Motivation to longevity of mid-career private school teachers amidst turnover

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ABSTRACT
The purpose of this phenomenological study is to describe the motivation to longevity of mid-career basic education teachers in the private school amidst turnover. This study employed qualitative-phenomenological approach. In order to gather information-rich cases, purposeful sampling rather than random sampling was used. Participants for this study are chosen by criterion sampling. The criteria are as follows: they should be teachers who have taught for 8-23 years or the middle career teachers; (2) they should have rendered at least eight consecutive years in their current private school; and (3) they should be licensed professional teachers. Within the ranges of Creswell’s recommendation, the researchers interviewed for IDI seven participants from a basic education school and another five participants for the FGD from another sectarian institution situated in Davao City, Philippines. Ethical considerations were observed and the data gathered were analyzed thematically. Results revealed that their challenges as mid-career basic education teachers in the private school include finding balance in workloads, pupils’ behaviors and class preparation adjustments. Their coping mechanism is both personal and professional. Moreover, their experiences taught them that teaching is a rewarding profession despite its many challenges.

Keywords: mid-career teachers, basic education, attrition, motivation.

1 INTRODUCTION
Child education is essential for this country's achievement and prosperity. While much of the educational focus is on setting norms for learners to compete with other countries or offering learners with state-of-the-art technology and genuine teaching experiences, there is an issue that many colleges are struggling to have enough skilled professors because of teacher attrition.

The teaching profession was defined as a rotating gate (Gujarati, 2012) as a consequence of numerous aspiring educators entering the business and then leaving within a short time frame. The attrition of teachers is difficult because it prevents schools from getting the teacher force needed to provide learners
with quality education. Ingersoll, Merrill, and Stuckey (2014) said that there was a 34 percent increase in the number of newly-hired teachers who resigned from their teaching job. There may be many graduates of teacher education, but not all of them proceed to the teaching profession.

Research has been devoted to understanding why educators leave the profession, particularly starting students; however, according to Keogh, Garvis, and Pendergast (2010), a good strategy to reduce attrition is for schools to concentrate on maintaining their current students. In the United States, findings from several types of research have suggested methods for schools to maintain their professors. Some studies indicate that colleges should offer programs for fresh teachers induction or mentor (McCoy, Wilson-Jones, & Jones, 2013). However, these kinds of programs will only succeed if they are efficient. According to McCoy et al. (2013), successful mentoring programs guarantee that mentors are experienced teachers who have been trained to defined norms and are willing and willing to encourage and assist fresh educators. Ingersoll et al. (2012) asserted that the retention of professors might start before students join the classroom by ensuring that educational institutions prepare students for the job in sufficient quantities. The absence of preparedness of educators can lead to emotions of inadequacy and discouragement, resulting in educators leaving the profession. Teachers with a powerful sense of readiness are more likely to stay in the industry for a long time (Smith, 2015).

Throughout Australia, the problems that teachers face early in their careers are a significant factor in increasing rates of attrition among neophyte teachers. Based on the information presented by the Organization for Economic Co-operation and Development, in many developed world nations, elevated attrition rates, combined with an aging teacher population, may trigger a teacher shortage crisis in coming years. Starting teacher induction is an imperative method to acculturate educators to their new professions and help them overcome the teaching and accreditation hardships. While induction methods in latest years have become more prevalent, there are still no mandated structures to induce educators into the profession.

In the Philippines, Dela Cruz (2016) wrote that attrition factors are the hygiene factors including the school administration and policy, interpersonal relations, job security, pay and benefits, work assignments, and work conditions that influence teacher’s decision to move out of the previous institution. While private and public educators expressed a profound dedication to learning and a willingness to do it well, they had been taught by their experience in other professions that workplaces vary and that the workplace is essential to foster fulfillment and achievement. Most movers quoted discontent with school administration more frequently than any other factor when explaining their choices to move out of their prior academic establishment. Conversely, Mopal (2015) found in his study that Davao Region, the reasons for teachers’ willingness to remain in the profession include the culture of the school, pre-service orientation, motivation to teach, in-service training, and school external forces or compensation.
Also, increasing the skills level of teachers, having the opportunity to seek advice from experienced teachers, the feedback from mentor’s visits to the classroom being very useful and having development programs to enhance skills as a teacher were counted high. On the other hand, being encouraged to attend seminars and training was obtained and indicated at a very high level. There was also a high rating on the school culture of public school teachers, the work climate is very positive in nature, administrators ensure that fresh, inexperienced educators do not feel isolated in their jobs, mainly support employees when attempting fresh techniques, administrators support teacher decision-making and behavior, and a sense of effectiveness generated by a powerful management team and support from educators.

Given this, schools, in their attempt to retain teachers should discover what motivates existing teachers to continue in the profession and particular schools. Despite the lack of long-term commitment from many beginning teachers, a dedicated group of teachers remains who have no intention of leaving the profession or the schools they serve. These educators have years of experience in teaching, and their love of learning and dedication to their learners is obvious. Learning more about these educators and discovering what influences them in continuing to teach is useful. Finding out what motivates educators to proceed on a long-term basis can assist schools to reduce attrition and boost retention of students.

Therefore, it is essential to be more diligent in developing strategies for private school leaders to maintain their educators. If due to the lack of qualified teachers, these schools can not provide great schooling, the community can lose trust in their schools and create a low view of the schools ' efficacy within their society. Teacher attrition's instant effect affects schools, educators, and students. Schools facing the erosion of students must spend time and money searching for fresh professors and recruiting them. In some instances, schools may employ professors not qualified to teach or not qualified to teach the topics signed to them.

In like manner, attrition affects the teachers who remain in the schools by possibly causing low morale, especially if these teachers are burdened by extra responsibilities to make up for the lack of teaching faculty. Richardson's (2014) qualitative case study on an urban school that struggled with both teacher and administrative attrition described the frustration and stressed the remaining teachers felt regarding the lack of leadership at the school to establish an effective school culture. The participants in Richardson's (2014) study admitted that the students were the main reason they remained at the school. Students are impacted by attrition by having to deal with constant changes in teaching faculty. A changing school environment brings instability, especially if teachers who leave are not being replaced by effective teachers.

The Basic Education Department of Holy Cross of Davao College is not spared from the scenario of teacher attrition. However, despite several teachers who leave school, there are also teachers who
choose to stay. This phenomenon of teachers choosing to stay in the private school despite most teachers’
influx to the private school motivated us to find an explanation why some teachers despite the availability
of opportunity, still choose to stay in the private schools. By understanding this phenomenon, we hope to
encourage more teachers to stay in the private school to protect teacher morale and to ensure quality
Teaching of seasoned teachers.

1.1 PURPOSE OF THE STUDY

This phenomenological study aims to describe the motivation for the longevity of mid-career basic
education teachers in the private school amidst turnover. At this stage in the research, the motivation to
longevity will be defined as the reasons why mid-career basic education private school teachers who have
the qualifications and opportunity to transfer to the public schools still chose to remain in the private

1.2 RESEARCH OBJECTIVES

This qualitative study aims to discover the motivation for the longevity of mid-career basic
education teachers in the private school amidst turnover. Specifically, it aims to:
  • Explore the experiences of mid-career basic education teachers in the private school amidst
turnover;
  • Describe the coping strategies of mid-career basic education teachers in the private school
amidst turnover; and
  • Describe the lessons and insights on motivation to longevity by mid-career basic education
teachers in the private school amidst turnover.

