
Insights for Teaching Career Preference among (CTP) Certificate of Teaching Proficiency Students of LSPU: Basis for a Proposed CTP Handbook

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Abstract

This study entitled “Insights for Teaching Career preference among (CTP) Certificate of Teaching Proficiency Students of LSPU: Basis for a Proposed Handbook aimed to find out the level of preference of non-education graduates in getting into teaching career. Specifically, it sought answers to the following questions: 1. what is the profile of the respondents in terms of age and sex? 2. What is their insight on the nature of teaching as to profession, arts and sciences, ministry and vocation? 3. What is the level of preference in getting into teaching career in terms of noble profession, lifelong learning, social concern, and commitment to profession? 4. Is the insight on the nature of teaching profession significantly related on the preference in getting into teaching career among the non- education graduates?

This study utilized the descriptive method of research in describing the insights on the nature of the teaching profession and the preference of non-education graduates in getting into the teaching career. It was conducted in Laguna State Polytechnic University, Sta. Cruz Campus particularly in the College of Teacher Education. There fifty six (56) students CTP students who were enrolled from Academic 2017-2018 to 2019-2020 but only forty-two (42) of them was able to make response to the questionnaire distributed.

The findings of the study revealed that the non-education graduates enrolled in Certificate in Teaching Proficiency (CTP) program has a very high level of understanding in the insights on the nature of teaching profession as well as their preference in getting into teaching career which means that they are highly motivated to pursue the Degree of Education. However, the insights about teaching as a profession and vocation establish a no significant relationship to their preference in getting into teaching career as reflected by the indicators such as noble profession, life-long learning, social concern and commitment, while their insights on the nature of teaching profession as to arts and sciences and ministry convey a significant relationship particularly in terms of commitment.

It is therefore concluded that career adaptability of the CTP students on teaching profession should be the desire to fulfill their career assignments once graduated from the Certificate of Teaching Proficiency Program and Handbook about the insights on teaching profession must be made focusing on work-engagement and commitment.

Keywords: teaching career, certificate of teaching proficiency, noble profession, work engagement, commitment.

1. Introduction

The term “teacher” is no stranger to many. Teachers are always seeing them in flesh and blood inside and outside the classrooms. There are many ideas of whom and what a teacher is. To elucidate on how important teachers are, just imagine a scenario of a school aspiring to be a quality one but lacks quality teachers. This school may have quality resources but without good teacher, it may not be possibly sustained itself. Good schools heavily depend on consciousness and committed teachers more than anyone or anything else. (Serrano, E D, et al, 2015).

Teaching is one of the most challenging careers a person can pursue. They are expected to work long hours in what can be a highly stressful environment. Teachers hold the power to influence their students’ lives very deeply, which can be very rewarding. Whether they’re guiding preschool play groups, designing lessons for secondary level, or leading college students toward new frontiers of scientific research, teachers find great satisfaction in developing their students’ potential.

As a teacher, one develops skills that are valuable to any employer - confidence, communication, organization and conflict resolution, alongside the determination and perseverance it takes to work in a classroom. He will be prepared for anything, from related careers like youth and social work, to city jobs like consultancy and audit. If he ever decides to get out of teaching, many other doors will also be open for him. (<https://www.brightnetwork.co.uk/career-path-guides/education-teaching/consider-a-career/>)

However, teaching is teaching if learners learn. Learning is measured by its outcome. Whatever approach to teaching is used, the intent should focus on learning rather than teaching. Subjects do not exist in isolation, but links between them should be made. It is important that students learn how to learn, hence teacher should be innovative (Bilbao, P.P et al, 2015).

Teaching is a demanding job that requires in-depth knowledge of subject content, specific pedagogy, and many varied skills such as patience, leadership, and creativity and considered as the mother of all other occupations. A teacher is like a potter that shapes impressionable minds and molds them into a vessel that defines our perceptions and ambitions. They are the strongest pillars and have always been respected in the society.

Once secured the first job as a teacher, he/she can expect working life to include a variety of tasks. In order to teach classes effectively, teacher needs to do a lot of preparation work prior to the class. Teachers spend significant periods of time correcting homework, keeping accurate records of students’ progress, attending staff and subject meetings and supervising various classes and break periods. Teachers also interact regularly with parents and colleagues.

