods for outreach to indigenous people. These experiences influenced me to choose the social work course)

**TABLE 3. CLUSTER THEMES AND FORMULATED MEANINGS UNDER THE THE EMERGENT THEME “HOLISTIC DEVELOPMENT”**

FORMULATED MEANING	CLUSTER THEMES	EMERGENT THEMES
Peer Encouragement	Social Influence	Holistic Development
Inspired by Family		
Parents Decision		
First Choice	Self-Determination	
Option		
Reluctance		
First School Visited	Quality Education	
Excellent Education		
High Standard		
Innovative Learning		
Top-notch School		
Premium Educational Draws		
Ensuring Success through Education	Academic Excellence and Support System	
Advance Knowledge Delivery		
Academic Training		
Effective Mentors		
Adaptable		
Educational Assistance available		
Student-Centered Social Work		
Cultivating Schools Together		
Inclusion and Support		
Preparation and Guidance		

The emergent theme of holistic development describes how the respondents chose ISAP in pursuing a Social Work Course. Pursuing and choosing ISAP institution to pursue a career in education, holistic development is a key factor to consider. This emphasizes the nurturing of not just academic for



courage but also emotional, social, and ethical growth. Students in ISAP most special in Social Work provides foster a best experience, integrating personal well-being. A holistic environment encourages collaboration, critical thinking, creativity, and resilience, preparing educators to meet the diverse needs of their students. It should prioritize supportive faculty relationships, opportunities for community engagement, and spaces for self-reflection, ultimately shaping educators who are capable of nurturing both the minds and hearts of their students. According to Lee E. and Hu R. (2022) Integrating anti-oppressive practice (AOP) into interactions is critical for embodying social justice values and promoting equitable and socially just interventions in social work practice. Selecting ISAP prioritize students' growth, promote skills beyond academics and equality.

### **Cluster theme 1: Social Influence**

The first cluster theme describes on how the respondents choose ISAP through Social influence. Respondents choose the institution based on social involves making decisions influenced by friends and family. The respondents select ISAP endorsed by their social circles, believing these choices align with their interests and skills. Lorenz G. et al (2020) peer socialization is important for shaping students' educational goals, especially in diverse environments where different peer groups can form. Social influence can help the respondents to understand, impacting enrolment choices and lead to their future achievements, most especially in choosing ISAP.

The following are the statements of the respondents that support the claims.

*“Kaibigan ko ang nag push saakin mag ISAP na lang ako total may Social Work naman dun.” (R2, Line 795-797)*

(My friend encouraged me to just go for ISAP since there's Social Work course there anyway.)

*“Before kase may mga pinsan ako nag-aaral sa ISAP and nasabi nila na maganda quality of education.” (R4, Line 863-867)*

(Before, because I had cousins studying at ISAP and they mentioned that the quality of education is good.)

*“Yung pag-aaral ng ate ko dito siya nag graduate parang mas nagkaroon ako ng interest sa ISAP na dito na rin mag-aral.” (R5, Line 881-884)*



(My sister studied here and graduated, which sparked my interest in studying at ISAP as well.)

*“Parents ko yung nagdesisyon at ganun may mga pinsan ako nag-aaral din dito kaya pinush nila na mag-aral dito.” (R8, Line 957-959)*

(My parents made the decision, and also, I have cousins who are studying here, so they encouraged me to study here too.)

*“I have a friend that it’s an alumni here in ISAP she’s inviting me to enroll ISAP.” (R9, Line 1024-1026)*

(I have a friend that it’s an alumni here in ISAP she’s inviting me to enroll in ISAP.)

## **Cluster theme 2: Self-Determination**

The second cluster theme describes the self-determination of the respondents. Respondents can make their own decisions and choices in pursuing courses in better institution. Respondents selected ISAP and Social Work course that align with their interests, skills and goals. According to Sheldon K.M. et al (2020) John Holland’s theory of career orientations advises people to select careers that are congruent with their personalities. Based in self-determination theory, advises people to select personal goals that match their autonomous interests and identifications. When students exercise self-determination in these decisions, they tend to experience greater motivation, engagement and satisfaction with their educational journey.

Here are some responses that support the statements.

*“Wala akong choice na papasok sa ISAP kase nga dahil nga sa financial pero nung wala ng chance na makapasok sa CSU which is pumasok na ako or nag-aral na ako sa ISAP” (R1, Line 725-728)*

(I have no choice to enrol in ISAP because of financial reasons, but when I don’t have a chance to study at CSU, I enrolled at ISAP.)

*“so first school na napuntahan naming is MCNP-ISAP den after naming pumasok sa ISAP tinamid nako maghanap mg other school. Kaya ISAP na lang. It is my first school ate.” (R3, Line 856-859)*

(so the first school we went to was MCNP-ISAP, but after we entered ISAP, I was too lazy to look for other schools. It is my first school.)