1.3 LITERATURE REVIEW

Teacher attrition has been a problem that many schools in the United States face every year
(Ingersoll et al., 2014). High attrition rates place a burden on schools to search for qualified teachers.
Perhaps one way to help with attrition is to recruit more students to enter the teaching profession.
According to Keogh et al. (2010), the solution to attrition is not recruiting more teachers but retaining
existing teachers. The following sections discuss the literature on teacher motivation, teacher longevity,
teacher retention, and organizational commitment.

1.3.1 Teacher motivation

Interest in teacher motivation has been around for decades. According to Watt et al. (2012), interest
in what motivates people to a career in teaching started far back to World War II, and within the last ten
years, researchers have taken renewed interest not only in what motivates people to choose a career in teaching but also how to motivate people to continue in the profession. Some schools in America's education system have experienced low literacy rates, scandals involving teachers who manipulated students' answers on tests to boost low test scores, on-campus violence, and temporary school closures due to teachers protesting for smaller class sizes and higher wages. Despite these issues, people are still entering the teaching profession, and those involved in education are trying to discover the best ways to retain teachers once they enter the profession.

A review of the literature revealed a spectrum of areas regarding teacher motivation. Studies have been done on the motivation of preservice teachers (Thomson & Palermo, 2014), teachers in foreign countries (Ghenghesh, 2013); physical education teachers, Catholic school teachers (Convey, 2014), university faculty, and in-service teachers in the United States (Mertler, 2016).

Motivation, however, is an essential factor in career choice. Mitchell (2012) defined motivation as the degree to which an individual wants and chooses to engage in particular motivation as the degree to which an individual wants and chooses to engage in certain specified behaviors. This definition points out that individual experiences are varying levels of motivation. People can be described as highly motivated or unmotivated. Motivation levels vary depending on how much the action or outcome is desired by a person. Another definition generally defined motivation as a movement toward action. The extent to which people find a job or career and achieve success in their work not only depends upon whether motivation exists, but also the level of motivation one has to achieve a particular action.

In addition to one’s level of motivation, there is also what Ryan and Deci (2010) referred to as orientation of motivation, which concerns the underlying attitudes and goals that give rise to action, that is, it concerns the why of actions. People are driven according to their level of motivation, but they are sustained by the reason behind their motivation. People who are unmotivated will not put forth the effort to achieve their goals, or their efforts will wane within a short time. People who are highly motivated will put forth tremendous efforts to achieve their goals and to persevere.

Most studies on teacher motivation have focused primarily on intrinsic and extrinsic motivation. Interestingly, Watt et al. (2012) stated that researchers are not unified in what they consider as intrinsic, extrinsic, or altruistic motivations, and this has resulted in a lack of consistency of how these terms are defined and how motivational factors are categorized. They cited two examples in which desire to work with children was considered a type of intrinsic motivation in one study, but in another study, it was considered a type of altruistic motivation. Inconsistent categorizing of motivational factors among researchers is problematic and will create confusion.

With all the research on teaching as a profession, research on teaching as a calling is limited. BBullough and Hall-Kenyon (2012) voiced concern over the restricted research on learning as a calling
by saying that while often acknowledged as a significant motivating factor particularly by educators, the meaning of a teacher’s calling or vocation received relatively little study attention and was the subject of but very few empirical studies. Their contribution to the literature was a mixed-methods study of 145 in-service teachers in Utah and Nevada. Their study examined the teachers’ sense of being called to teach and their connection to the teachers’ sense of hope and commitment to teaching. Results from the survey indicated that there was no significant relationship between teachers’ sense of calling and a sense of hope. However, interview data revealed a connection between the teachers’ level of commitment and sense of calling to teach. Although this study added a necessary perspective on calling and teachers’ sense of hope and commitment, it did not provide a perspective from veteran teachers and whether their calling to teach influenced their commitment to teaching and longevity in a particular school.

Hardman (2010) surveyed 417 Christian school teachers who were members of ACSI schools and discovered that the qualitative section of the survey revealed calling as the main motivational factor toward longevity. Teodori (2015) interviewed 14 Christian school teachers with at least three years of teaching experience and found a common theme of faith in the lives of the teachers. One aspect of their faith was that they believed their calling helped in their persistence in Christian education. This study could have contributed to the literature on veteran teachers if all the teachers had 10 or more years of teaching experience. Interestingly, Myers’ (2008) qualitative study about 11 public school elementary teachers also supported findings of having a calling to the profession.

Teacher motivation has been studied in other contexts, such as a study by Canrinus et al. (2012), in which change in teachers’ level of motivation was examined along with other indicators such as job satisfaction, self-efficacy, and occupational commitment as they relate to teachers’ sense of professional identity. Convey’s (2014) study focused on factors of motivation and job satisfaction and found that Catholic teachers had higher internal satisfaction with their self-esteem compared to non-Catholic teachers and that being able to teach in a Catholic school was motivating to Catholic teachers. Mertler’s (2016) study on teacher motivation and retention found that teachers were more likely to remain to teach if they received a pay increase.

In addition to the literature on teacher motivation and career choice, studies about teacher motivation have also been examined in the context of teacher attrition and retention. Many researchers have sought to discover how to prevent the premature loss of teachers and what should be done to retain teachers in the profession, especially for those with many years of experience. It is important to foster teacher motivation the longer that a teacher remains in the profession. According to Day and Gu (2012), while many educators join the profession with a sense of vocation and a passion to give their best to their students’ learning and development, for some, they diminish over time, altering external and internal working circumstances and environments, and unforeseen private activities. Teaching has its moments of
gratification, yet many strenuous factors can eventually decrease a teacher’s desire and motivation to teach the longer one remains in the profession. Schools must do better to retain their teachers, but they must also do better in assisting veteran teachers in maintaining their motivation to teach.

1.3.2 Teacher longevity

Another topic relevant to this study pertains to teacher longevity. Teacher longevity can be defined as the length of time a teacher has worked in the profession. To examine teachers at various stages in their career, researchers have created categories that are based on years of teachers' experience. Day and Gu (2007) developed six types of teachers' professional life phases in their four-year research project on variations in teachers' work, lives, and effectiveness (VITAE). This study examined 300 teachers and placed them in one of six categories depending on their professional life phase, which Day and Gu (2007) considered the number of years these teachers had experience teaching. Day and Gu (2012) combined the six categories into three broad categories and referred to those who have taught for fewer than seven years as early career teachers, those who taught between 8-23 years as middle career teachers, and those who taught more than 24 years as of late career teachers.

Teachers who have accumulated years of teaching experience are referred to as late-career teachers, veteran teachers, or long-term teachers. Review of the several kinds of literatureshow that studies on veteran teachers cover a broad spectrum of experience. One research study by Cohen (2009) focused on two veteran teachers with over 25 years of experience. These teachers would be considered late-career teachers according to Day and Gu’s (2012) breakdown of professional life phases. Other studies focused on veteran teachers with at least ten years of experience (Hardman, 2010). Applying Day and Gu’s (2013) professional life phases means that these teachers would be considered midcareer teachers since they have surpassed the novice stage but have not reached late-career status.