But despite of all the challenging responsibilities of a teacher, still many from non-education graduates preferred to get into teaching career. They spend time, effort and money in completing their previous degrees and yet they still want to spend again in education course. In fact, LSPU have CTP students from different courses here in the University; these made the researcher become interested to find out their reasons of wanting to get into teaching career.

2. Methodology

This study utilized the descriptive method of research in describing the insights on the nature of the teaching profession and the preference of non-education graduates in getting into the teaching career. It was conducted in Laguna State Polytechnic University, Sta. Cruz Campus particularly in the College of Teacher Education. There are fifty six (56) CTP students who were enrolled from Academic 2017-2018 to 2019-2020, but only forty-two (42) of them was able make response to the questionnaire distributed.

Self-made questionnaire was the primary instrument used in this study to gather the data needed. It was validated by the three expert in the field of education to assure its reliability.

The statistical tools used to analyze the data were the following: percentage for the profile of the respondents, weighted mean for the insight on the nature of teaching and the level of preference in getting into the teaching career while Pearson Product Moment Correlation was used for the relationship of the insights and preference for teaching career.

3. Results and Discussion

Table 1. Profile of the Respondents

Gender	No. of Respondents	%
Male	12	28.57
Female	30	71.43
Total	42	100
Age		
21-25	16	38.10
26-30	15	35.70
31-35	7	16.70
35 and above	4	9.50
Total	42	100

As shown in table 1 there are mostly female non-education graduates who want to change their career into teaching with a total of 30 out of 42 students or 71.43% while in terms of age 21-25 and 26-30 are the age brackets with a total of 16 and 15 CTP students out of 42 or 38.10% and 35.70% respectively.

Table 2. Insight on the Nature of Teaching Career as a Profession

The CTP Students understand that teaching as a profession.....	MEAN	Standard Deviation	Remarks
1. has its own body of specialized knowledge	3.67	0.47	Strongly Agree
2. uphold service over and above personal and monetary profit	3.48	0.50	Strongly Agree
3. requires continuous professional growth	3.64	0.48	Strongly Agree
4. establishes its own policies and standards for professional exercise	3.64	0.48	Strongly Agree

5. needs to be a member of professional organization	3.71	0.45	Strongly Agree
Over-all Mean / SD	3.63	0.48	Strongly Agree

Legend:

<i>Scale</i>	<i>Range</i>	<i>Remarks</i>
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Table 2 presents the insight on the nature of teaching career as a profession by the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus.

In terms of their understanding that teaching as a profession has its own body of specialized knowledge got a mean score of 3.67 and a standard deviation of 0.47, uphold service over and above personal and monetary profit it got a mean score of 3.48 and a standard deviation of 0.50, requires continuous professional growth and establishes its own policies and standards or professional exercises got a mean score of 3.64 and standard deviation of 0.48 and the needs to be a member of professional organization got the highest mean of 3.71 and standard deviation of 0.45. All of the statements pertaining to CTP students' insights as a profession have a remark of strongly agree which means that they highly understand what teaching is all about as shown in the overall mean of 3.63 and standard deviation of 0.48.

Table 3. Insight on the Nature of Teaching as Arts and Sciences

The CTP Students understand that teaching as Arts and Sciences.....	MEAN	Standard Deviation	Remarks
1. has an organized objectives of the subject	3.67	0.47	Strongly Agree
2. commits itself to unbiased analysis and problem solving	3.60	0.49	Strongly Agree
3. modify the outcomes of learning	3.60	0.54	Strongly Agree
4. introduce accurate facts and information	3.67	0.47	Strongly Agree
5. search and enrich learner's inputs and outputs	3.74	0.44	Strongly Agree
Over-all Mean / SD	3.65	0.49	Strongly Agree

Table 3 presents the insight on the nature of teaching career as Arts and Sciences by the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus.