*“Oo first choice ko siya, kase maganda ang quality of education sa ISAP.” (R4, Line 876-878)*



(Yes, it's my first choice because the quality of education at ISAP is excellent.)

*"Actually is not my first chosen school on my college life." (R9, Line 1023-1024)*

(Actually is not my first chosen school on my college life.)

### **Cluster theme 3: Quality Education**

The third cluster theme, the ISAP has "Quality Education" which is one of the good opportunities to students have in studying at the institution. Choosing to study at ISAP institution known for its quality of education not only equips student with valuable knowledge and skills but also enhances their career opportunities and ensures that they receive a comprehensive education that prepares them for success in their chosen field as a male future Social Worker. According to Tangeda A. (2016) The transition in the teaching system offered in educational institutions and the introduction of technology in educational institutions are a clear indication that education has to be of certain quality to meet the certain standards in education. It is relevant to train and equip individuals within the institutions with quality skills to attain sustainability.

The following are the respondents' statements that support this claim.

*"Sa ISAP naka pag interst sa'kin yung ano very interesting talaga siya yung sa quality of education kase nakikita naman natin when it comes to board passers parang halos lahat, rating ganyan ganyan, rating is mataas." (R2, Line 767-772)*

(At ISAP, what really interests me is how very interesting the quality of education is because we can see it when it comes to board passers, almost everyone, the rating is high.)

*"maganda yung quality of education ng ISAP kase mas natutukan kaming mga student and one thing is open sila for review center after graduation isa din yun sa advantage kase hindi ka nila biibitawan agad agad.." (R4, Line 869-874)*

(ISAP's quality of education is good because they are more focused on students and one thing is that they are open for review center after graduation, that is also one of the advantages because they will not let you go right away.)



*“Kasi nga ditto na rin ako simula nung high school kaya alam ko na rin pong paano magturo ang ISAP yan tulad niyan daming board passer topnotcher kaya pinili ko na rin talaga ditto sa ISAP.” (R7, Line 951-955)*

(Because I’ve been here since high school, I already know how the ISAP teaches, like the many board passers and topnotchers, so I really chose ISAP.)

*“Yes ISAP align me in my interest as a social work student in this institution is they are very globally competent a producer of a board topnotchers professionals and in this institution it molds me of being a responsible student.” (R9, Line 979-989)*

(Yes, ISAP aligns with me my interest as a Social Work student. This institution is globally competent, producing board topnotchers and professionals. It molds me into a responsible student.)

#### **Cluster Theme 4. Academic Excellence and Support System**

According to the fourth cluster theme, the ISAP institution has "Academic excellence and support system" which is one opportunity provided to the students and shaping them in their educational journeys. In academic excellence sets a high standard of learning and encouraging students to strive for intellectual growth. ISAP is competitive environment where students are motivated to excel academically. As Kamale S. & Kadam A. (2023) the institutions provides resources like teaching and mentorship. Higher education is crucial for a nation's overall prosperity since it creates knowledgeable workers with specialized abilities. ISAP institutions empower the students to achieve their full potential, preparing effectively for future academic and professional work.

The following are the respondents’ statements that support this claim.

*“Very hands on kase sila when it comes to review mapa institutional man or in house, parang tinututukan talaga yung mga students na magbo board exam.” (R2, Line 777-784)*

(They are very hands-on when it comes to reviews, whether institutional or in-house. They really focus on students who are going to take the board exam.)

*“Sa ISAP bale nagfo focus sila sa board takers natin.” (R5, Line 888-889)*

(At ISAP, they focus on our board takers.)



*“Maganda yung practice tapos inaalagaan po ng maayos yung mga student na natin hanggang grumaduate.” (R6, Line 905-908)*

(The practice is excellent, and they take good care of our students until they graduate.)

*“Ahm ang program coor naman dati hindi pinapabayaan nang social work at ang mga student ng social work kaya alam naman nila siguro kung paano tulungan at turuan ng isang estudyante ng social work.”(R7, Line 937-941)*

(In the past, the program coordinator consistently supported social work and its students, so they likely have the knowledge to assist and mentor another social work student.)

*“Hindi ka talaga pababayaan ng ISAP na mag-aaral ka hanggang graduate ka na.” (R8, Line 966-968)*

(ISAP will truly not neglect you, they will support you until you graduate.)

*“Napaka competent nila magturo” (R9, Line 989-990)*

(They are very competent in teaching.)

*“Tutukan ka nila kahit anong course talaga” (R10, Line 1056-1057)*

(They will monitor you no matter what course you take.)