Lavigne and Bozack (2015) created a different breakdown of career stages in their study that analyzed the successes and struggles of teachers. They categorized three career stages as the beginning (1-5 years), mid-career (6-10 years), and veteran (10+ years). This categorical breakdown of career stages differed considerably from Gu and Day's (2013) professional life phases. Most studies which have examined veteran teachers usually focused on teachers with at least ten years of experience. Ten years in a profession often indicated that a person would most likely continue long-term. Cohen (2009) argued, that it is rare for a teacher to remain in one urban school for more than ten years, and even more unusual for that teacher to be highly educated and deeply invested.

Although many researchers required their participants to have at least ten years of teaching experience to be considered a veteran teacher, a few studies included teachers with at least five years of teaching experience. However, one study in the literature implied that longevity should be relative to the
nature of the study. Kokka’s (2016) study of 16 STEM teachers in an under-resourced urban high school included only teachers who have taught for at least five years. Kokka (2016) considered five years of teaching experience long term because STEM teachers in under-resourced schools typically leave within five years. The site for this study was unusual because 16 out of 20 STEM teachers had more than five years of teaching experience at the school. Longevity for STEM teachers at this site was particularly high.

Another study of 15 veteran teachers in high poverty elementary schools considered a veteran teacher as one who has earned tenure in the school district and has taught at the same school for at least six years (Kearney, 2011). Although many studies required a minimum of 10 years of teaching experience to be categorized as a veteran teacher, a review of the literature revealed a lack of consistency among researchers as to the minimum number of years of teaching experience for those who would be regarded as veteran teachers.

Much attention has been given to preservice teachers and novice teachers on how to motivate and retain them in the profession. However, research on veteran teachers has often been overlooked (Cohen, 2009; Edwards, 2003). It would be beneficial to less experienced and future teachers to examine the professional lives of teachers who have dedicated many years in the classroom. Identifying and describing what motivated these teachers and how they endured the challenging seasons of their career can provide important insight into the motivation and longevity of teachers.

Research on teacher motivation has been mostly quantitative, but the literature revealed that most studies on teacher longevity have been qualitative as researchers sought to understand why teachers chose to stay so long in the profession. The nature of qualitative research provides a more in-depth understanding of the beliefs, feelings, and perspectives of teachers.

Myers's (2008) subject discovered the foiling the instructor spirit their first-year pedagogy when they were placed in challenging schoolroom that would make it very difficult to be successful. They could not understand why the school disposal would do this to their new instructor. This is a perfect example of why schooltime may struggle with teacher attrition. Myers (2008) argued that when new teacher experience failure and leave the profession, they not only lose a Book of Job, but they suffer a departure of pride and confidence. This instructor argued they would have felt more supported if school leaders had taken more consideration in how they assigned new teachers. In addition to better forethought on the arrangement of new teachers, teachers also desired support from executive regarding the necessity for the classroom.

Participants in both Myers’ (2008) and Kearney's (2011) studies mentioned the lack of support from administration in providing teachers with the necessary supplies and materials for the classroom. Another area of support that teachers appreciated was administrator support when dealing with parents.
Administrative support for teachers in their efforts to manage students' behavior is significant if schools want to retain their teachers long-term.

Other reasons for teacher longevity found in the literature were having a positive work environment (Hardman, 2010), having a calling (Teodori, 2015), and having an influence on the students (Kokka, 2016). Most of the research conducted on teacher longevity pertained to public school teachers, particularly in urban areas. Very few studies examined the longevity of teachers in Christian schools. Hardman (2010) surveyed 417 Christian school teacher with over ten years of experience. Some of the study's findings similar to another subject with world school instructors, such as pupil interaction and environment. However, Christian school teachers in Hardman's (2010) study believed they were motivated to stay long-full term because of their calling to teach, and the personal impact Christian training had on their lives.

Teodori (2015) conducted a phenomenological study on the persistence of teachers in an urban K-12 Christian school and noticed one theme for persistence was the teachers’ faith in God which included their calling, giftedness in particular areas, and the belief they were sent to share their knowledge and faith in a Christian school. Results from these two studies demonstrated that although teachers in Christian schools may have similar reasons for longevity as teachers in public schools, it is evident that spiritual reasons were more significant in the lives of Christian school teachers.

The reason for such a variety of results may be because teacher longevity is a personal issue that is influenced by numerous factors such as age and years of experience, in addition to circumstances such as school environment, administrative support, and job satisfaction. More research on teacher longevity in Christian schools is needed to help leaders create strategies that can help to motivate their teachers toward long-term service. More research on veteran teachers is also necessary to gain perspectives on what it is like to experience longevity in Christian schools.

1.3.4 Teacher retention

Research on teacher retention is relevant to this study because Christian schools need to actively work to build and sustain the motivation of their teachers to retain them. With the problem of teachers leaving the profession after only a few years of teaching, attention has been focused on how to maintain America's teacher force. Problems with teacher attrition affect schools in all areas. Teachers leave from both elementary and secondary levels, and specifically in areas such as music (Gardner, 2010; Hancock, 2009) and special education (Berry, Petrin, Gravelle, & Farmer, 2011). Some proposed the best way to reverse the attrition problem is to recruit more teachers, while others argue that strategies for retention are needed (Beesley et al., 2010; Guarino, Santibañez, & Daley, 2006; Ingersoll et al., 2012).
Researchers who have studied teacher retention have suggested various strategies for retaining teachers. Increasing teacher salary has been suggested as a means to boost teacher retention, although the literature disagrees as to whether or not wage is a retention problem. Darling-Hammond (2003) suggested that teachers’ salaries should compete with other occupations and that lower salaries for newer teachers can affect teacher retention. Brill and McCartney (2008), on the other hand, argued that increased salary does not affect retention and that there are conflicting views about salary and teacher retention. Salary may not be the primary reason teachers choose to leave the profession.

According to the literature, other ways to increase teacher retention are to create better work environments, increase professional development, and provide effective induction and mentoring programs (Alliance for Excellent Education, 2008; Brill & McCartney, 2008; Darling Hammond, 2003; Mihans, 2008). A significant factor is the job environment in determining job satisfaction. In the realm of education, school environments can have a significant impact on whether teachers choose to leave. More quickly. The combination of professional development and exposure to the experiences of their mentors and other educators can shorten the time it takes for fresh educators to perform at the same rate as an experienced teacher who, on average, is without induction from three to seven years (Alliance for Excellent Education, 2008).

Parker et al. (2009) performed a survey in North Carolina with 8,839 educators who had been mentored during their first two years of teaching. The study sought to determine if there was a relationship among matching mentors, how much support was provided by mentors, and the teachers’ intentions to remain. They found that 88 percent of novice teachers who were specifically placed with mentors in the same location had intentions to stay in teaching. Mentors who were very supportive of their novice teachers influenced their decision to remain in teaching. The most notable result of the investigation was that matching novice teachers with mentor teachers in the same grade level can help to minimize attrition. It appears that the most successful induction programs are those that pair novice teachers with other teachers within the same school and grade level.