In terms of understanding that teaching as arts and sciences has an organized objectives of the subject and introduce accurate facts and information obtained a mean score of 3.67 and a standard deviation of 0.47, commits itself to unbiased analysis and problem solving and modify the outcomes of learning got a mean score of 3.60 and standard deviation of 0.49, and search and enrich learners' inputs and outputs got the highest mean of 3.74 and standard deviation of 0.44. All of the statements pertaining to CTP students' insights as arts and sciences

have a remark of strongly agree which means that it was highly comprehend teaching career as arts and sciences as shown in the overall mean of 3.65 and standard deviation of 0.49.

Table 4. Insight on the Nature of Teaching as a Ministry

The CTP Students understand that teaching as a Ministry	MEAN	Standard Deviation	Remarks
1. helps learners to realize their dream through education	3.64	0.48	Strongly Agree
2. extend assistance to learners in order to think independently	3.57	0.49	Strongly Agree
3. make wise decisions for themselves	3.36	0.68	Strongly Agree
4. make a difference in the society	3.52	0.59	Strongly Agree
5. unites the diversity of the learners	3.69	0.46	Strongly Agree
Over-all Mean / SD	3.56	0.56	Strongly Agree

Table 4 presents the insight on the nature of teaching career as ministry by the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus.

In terms of understanding that teaching as ministry helps learners to realize their dreams through education got a mean score of 3.64 and a standard deviation of 0.48, extend assistance to learners in order to think independently got a mean score of 3.57 and a standard deviation of 0.49, make wise decisions for themselves got a mean score of 3.36 and a standard deviation of 0.68, make a difference in the society got a mean score of 3.52 and a standard deviation of 0.59, and unites the diversity of the learners has the highest mean of 3.69 and standard deviation of 0.46. All of the statements pertaining to CTP students' insights as a ministry have remarks of strongly agree which means that respondents highly viewed teaching career as a ministry as reflected in the overall mean of 3.56 and standard deviation of 0.56.

Table 5. Insight on the Nature of Teaching as a Vocation

The CTP Students understand that teaching as a Vocation.....	MEAN	Standard Deviation	Remarks
1. committed to endure teaching against all odds	3.60	0.49	Strongly Agree
2. genuinely love teaching for the learners' sake	3.60	0.49	Strongly Agree
3. opted to stay single and marry the teaching profession	3.26	0.79	Strongly Agree
4. denied the lucrative teaching position offered abroad	3.48	0.63	Strongly Agree
5. persevere in the country to educate Filipino learners	3.67	0.47	Strongly Agree
Over-all Mean / SD	3.52	0.60	Strongly Agree

Table 5 presents the insight on the nature of teaching career as a vocation by the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus.

As to understanding that teaching as a vocation committed to endure teaching against all odds and genuinely love teaching for learners sake obtained a mean score of 3.60 and a standard deviation of 0.49, opted to stay single and marry the teaching profession got the lowest mean of 3.26 and standard deviation of 0.79, denied the lucrative teaching position offered abroad got a mean score of 3.48 and standard deviation of 0.63, and persevere in the country to educate Filipino learners got the highest mean of 3.67 and standard deviation of 0.60. All of the statements pertaining to CTP students' insights as a vocation have a remark of strongly agree which means that the respondents highly understand that teaching career is a vocation as reflected in the overall mean of 3.52 and standard deviation of 0.60.

Table 6. Preference in Getting into Teaching Career in terms of Noble Profession

The CTP Students preferred to get into teaching career as a noble profession because they.....	MEAN	Standard Deviation	Remarks
1. help build and shapes the mind of the learners	3.76	0.43	Strongly Agree
2. seek to introduce knowledge to individuals throughout their lives	3.71	0.45	Strongly Agree
3. show concern for the unlimited capabilities they possess	3.74	0.44	Strongly Agree
4. serve as a great influence on students and sometimes surpasses parents	3.69	0.46	Strongly Agree
5. mold the learners to become a person with technical knowledge, moral values and character	3.79	0.41	Strongly Agree
Over-all Mean / SD	3.74	0.44	Strongly Agree

Legend:

Scale	Range	Remarks
4	3.26 – 4.00	Strongly Agree
3	2.51 – 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

Table 6 presents the preference of the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus in getting into teaching career in terms of Noble Profession.