**TABLE 4. CLUSTER THEMES AND FORMULATED MEANINGS UNDER THE THE EMERGENT THEME “ORGANIZATIONAL INCLUSION”**

FORMULATED MEANING	CLUSTER THEMES	EMERGENT THEMES
Initiation of Social Engagement	Social Engagement	Organizational Inclusion
Positive Campus Connections		
Strong students Camaraderie		
Belongingness		
Enjoyable		
No Distinction	Equality	
Equal Treatment		
Unbiased		
Equality Among Genders		
No Differences		

The emergent theme Organizational Inclusion as shown in the table above describes the experiences of the respondents as a male Social Work student at ISAP. A welcoming environment that promotes diversity, equity, and the well-being of all students, staff, and community members. According



to Sabharwal M. (2014) productive school exist when employees and students are encouraged to express their opinions, and their input is sought before making important decisions. In ISAP institutions encompasses practices and belongingness. The respondents reflect on that ISAP has a fair treatment to all students.

### Cluster theme 1: Social Engagement

Male Social Work students at ISAP are deeply engaged in Social engagement. Their active participation, advocacy groups of Social Work students and the community outreach programs. The respondents reflected that in reality mostly Social workers in the community are females, male Social Workers are few. One most need in community are the male Social Worker. Choosing ISAP is better decision to gain more knowledge and skills to be applied to future career. Ní RaghallaighM. & Cunniffe R. (2013) states the focus of these strategies was to enhance student engagement through building connections with peers, lecturers and the Social Work and Human Services professions.

Here are some responses from respondents that support the statement.

*“Kahit puro babae yung classmate ko is ah yung expeience ko talaga ay kakaiba kase uhmm parang nakikipagakibigan ka na lang sa mga babae which is nung high school ay dimo ginagawa kaya yung adjustment or big adjustment talaga yung ginawa ko as a male social work student at this institution.” (R1, Line 1103-1110)*

(Even though most of my classmates are women, my experience has been unique because it feels like I’m forming friendships with women, something I didn’t do in high school. So, I really had to make a big adjustment as a male social student at this institution)

*“Ayun nga parang dun pa lang na aapply na naming yung Gawain ng isang social worker sa pagtulong sa mga ibang tao.” (R3, Line 1206-1209)*

(That’s right, it’s like already applying the duties of a social worker in helping other people like that)

“As a male social work student is very enjoyable because knowing that in social work profession mostly taking social work profession kokonti lang yung male nakumukuha ng profession na ito that’s why its is a challenge for me in this course na talagang I pursue ko ito desite sa kokonti kaming mga lalake” (R9, Line 1365-1372)



(As a male social work student, It's very enjoyable because I know that in social work profession, most students taking this course are female. There are very few males pursuing this profession, which is why it's a challenge for me to pursue it despite the small number of us men in this field)

## Cluster Theme 2. Equality

The second cluster theme describes the equality of the ISAP institution and the department of Social Work. Male Social Work students reflects in choosing Social Work course at ISAP the equality of all students. Despite in the most population of female Social Works students compare to the population of male Social Work students. ISAP institution ensures equal opportunities and supports all students regardless of gender. Esteves M.(2018) states that foster the goal of gender equality as a tool to improve quality in education and contribute to a more balanced society in terms of gender representation. Having equality in institution will help all the students having a healthy relationships. This will lead to success pf their career goals as a future Social Worker.

Here are some statements of the respondents that support the claims.

*"Sa social work department wala naman kaming nakikitang discrimination."* (R2, Line 1150-1151)

(In the social work department, we don't see any discrimination.)

*"Wala naman pagkakaiba sa sa role ng female social work student. Hindi naman kase ano approachable naman yung mga classmate ko and ahm hindi naman sila sila intimidating na kausap ehh yun friendly sila lahat."* (R6, Line 1262-1267)

(There's no difference in the role of female social work students. My classmates are approachable, and they're not intimidating to talk to, they're friendly to everyone.)

*"Wala naman akong bad experience wala namang gender inequality lahat pantay pagingin ng mga tao depende nalang sa pakikitungo mo."* (R7, Line 1318- 1321)

(I don't have any bad experiences, there's no gender inequality, everyone is treated equally, it's just depends on how you interact with people.)

## CENTRAL THEME

### "ISAP IS A HOME"



## INTERPRETATION

ISAP is not just an educational institution for male social work students; it is a nurturing space where they experience personal growth, empowerment, and a strong sense of belonging. The "home" represents the emotional and social support ISAP provides, fostering an environment where students feel safe, valued, and motivated. This sense of belonging strengthens their determination to succeed academically and pursue their careers in social work with a clear sense of purpose.



The picture illustrates that the "ISAP IS A HOME," is the central theme of the study highlights how male students perceive ISAP as more than just a school. It is a place where they receive support, skill development, and motivation, enabling them to grow holistically, academically, personally, and professionally. The encouragement and inclusion they receive at ISAP empower them to cultivate multidimensional ambitions, ultimately preparing them to become professionals capable of making a positive impact in society. ISAP helps students build meaningful relationships and develop essential life skills. Its strong sense of belonging enhances both academic focus and personal growth, equipping students with the confidence and tools to overcome challenges and lead with integrity in their social work careers.

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