Job satisfaction is also mentioned in the literature on teacher retention. According to Woods and Weasmer (2004), teacher satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student outcomes. Many aspects of a person's occupation are impacted by job satisfaction. In a study by Perrachione et al. (2008), 201 elementary school teachers in Missouri were surveyed to determine their satisfaction in teaching. The results indicated that 79 percent of the teachers were satisfied with the teaching profession because of working with students and personal teaching efficacy. Concerning job satisfaction, 63 percent of the teachers were satisfied because of good students, positive school environment, and small class size. Job satisfaction is a significant factor in deciding
whether to remain in the profession. Those who are not satisfied will be less likely to continue with their line of work.

Teacher retention is vital to maintain stability in a school's faculty, and preservation helps to maintain morale in schools. Schools with fluctuating or low teacher retention and low morale amongst the faculty will struggle to effectively provide an education for the students. School administrators must understand the importance of retaining their teachers and finding ways to keep their teachers in the profession. One way to retain teachers is to discover what would motivate them to choose to remain long-term in the classroom. This study will provide helpful perspectives from teachers about what motivates them to remain in private schools.

1.4 THEORETICAL LENS

This study is investigated through the lens of London’s Career Motivation Theory. Career motivation is the collection of individual features and related career choices and behaviors that represent the career identity of the person, insight into variables that affect his or her personal, and resilience to unfavorable career circumstances (London, 1983). Career motivation theory has been applied in quantitative research studies outside the realm of education (Day & Allen, 2004). This study extends the literature on London's (1983) theory by applying it to education, particularly private school education. The purpose is to discover how the different elements in career motivation theory are evident in the lived experiences of basic education teachers.

Career identity, career insight, and career resilience are the three major domains of career motivation. Career identity is the interconnectedness of one's self-image and one's career. A person's identity and career are intertwined in that a person is defined by his career. Career insight is understanding one's abilities and matching these abilities to career goals. Career resilience is remaining committed despite challenging situations at work. These three areas work together to understand a person’s career motivation. Although some aspects of career motivation apply specifically to managers of organizations, London (1997) stated that many other aspects of career motivation could apply to other areas of work. He further described career identity as the direction of career motivation and stated that those who have high career identity might find that career satisfaction from other fields of life (primacy of job) is likely to be more essential than satisfaction.

This study further anchors on Career Motivation Theory. Savickas (2005) explored on the work of Super (1980) to develop career construction theory, which focuses on how individuals construct their life roles, including their careers, framed within the environment and other life domains. According to Savickas, one’s career is constructed through the meaning placed on behaviors related to work life, in the context of her or his environment and experiences with others. While both Super and Savickas focus on
the importance of life roles over time and use similar terms to describe life stages, Savickas diverges from Super’s Life-Career-Rainbow Theory by discouraging a focus on sequential career tasks and stages, and instead emphasizing career paths that are less predictable. Thus, individuals may move through a mini-cycle of growth, exploration, establishment, management, and disengagement during each career transition, which may result from planned career changes or from unplanned events such as layoffs or disabling illness or injury. Indeed, career construction theory focuses on the changing landscape of the world of work, and the importance of individual adaptability in response to these changes. Career construction theory appears highly applicable to the conceptualization of retirement decisions and counseling with older workers. While the theory does not overtly discuss retirement in the career development process, it does view career development as a fluid, lifelong process, as opposed to one that ends once an initial career decision has been made. The theory also takes other life roles into account, allowing retirement decisions to be considered in the context of other salient identities (e.g., spouse, grandparent, hobbyist, etc.). Of additional importance is the theory's focus on contextual factors as they relate to career decisions.

Regarding retirement, this allows for the consideration of societal, institutional, and economic factors that might influence the decisions older workers make. The influence of culture also appears particularly salient from a constructionist perspective. Since the theory focuses on the meaning individuals make within their environment, clearly cultural context would be relevant.

Understanding the impetus to the longevity of teachers to teach and how they maintain their motivation can be helpful in determining ways to retain teachers in schools. This study seeks to apply career motivation theory and career construction theory in understanding the decisions and behaviors of basic education teachers in the private school.

2 METHOD

Research Design. This study employed a qualitative approach. Qualitative research allows the researcher to delve into deeper issues to present an understanding of the participants and to explain these issues in a narrative fashion (Creswell, 2013). An aspect of a qualitative approach focuses on describing personal life experiences that quantitative studies do not thoroughly provide. Marshall and Rossman (1999) explained the importance of qualitative research that, in a study focused on the experience of individuals, the researcher might argue that human actions can not be understood without knowing the significance that respondents assign to such actions, such as their ideas, emotions, beliefs, values and assumptive worlds;

Qualitative studies can be patterned after a variety of research designs. This study followed a phenomenological research design. In his book regarding phenomenological research methods, Moustaka
(1994) pointed out Hegel’s definition of phenomenology as the science of describing what one perceives, senses, and knows in one’s immediate awareness and experience.

The phenomenon in this study is the motivation to longevity of mid-career basic education private school teachers amidst turnover. Hence, qualitative – phenomenology will be employed in this study because it can bring a deeper understanding of the phenomenon of motivation as the participants share their experiences as basic education teachers who chose to remain in the private school amidst turnover. Understanding basic education teachers’ beliefs on what motivated them to continue in the private school can help school administrators to develop ways to further motivate their teachers toward longevity and reduce teacher turnover attrition.

**Participants and Sampling.** Several different sampling strategies can be used in qualitative research. The primary intent of these strategies is selecting information-rich cases, cases from which one can learn a great deal about matters of importance and therefore worthy of in-depth study (Patton, 2002). To gather information-rich cases, purposeful sampling rather than random sampling was used. One type of purposeful sampling is criterion sampling. Participants for this study are chosen by criterion sampling. The criteria are as follows: (1) they should be teachers who have taught for 8-23 years or the middle career teachers as described by Gu and Day (2007); (2) they should have rendered at least eight consecutive years in their current private school; and (3) they should be licensed professional teachers. In terms of sample size, Creswell (2007) recommends three to 10 participants or subjects. Hence, within the ranges of Creswell’s recommendation, the researchers interviewed seven participants for IDI from a Basic Education sectarian school and another five participants for the FGD from another sectarian institution situated in Davao City, Philippines.

**Ethical Considerations.** Patton (2002) suggested several ethical issues that are important to address in a qualitative study. One suggestion was to explain the purpose of the study and how the participant’s contributions can provide helpful insight into what motivates teachers to remain long-term in a private school. It is also necessary to inform potential participants that participation in this study is voluntary, and they may choose to discontinue their involvement at any time. Patton (2002) also addressed issues regarding reciprocity and risk.

Because of the personal nature of qualitative studies, we acknowledge the importance of addressing these ethical issues. Hence, we intend to build trust with each participant and ensure that what is shared will be used only for this study. We will also ensure that the confidentiality of their answers will be observed so the participants can freely share their thoughts and feelings. Before any information is collected, we will secure the consent of the potential candidates through a Consent Form that clearly explains the study and what their participation entails if they choose to participate in this study. To ensure that we correctly represent the thoughts, feelings, and beliefs of each participant, we will also implement...
member checking. During the member checking, the participants have an opportunity to read their transcripts to clarify or correct their responses.