The CTP Students preferred to get into teaching career as a noble profession because they help build and shapes the mind of the learners got a mean score of 3.76 and a standard deviation of 0.43, seek to introduce knowledge to individuals throughout their lives got a mean score of 3.71 and standard deviation of 0.45, show concern for the unlimited capabilities they possess got a mean score of 3.74 and standard deviation of 0.44, serve as a great influence on students and sometimes surpasses parents got a mean score of 3.69 and standard deviation 0.46

and mold the learners to become a person with technical knowledge, moral values and character got the highest mean of 3.79 and standard deviation of 0.41. All the statements supporting the preference of the CTP students in getting into teaching career in terms of noble profession have a remark of strongly agree which means that they highly preferred in getting into teaching career as shown in the overall mean and standard deviation of 3.74 and 0.44 respectively.

Table 7. Level of Preference in Getting into Teaching Career in terms of Life-long Learning

The CTP Students preferred to get into teaching career as a lifelong learning because they.....	MEAN	Standard Deviation	Remarks
1. must be ready with the digital literacy that has become a critical component of education	3.67	0.52	Strongly Agree
2. the teaching- learning process should always be new	3.60	0.54	Strongly Agree
3. play an active role in creating a culture of curiosity and a desire to keep learning	3.74	0.44	Strongly Agree
4. must be equipped with the skills needed to a fast changing world	3.60	0.49	Strongly Agree
5. play an active role in the evolution of education	3.79	0.41	Strongly Agree
Over-all Mean / SD	3.68	0.49	Strongly Agree

Table 7 presents the preference of the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus in getting into teaching career a Life-long Learning.

The CTP students preferred to get into teaching career as a life-long learning because they must be ready with the digital literacy that has become a critical component of education with a mean score of 3.67 and a standard deviation of 0.52, the teaching- learning process should always be new and must be equipped with the skills needed to a fast changing world with a mean score of 3.60 and a standard deviation of 0.54, play an active role in creating a culture of curiosity and a desire to keep learning with a mean score of 3.74 and a standard deviation of 0.44, while play an active role in the evolution of the education with the highest mean score of 3.79 and a standard deviation of 0.41. All the statements indicating the preference of the CTP students in getting into teaching career a life-long learning has a remark of strongly agree, this means that they highly preferred in getting into teaching career as shown in the overall mean and standard deviation of 3.68 and 0.49 respectively.

Table 8. Level of Preference in Getting into Teaching Career in terms of Social Concern

The CTP Students preferred to get into teaching career as Social Concern because they.....	MEAN	Standard Deviation	Remarks
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1. often brings to light the deficiencies of the learners	3.64	0.53	Strongly Agree
2. express purpose of raising the desire of the learners in attaining their goals	3.67	0.52	Strongly Agree
3. are truly leaders a leader that creates the society through education	3.67	0.47	Strongly Agree
4. are the instrument for advancing the civilization	3.55	0.50	Strongly Agree
5. have great impact to the society for the better	3.74	0.44	Strongly Agree
Over-all Mean / SD	3.65	0.50	Strongly Agree

Table 8 presents the preference of the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus in getting into teaching career in terms Social Concern.

The CTP students preferred to get into teaching career as to social concern. The students often brings to light the deficiencies of the learners got a mean score of 3.64 and a standard deviation of 0.53, express purpose of raising the desire of the learners in attaining their goals and are truly leaders a leader that creates the society through education got a mean score of 3.67 and a standard deviation of 0.47, are the instrument for advancing the civilization got a mean score of 3.55 and standard deviation of 0.50, while have a great impact to the society for the better got the highest mean score of 3.74 and a standard deviation of 0.44. All the statements indicating the preference of the CTP students in getting into teaching career in terms of social concern has a remark of strongly agree , this means that the they highly preferred in getting into teaching career as shown in the overall mean and standard deviation of 3.65 and 0.50 respectively.