**Role of the Researcher.** In qualitative studies, the researcher acts the instrument. As researchers, we enter into the lives of the participants as interviewer and analyzers of their experiences. Hence, as the human instrument in this study, we disclose that we do not have close associations with the target participants, such as socializing or attending any events, before the study. During the interview process, our role was to be objective listeners, and we will allow the participants to openly express their beliefs, feelings, and perspectives.

**Data Collection.** Data collection for this study begins only after we have identified our target participants, and after we have secured their consent. After both have been accomplishing, we will begin our data collection: first through a semi-structured interview and second, through focus group discussion for triangulation. Triangulation is necessary for qualitative studies to be trustworthy, reliable, and valid. Marshall and Rossman (2009) emphasized that triangulation is the act of providing a single point with more than one information source. Unlike quantitative research, which uses information gathered from surveys, qualitative research relies on implementing several methods to allow for more in-depth answers to the research questions.

In conducting the semi-structure interview, we made use of the Interview Guide. Creswell (2013) described a semi-structured interview as a method of research used most often in the social sciences. Also, as a result of what the interviewee says, a semi-structured interview is open, enabling the development of fresh concepts during the interview. In a semi-structured interview, the interviewer usually has a thematic structure to explore. Similar, a focus-group discussion will follow the semi-structured interview using the same interview guide. A focus group discussion (FGD) is a great way to bring individuals from comparable backgrounds or experiences together to discuss a particular subject of concern (Holland, 2013).

**Data Analysis.** To analyze the data, we employed Collaizi’s Descriptive Phenomenological Method (Morrow, Rodriguez, & King, 2015). As our first step, we familiarized ourselves with the data, by reading through all the participant accounts several times. This was followed by identifying all statements in the accounts that are of direct relevance to the phenomenon under investigation. After this, we identified meanings relevant to the phenomenon that arises from a careful consideration of the significant statements. Then we clustered the identified meanings into themes that are common across all accounts. Afterward, we wrote a full and inclusive description of the phenomenon, incorporating all the themes produced. Next, we condensed the exhaustive description to a brief, thick declaration capturing only those elements that are considered vital to the phenomenon's composition. Lastly, we returned the
fundamental structure statement to all participants (or sometimes a subsample in larger studies) to ask whether it captured their experience. Then, we modified earlier steps based on feedback.

**Rigor of the Study.** According to Patton (2002), the trustworthiness of the researcher is one dimension of rigor. This includes credibility, dependability, transferability, and confirmability. A challenge with qualitative studies is ensuring the **credibility** of the study. According to Denzin and Lincoln (2000), credibility is similar to validity in quantitative research. To ensure the credibility of the result, we employed multiple data collection such as semi-structured interview and focus group discussion.

*Also, reliability* depends on the researcher's behavior to account for altering circumstances in the environment selected for study and design modifications generated by an increasingly sophisticated knowledge of the environment (Marshall & Rossman, 1999). To ensure dependability, we provided an audit trail of details regarding the steps that we will take to conduct this study. Additionally, transferability refers to whether the findings of this study will assist other studies that are similarly framed. To achieve this, we employed triangulation. Lastly, **confirmability** refers to whether the data help confirm the general findings (Marshall & Rossman, 1999) and that the findings are a result of objective analysis of information rather than the researcher's biased subjectivity. Hence, member checking was employed before presenting the final result of the study.

**3 RESULTS AND DISCUSSIONS**

In this section, the result of the data analysis is presented. To give a comprehensive explanation of the themes, discussions are also provided. To refer to the teachers’ quoted answers to the interview, The transcription of the interview found in the appendices.
3.1 EXPERIENCES OF MID-CAREER BASIC EDUCATION TEACHERS IN THE PRIVATE SCHOOLS AMIDST TURNOVER

Teaching is one of the most fulfilling jobs because it provides a chance to affect a generation to come. It's also very difficult and difficult. Demeanor (2017) said it requires patience, commitment, enthusiasm, and the capacity to do more with less to be a teacher. Those who are dedicated to the industry merely do so because they want to be creators of difference. Based on our data analysis, the most prevalent teacher difficulties are balancing and adapting to turnover, as shown in Figure 1.

3.2 FINDING BALANCE

Often teachers come early and remain late. They must grade and record papers, work with other teachers, plan and prepare for the activities or lessons of the next day, attend meetings of faculty or committee, clean and organize their classrooms, and communicate with members of the family. Many educators, even after they go home, continue to work on this stuff. Given their nature of work, it can be
difficult to find a balance between personal life and professional life. The first that contributes to teachers' quest for balance in their lives is paperwork,

**Doing Lots of Paperwork.** The first that contributes to teachers’ quest for balance in their lives is paperwork. Teachers create lesson plans, prepare tests for assessment, make reports of students' progress, and much more paperwork. These demand on paper are considered by teachers as a challenge.

“…Mga documents na kailangan ipass, mga paperwork. Those that demand time and date of submission.” --- IDI - Teacher E

“…..academic reports that they have to make and there are some teachers who would be absent because they are doing works at home maybe, they cannot manage their time.” -- - FGD - Coordinator A

“I think it’s more on the paperwork. As of this time, teachers have to prepare so many things before they can go to the class. Lesson Plans, SF, grades, class records. I think those are the things that also make the teachers at some time na they would feel na kapoy na, but it's a calling and needs to be done.” FGD - Coordinator C.

A review of the literature revealed that attrition can be caused by lack of support (Curtis, 2012), classroom management (Buchanan, 2012), opportunities for better salary (Mertler, 2016), dissatisfaction with work (Skaalvik & Skaalvik, 2011), poor pedagogical preparation (Ingersoll et al., 2014), and burnout. Attrition is problematic not only because many capable teachers leave the profession prematurely, but also because it affects the quality of education in many schools (Cook & Engel, 2006). Because of teacher turnover, many schools are spending their resources searching for new teachers. When teachers are available, they may be required to teach subjects that they are not competent to teach, which not only hinders the teachers’ effectiveness but also the students’ quality of learning.

**Adjusting to Different Class Preparations.** The second theme that contributes to teachers’ quest for balance in their lives is the different class preparation they have to do. Teachers need to meet the class and teach those plans to the entire class, individually to students or in small groups, create and reinforce classroom rules, prepare instructional materials, supervise extra/co-curricular activities of the learners.

Responses in the focus group discussion were similar. Coordinators A and B said, respectively:

“I think is kanang daghag preparations... unya dli pa gani sila adept na mangita ug ways... how to manage... they still lack that skill ba... ‘I’ve been hearing comments like ‘Ma’am uy, daghana ba nakog preparations.... ’” --- FGD - Coordinator A

“Kanang dghan nila gna reklamo kanang daghang preparations..pila gud kabuok akong preparations upat kabuok , 3 kabuok mao na ilahang reason nganong dagay sila makapasa.” --- FGD - Coordinator B

Teachers usually have two or more preparations. This means they teach two or three different subjects. Class preparations would mean a lot if there are more than two. Bobek (2002) stated that teachers
do a disservice to themselves and their students if they are not prepared to teach their chosen subject matter and if they carry out assignments in subject areas where they lack mastery.

**Dealing with Difficult Pupils.** Teachers are forced to deal with all kinds of pressure and stress from managing classrooms and students’ behavior to ensuring academic success for all their students. Myers’s (2008) study discovered the frustrations the teachers felt their first year teaching when they were placed in challenging classrooms that would make it very difficult to be successful. Teacher A who has served for 15 years said:

“As a teacher, when it comes to work ang pinaka challenge gyud when you deal with the behavior of the students... kanang lisod sila i-discipline labi na ang mga dagko.” --- IDI-Teacher A

Swanson (2016) found that turnover rates are higher for teachers in schools serving large concentrations of students of color. Moreover, teachers with alternative certifications, including those who get emergency certified instead of going through a college certification, are 25 percent more likely to leave their schools than other educators. He suggests that the reasons teachers leave include lack of administrative support, low salaries, accountability pressures, working conditions, and lack of advancement.

### 3.2.1 Feeling Sad

A record elevated turnover in the last few years at their colleges. According to the National Education Association, more than 40 percent of educators leave the profession in five years, leaving shortages of professors across the nation. Turnover is very much observed in the South and lowest in the Northwest (Learning Policy Institute, 2016). When a teacher leaves, the remaining colleague is saddened.

"From time to time may lumalabas I'm sad as a teacher, they stop teaching and transferred to public schools' kay because of the relationship, bonding, and not as an employee but as family. Ma separates na ang relationship.” ---IDI-Teacher F

Watt et al. (2012) asserted that motivations for career choices are forged from personal values and expectancies, experienced in particular sociocultural settings within the context of different demand and reward structures. People often make career choices based on accumulated experiences and values and relationships that they have personally developed.
3.3 COPING STRATEGIES OF MID-CAREER BASIC EDUCATION TEACHERS IN THE PRIVATE SCHOOL AMIDST TURNOVER

3.3.1 Motivation as a coping strategy

The data generated two categories of coping strategies of teachers to stay long in the private school amidst turnover. These are personal and professional motivation. Under each category are the specific coping strategies experienced by the teachers, as seen in Figure 2.

3.3.2 Personal motivation

The first category of the challenges of teachers to stay long in a private school is personal. This refers to behavior that is brought by inner satisfaction. In other words, the motivation to be involved in an action arises from within the individual because it is naturally satisfying. Internal motivation or personal motivation as used in this paper is defined as doing something because it is inherently exciting and enjoyable. Humanist psychologists suggest that intrinsic motivation, which includes the tendency to be active, curious, learn, and develop one's abilities without rewards or punishment, most powerfully reflects the positive potential of human nature (Ryan & Deci, 2000).

**Passion for Teaching.** The teacher participants of this study find personal happiness in being with the learners. If they are in the company of their students, they feel that joy from within. The same reason for happiness was stated by Teacher A whose stay in the private school has reached 15 years, and Teacher D, who has served for 15 years, said:

"To be with my pupils is the best thing that ever happens to me...Being with them gives joy to me." --- IDI -Teacher D

"Being a teacher is to be with the kids, mingle with them and feel like a kid also because once you feel like a kid, there's happiness there... and being with their level also. So you can feel happiness." --- IDI -Teacher

It can be surmised by the researcher from the responses of Teachers D and A that happiness at work is their motivation to stay longer in the private school. Teacher B and Teacher E added also said:
Figure 2. Themes on Coping Strategies of Mid-Career Basic Education Teachers in the Private School Amidst Turnover

Happiness at work as an internal motivation among teachers was pointed out by Neslinlıhtiyaroğlu, (2018). She cited that teachers who are happy remain in the profession longer. Moreover, the two main orientations of motivation are referred to as intrinsic and extrinsic motivation. According to Ryan and Deci (2010), a person who is intrinsically motivated will act for the fun or challenge entailed rather than because of external prods, pressures, or rewards. In other words, intrinsically motivated people are driven toward action by a personal or genuine interest in what they do. Extrinsic motivation can be considered the opposite of intrinsic motivation because those who are extrinsically motivated perform an action that results in a separable outcome. Those who are extrinsically motivated are not necessarily driven to accomplish the task but more for what is gained by accomplishing the task. In our analysis, it can be
surmised that the participants are more intrinsically than extrinsically motivated in their choice to stay in the private institution.

**Love of Learners.** The participants of this study expressed that the love of their learners motivate them to stay long in the private school, and it served as their coping when many are leaving.

"Moments with the children. It’s like getting young all the time because of their innocence" --- IDI-Teacher A-R1

Watt et al., (2012) pointed out that everyone had experienced instances in life when motivation was very high, moderate, or in some cases lacking or nonexistent. Professionals have experienced days when much has been accomplished because of high motivation levels, and they also experienced days when very little was accomplished because of a lack of motivation. These types of experiences also occur in the lives of teachers. Teachers can be extremely motivated, especially during certain times of the school year, and yet teachers can also be unmotivated due to various circumstances.

**Collegial Support.** This strategy describes that in the work environment responsibility and authority is shared equally by colleagues. Collegial support refers to the quality of the relationships among staff members in a school.

"The company of my colleagues, kung may problems don ka pupunta... may iiyakan ka..pag masaya ka naman doon mo rin masasabihan iyong colleagues mo....." --- IDI-Teacher C-R1

"I think the people here, more or less, are spending a lot in this institution and having friends here with the bonds that they have made. I think those are one of the perks that are enjoyable" FGD-Coordinator C

This theme was mentioned in the importance of relationships and interaction with peers and students (Beasley, 2013; Boe, 2013; Kearney, 2011; Kokka, 2016; Richardson, 2014). Although teachers work in an environment in which they are surrounded by students and other teachers, those who have developed meaningful relationships and interacted with their colleagues and students typically have been more satisfied and have chosen to remain longer in the profession. Participants in Beasley’s (2013) study commented that fellow teachers are their source of energy and strength and help them experience a sense of belonging, ownership, and satisfaction in their jobs. Boe’s (2013) study of emotional and behavioral disorders teachers described the personal relationships with teachers and students as family-like and that their relationships with the students allowed them to understand and de-personalize the maladaptive behaviors.

**Time for Leisure.** Pearlin and Schooler (2008) retain that the protective function of coping conduct can be exercised in three ways: by eliminating or altering circumstances that cause issues; by perceptually regulating the significance of experience in a way that neutralizes its difficult personality; and by
maintaining within manageable boundaries the emotional implications of issues. Hence, this study showed mechanisms that the teachers use to cope with the challenges they experience in teaching. These are spending a vacation and doing hobbies. In the interview conducted, Teacher E said that this is her way to cope with teaching challenges.

“Pag may time, especially mga bakasyon, semestral break, Christmas vacation. I see to it na I attend some of those reunions, para mag paalala na naa pako.” ---IDI-Teacher E

Also, another coping style is leisure, which can be a form of hobbies. Past time or hobbies are regular activities that are done for enjoyment, typically during one's leisure time. Hobbies can include collecting themed items and objects, engaging in creative and artistic pursuits, playing sports, or pursuing other amusements. Teacher D pointed out that when an experience was not appealing for her; this was her answer.