Table 9. Level of Preference in Getting into Teaching Career in terms of Commitment to profession

The CTP Students preferred to get into teaching career as commitment to profession because teaching.....	MEAN	Standard Deviation	Remarks
1. can be considering as “calling not just the mind, but the heart as well”	3.79	0.41	Strongly Agree
2. can deliver proper motivation and humor	3.64	0.53	Strongly Agree
3. seek to advance and improve all areas of education	3.71	0.45	Strongly Agree
4. is a process that must be constantly nurtured by all stakeholders	3.64	0.53	Strongly Agree

5. must actively introduce choices that allow them to best meet the needs of the learners	3.81	0.39	Strongly Agree
Over-all Mean / SD	3.72	0.46	Strongly Agree

Table 9 presents the preference of the (CTP) certificate or teaching proficiency students in LSPU Sta. Cruz Campus in getting into teaching career in terms of Commitment to profession.

The CTP students preferred to get into teaching career in terms of commitment to profession because teaching can be considered as a “calling not just the mind, but the heart as well” with a mean score of 3.79 and a standard deviation of 0.41, can deliver proper motivation and humor as well as a process that must be constantly nurtured by all stakeholders with a mean score of 3.64 and a standard deviation of 0.53, seek to advance and improve all areas of education with a mean score of 3.71 and a standard deviation of 0.45, while must actively introduce choices that allow them to best meet the needs of the learners with a highest mean score of 3.81 and a standard deviation of 0.39. All the statements indicating the preference of the CTP students in getting into teaching career in terms of commitment to profession has a remarks of strongly agree, this means that they highly preferred in getting into teaching career as shown in the overall mean and standard deviation of 3.72 and 0.46 respectively.

The level of preference in getting into teaching career of the non-education graduates taking (CTP) certificate of teaching proficiency in LSPU main campus is very high which means that the respondents were highly motivated to pursue the Degree of Education.

Table 10. Relationship of CTP students Insight on the Nature of Teaching Profession in terms of Profession and Their Preference in Getting into Teaching Career

Insight on the Nature of Teaching Profession	Preference in Getting into Teaching Career	r-value	degree of correlation	p-value	Significance
Profession	Noble Profession	0.173	Very Low Correlation	0.282	Not Significant
	Lifelong Learning	-0.078	Very Low Correlation	0.624	Not Significant
	Social Concern	0.053	Very Low Correlation	0.737	Not Significant
	Commitment	0.272	Low Correlation	0.081	Not Significant

Note: p-value < 0.05 is statistically significant.

Legend:

<i>Range</i>	<i>Degree of Correlation</i>
± 1.00	<i>Perfect Correlation</i>
$\pm 0.80 - 0.99$	<i>Very High Correlation</i>
$\pm 0.60 - 0.79$	<i>High Correlation</i>
$\pm 0.40 - 0.59$	<i>Moderate Correlation</i>

$\pm 0.20 - 0.39$ Low Correlation

$\pm 0.01 - 0.19$ Very Low Correlation

0.00 No Correlation

Table 10 presents the relationship of CTP student's insight on the nature of teaching profession as to profession and their preference in getting into teaching career.

The insight of the CTP students on the nature of teaching profession as to profession has no significant relationship to their preference in getting into teaching career.

Noble profession, life-long learning and social concern obtained an r-value of 0.173, -0.078 and 0.053 respectively and p-value 0.282, of 0.624 and 0.737 respectively which indicate a very low degree correlation, while in terms of commitment, has an r-value of 0.272 and 0.081 which means a low degree correlation

Table 11. Relationship of CTP students Insight on the Nature of Teaching Profession as to Arts & Sciences and Their Preference in Getting into Teaching Career

Insight on the Nature of Teaching Profession	Preference in Getting into Teaching Career	r-value	degree of correlation	p-value	Significance
Arts & Sciences	Noble Profession	0.171	Very Low Correlation	0.279	Not Significant
	Lifelong Learning	0.097	Very Low Correlation	0.542	Not Significant
	Social Concern	0.025	Low Correlation	0.876	Not Significant
	Commitment	0.434	Moderate Correlation	0.004	Significant

Note: $p\text{-value} < 0.05$ is statistically significant.

Table 11 presents the relationship of CTP student's insight on the nature of teaching profession as to arts and sciences and their preference in getting into teaching career.

The insight of the CTP students on the nature of teaching profession as to arts and sciences has no significant relationship in their preference in getting into Teaching Career in terms of noble profession, life-long learning and social concern while it has significant relationship in terms of commitment.