“First and foremost, I sleep, and when I wake up, I go to my garden after that I will read a book and do my hobby, which is cooking or preparing something in the kitchen.” ---IDI-Teacher D

Ethan Greavu (2017) suggested three forms of hobbies. These are investment hobby which is doing something with what leftover money one might have to see if it can turn into even more. The other one is a physical hobby, which is doing something healthy for the mind and body. The third is a creative hobby, which is a perfect way to practice exploration.

### 3.3.3 Professional motivation

The second category of motivation as a coping strategy refers to behavior that is driven by outer rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual. There are four themes under this type of motivation as a coping strategy of the participants.

**Good Working Environment.** In an educational setting, a positive environment is a setting that has structure and routine that is secure, which can also help stimulate children and in effect, learn more. It refers to a workplace that makes teachers feel good about coming to work, and this motivates to sustain them throughout the day. The teacher participants replied that this is a motivation that let them stay in the private school.

“The environment makes the teacher feels at home. This is the place where teachers are allowed to grow, not forcefully, but giving them the freedom to grow by themselves.” ---FGD-Coordinator Magdalene

“…. That’s why in every moment and simple task every day we have the moment to talk to each other... kahit na konting patawa na chitchat because the people are talking with, the people you have bonds with that’s why it's more fun to go to school...and be with the people that you enjoyed with....” ---FGD---Coordinator C
Based on the response of the teacher participants, productivity is achieved in a positive environment. Teachers with strong organizational commitment are valuable to any school because of their loyalty and personal desire to make the school successful. According to Mowday et al. (1979), organizational commitment has three factors: (a) employees fully adhere to and align with the organization’s goals and values, (b) employees exert personal effort to do what needs to be done for the organization, and (c) employees have a desire to remain as part of the organization.

**Professional and Spiritual Development.** The word professional development can be used in education for a broad range of specialized training, formal education, or sophisticated professional teaching designed to assist teachers and other educators enhance their professional understanding, skills, and efficiency. Spiritual growth may mean the development or growth of higher awareness and consciousness. Based on the response of the participants, professional and spiritual development also motivate them to stay long in private school.

"The beautiful activities that I attended in school, especially spirituality. I thank the school for the retreat, recollection, the religious activities...” IDI-Teacher B-R3

".... Teachers are happy because of the formation in terms of spirituality that we can have that the majority of us are Catholics. We are provided with our retreats..that’s very nice experience it’s not just enjoying the moments with God but with the people that we have here...” FGD-Coordinator Joseph-R3

“...Stay in school dili ka ma stagnant..you can grow professionally kay naa man gud siyay program sa school para sa teachers para sa all employees” FGD- Coordinator Mary.

Many studies have discussed teachers’ intrinsic and extrinsic reasons for entering the teaching profession; however, studies have found that some teachers enter teaching for spiritual reasons. Convey (2014) conducted a study with 716 Catholic school teachers and found that more than half of those teachers had religious motives for teaching in a Catholic school such as commitment to Catholic education and God’s choice for my life. These teachers believed in the mission and purpose of the Catholic church and chose to teach in Catholic schools to teach and instill Catholic ideology to students.

**Salaries and Benefits.** This motivation was also cited by the teacher participants in this study. This is a common form of professional motivation or external motivation because it provides food on the table.

“The benefits provided by the school to the teacher, example free education of the children regardless of the number, other fringe benefits na wala sa other schools... mga sick leave na 21 days; emergency leave na 10 days... perti ka daghan sa benefits na gina provide sa school sa teachers.” FGD-Coordinator Mary-R1

“Marami..., first is the salary I receive every month, time ng dalaga pa ako, I can spend my money sa personal things ko. .....” IDI-Teacher C-R1
“... I love the pupils and the colleagues and with the benefit the school gives.” ---IDI-Teacher D

For me, the perks the benefit, the things that they can enjoy academic growth, free tuition in the undergrad in the graduate school they can enjoy 90 percent free sa tuition and then meron padiscount sa miscellaneous. That they will enjoy and grow more professionally.”

FGD-Coordinator Joseph

Having received compensating salaries and benefits motivate teachers to stay long in private school. These are evident in the responses which I gathered during the interview. Research studies have found that individuals have intrinsic, extrinsic, and altruistic reasons for choosing a career in teaching (Watt et al., 2012). Extrinsic reasons are salary, recognition from others, or longer vacation, while intrinsic reasons are associated with the love of working with children or enjoyment of the subject matter. (Kyriacou & Coulthard, 2010). Based on the discussion on the first objective of this study, it can be implied that teachers are not motivated by just one factor; instead, they have varied motivation. These are intrinsic, extrinsic, and altruistic.

3.4 LESSONS AND INSIGHTS OF MID-CAREER BASIC EDUCATION TEACHERS IN THE PRIVATE SCHOOL

3.4.1 Lesson

A lesson is a structured period where learning is intended to occur. In general, lessons are taught in a school, but may instead be instructed in a teaching setting. A lesson in a broader sense is an insight acquired in the earlier unfamiliar subject matter by a learner. Such a lesson can be scheduled, accidental, pleasant, or painful.
Students teach teachers to be more patient. The first lesson that can be learned from the study is how teachers can learn from the students as shared by Teacher E.

"Ma test akong patience, values... Since I am handling mga bata, I need to be a model. the way I speak, as much as possible wala koy mga bad words na ma utter. Kanang the way I dress... modesty... Tapos ana I need to be a model." IDI- Teacher E

Teaching is anything but instantaneous; it requires patience. According to Yost (2006), patience with students who are trying to learn is part and parcel of the teaching profession. However, some cannot appreciate the fact that each student can show distinct aptitude levels for distinct topics. A good teacher will have this knowledge and willingly take the time to achieve those learners who do not have powerful skills in some topics. Such a student level of interest is an attribute attained only when a teacher is patient. Further, a patient teacher will also have the willingness to adapt to different classroom situations. Students vary from class to class. Some may be attentive, while others, trouble-makers. Depending on the learners
in each class, different teaching approaches may need to be employed. A good teacher understands how to involve the teaching process with the learners.

**Challenges allow teachers to be stronger.** Another lesson learned from the study is that challenges do not weaken teachers; instead, it makes them better and then they mature in the profession. Coordinator Magdalene gave her thoughts:

> “Strengthen the persons and allow the person to be objective. There are many instances; challenges may come and then hear this person amid challenges. Maningkamot siya mag swim, and later kabalo siya mu stand sa realidad.” FGD-Coordinator A

Teaching can be difficult at times, but as long teachers care about their students and want to help them, both with the materials in the class and their struggles outside the class, it can also be very rewarding. To be a teacher means that it is important to be flexible in rearranging plans and having backups for when school-wide activities might disrupt the normal routine. Teachers should have a week planned out ahead of time. Good communication and good planning can help to ensure that students are getting the full educational and social experience of school (Thompson & Palermo, 2014).

**Positive atmosphere in teaching stimulates encouragement.** The third and lesson that can be learned from the study is the impact of a good learning environment. This was shared by Teacher B.