In terms of noble profession as well as life-long learning obtained an r-value of 0.171, and 0.097, a p-value 0.279, of 0.542 respectively that indicate a very low degree correlation, and for social concern, has an r-value of 0.025 and p-value of 0.876 that means a low degree correlation, while for commitment, it has an r-value of 0.434 and 0.004 indicating a moderate degree correlation.

Table 12. Relationship of CTP students Insight on the Nature of Teaching Profession as to Ministry and Their Preference in Getting into Teaching Career

Insight on the Nature of Teaching Profession	Preference in Getting into Teaching Career	r-value	degree of correlation	p-value	Significance
Ministry	Noble Profession	0.146	Very Low Correlation	0.356	Not Significant
	Lifelong Learning	0.028	Very Low Correlation	0.859	Not Significant
	Social Concern	0.061	Low Correlation	0.702	Not Significant
	Commitment	0.464	Moderate Correlation	0.002	Significant

Note: p-value < 0.05 is statistically significant.

Table 12 presents the relationship of CTP student's insight on the nature of teaching profession as a ministry and their preference in getting into teaching career.

The insight of the CTP students on the nature of teaching profession as to ministry has no significant relationship in their preference in getting into teaching career in terms of noble profession, life-long learning and social concern while have significant relationship in terms of commitment.

Noble profession as well as life-long learning obtained an r-value of 0.146, and 0.028, p-value 0.356, of 0.859 respectively, these indicates a very low degree correlation, and for social concern, got an r-value of 0.061 and p-value of 0.702 that means a low degree correlation, while for commitment, it has an r-value of 0.464 and p-value of 0.002 that indicates a moderate degree correlation.

Table 13. Relationship of CTP students Insight on the Nature of Teaching Profession as to Ministry and Their Preference in Getting into Teaching Career

Insight on the Nature of Teaching Profession	Preference in Getting into Teaching Career	r-value	degree of correlation	p-value	Significance
Vocation	Noble Profession	0.078	Very Low Correlation	0.624	Not Significant
	Lifelong Learning	-0.167	Very Low Correlation	0.290	Not Significant
	Social Concern	0.075	Very Low Correlation	0.636	Not Significant
	Commitment	0.125	Very Low Correlation	0.429	Not Significant

Note: p-value < 0.05 is statistically significant.

Table 13 presents the relationship of CTP student's insight on the nature of teaching profession as a vocation and their preference in getting into teaching career.

The insight of the CTP students on the nature of teaching profession as to profession has no significant relationship in their preference in getting into teaching career.

Noble profession, life-long learning, social concern and commitment obtained an r-value of 0.078, -0.167, 0.075 and 0.125 respectively. For p- value it has a score of 0.624, 0.290, 0.636 and 0.429 respectively. All of these indicate a very low degree correlation.

5. Conclusions and Recommendations

The non-education graduates enrolled in Certificate in Teaching Proficiency (CTP) program has a very high level of understanding in the insights on the nature of teaching profession as well as their preference in getting into teaching career which means that they are highly motivated to pursue the Degree of Education. However, the insights about teaching as a profession and vocation establish a no significant relationship to their preference in getting into teaching career as reflected by the indicators such as noble profession, life-long learning, social concern and commitment, while their insights on the nature of teaching profession as to arts and sciences and ministry convey a significant relationship particularly in terms of commitment. Therefore the hypothesis of this study is partially sustained.

As what Savickas & Porfeli (2012) stated, the link between adaptability and personal resources in a career can be described as a set of emotional-motivational abilities that constantly strive to integrate individual psychosocial relationship that aim to overcome, anticipate vocational development, work transitions and work trauma to realize engagement with their vocations. The development of individual career behavior is determined by flexibility, employability, commitment, emotional intelligence and life-long learning.

The following are the recommendations of this study: 1. Universities should provide career preparation and orientation programs that facilitate their students to design their future careers; 2. The incoming college students should fully realize what career they want to get into, so as not to add years in preparation to their career; 3. Career adaptability on teaching profession should be the desire to fulfill their career assignments once graduated from the Certificate of Teaching Proficiency Program; and 4. Handbook about the insights on teaching profession must be made focusing on work-engagement and commitment.

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