> “… sa environment and then siguro sa mga bata, mao pud na ang isa sa dahilan nako na mabot ang panahon na graduate na sila sa Holy cross unya mag ask sa akoa na, “sir, same school gihapon ka, hala dugay na ka” Malipay ko, ganahan ko maminaw…” --- IDI-Teacher B

Maintaining an enjoyable working atmosphere is the best way to attract and retain outstanding school teachers. The quality of schooling is greater when a college has efficient professors. Therefore, the objective of any college scheme is to provide a secure, learning-friendly job atmosphere. Some factors within a school cannot be changed, including the types of students that attend or the geographic area of the school (Parker et al., 2019), but a good working environment for teachers can be created.

### 3.4.2 Insights

Insight is gained by a learner into previously unfamiliar subject-matter. Insight is being able to understand something with clarity. It often includes having an understanding of a cause and effect relationship. In this study, the teachers interviewed gave these lessons which they learned through the years of teaching.

**Love for work is deepened.** A teacher who chose to stay in the private school amidst turnover realize that they have developed a deep love for work. Because of this attachment, they are happy to stay.
“Kana lang gud nang among the faculty relationship which na makit an sa newly hired teachers ang mga senior teachers na happy na they lived the value of Holy Cross.” --- IDI-Teacher D

Studies in career choice have found that people are motivated to a particular career because they felt a calling to it. Initially associated with a religious connotation, calling has shifted from a religious view of work to a secular one. Duffy, Allan, and Bott (2012) defined calling as a meaningful and prosocial career prompted by an external force. Galles and Lenz (2013) defined calling as the extent to which a person feel called to go into a particular career or life role. Buskist, Benson, and Sikorski (2005) described calling as an inner desire that pushes an individual to undertake a specific course of action. These secular definitions no longer confine a calling as performing works of service for God, but rather finding and doing work that one feels is personally meaningful or fulfilling. These definitions allow calling to apply to those who are not necessarily spiritual and who do not view their work as having spiritual purposes.

**Teachers become good examples.** Another insight from this study that the participants share is that in the long run, teachers embody the principles of the teaching profession. Hence they become good character examples. Coordinator Martha shared:

"The learning to survive, you have to learn how to deal with different personalities because probably the size of the group and composed of different personalities, if you don’t have the skill of dancing with the group, you be swallowed alive. Ability to adjust.” --- FGD- Coordinator Martha

**Teaching allows a closer relationship with others.** This is another insight that was shared by the teacher-participants. The longer one stays the stronger is the bond among friend and colleagues.

“It's the relationship... human relations. Kana bitaw we need to read the person, who is the person... you have to read from those relationships you have built. I grow, and we grow, and the organization will. Ug unsaon siya ug pagdala.” --- FGD-Coordinator B

Qualitative studies on teacher longevity in public schools have produced similar findings despite the various demographics of participants such as age, length of experience, type of school, grade level, or subject matter. One common theme among veteran teachers was the importance of relationships and interaction with peers and students (Beasley, 2013). Although teachers work in an environment in which they are surrounded by students and other teachers, those who have developed meaningful relationships and interacted with their colleagues and students typically have been more satisfied and have chosen to remain longer in the profession. Participants in Beasley’s (2013) study commented that fellow teachers are their source of energy and strength and assist them to have a sense of belonging, ownership, and satisfaction in their jobs. Boe’s (2013) study of emotional and behavioral disorder, teachers described the
personal relationships with teachers and students as family-like” and that their relationships with the students allowed them to understand and de-personalize the maladaptive behaviors. Another common theme found in qualitative studies on teacher longevity was having a support system. Teachers are forced to deal with all kinds of pressure and stress from managing classrooms and students' behavior to ensuring academic success for all their students. Studies have found that teachers highly value the support from not only their colleagues but also from school administration.

**Teaching deepens Catholic faith.** Teaching also makes one grow in faith, especially when one is teaching in a private religious school. Being in a religious school makes teachers avail of the activities and programs that center on improving their spiritual health.

“...that I always pray, I always have that experience with my community na naa gud mi prayers session twice a week. Every Wednesday and Saturday that also move me because there..... They always look up on me that I am from Holy Cross, so I know everything, especially in the prayers sa rosary... Kanang mag pilgrimage mi... What we’re doing in school I also introduce it there and so on. They ask about the advent wreath... the meaning, why do we have it at home... something like that...” IDI-Teacher D

In a similar subject, Schroder (2008) surveyed faculty and administrators at a Christian university to measure their job satisfaction and their organizational and religious commitment. Predictors of organizational commitment differed between faculty and administrators. According to Schroder (2008), factors that predicted faculty organizational commitment were organizational policy and administration, work itself, and religious commitment and factors that improved organizational commitment were working policies and management as well as salary and working conditions. He also discovered that factors that predict organizational commitment for administrators were growth followed by religious commitment, responsibility, job security, and relations with students.

**Teaching provides professional growth.** Another insight is that staying in a private school gives teachers opportunities to grow professionally as a result of the benefits provided by the school.

“For me, the perks the benefit, the things that they can enjoy academic growth, free tuition in the undergrad in the graduate school they can enjoy 90% free sa tuition and then meron padiscount sa miscellaneous. That they will enjoy and grow more professionally.” --- FGD-Coordinator C

Of particular interest to some researchers has been discovering what motivates people to choose a career. People take into consideration various factors as they search for a career. Some choose a career that reflects the values that they believe are important. On the other hand, some choose a career that will reflect their personality and support what interests them. According to Swanson (2012), a person chooses a career to express one’s personality orientation in a workplace environment that embraces the individual’s competencies, abilities, and interests.
In the study of Mopal (2015), he found that teachers remain when a child has learned something from one’s teaching and when that feel like they are making a difference in the lives of the children. Having a lot of room to grow professionally in one’s field, the social status of a teacher giving satisfaction to oneself and the philosophy of public school education inspiring oneself to continue to teach were found to rate high as reasons for remaining in the profession.

Contrary to what some may believe, salary is not necessarily the main issue when it comes to choosing a career. There are those who search for a career that will match their personality or a career that enables them to live out their values. A formula does not exist for how a career is chosen; career choice is an individual, personal matter.

4 IMPLICATIONS AND FUTURE DIRECTIONS

The motivation of teachers toward longevity in the private school varies depending on how much action or outcome is desired by the teacher. They are driven according to their level of motivation, but they are sustained by the reason behind their motivation. Teachers who are highly motivated will put forth tremendous efforts to achieve their goals and to persevere. Teachers who are unmotivated will not put forth the effort to achieve their goals, or their efforts will wane within a short time.

Teachers experience varying levels of satisfaction based on the orientation of their motivation. Teaches who seek a career simply for the pure enjoyment of the work and the opportunity to influence others will experience a different type of satisfaction in his work compared to another teacher who seeks a particular career because of the prestige and power he will receive. Further, teachers are motivated to stay long term due to the calling to teach, and the personal impact of Catholic education had on their lives.

The reason for such a variety of results may be because teacher longevity is a personal issue that is influenced by numerous factors such as age and years of experience, in addition to other circumstances. More research on teacher longevity in private schools is needed to help leaders create strategies that can help to motivate their teachers toward long-term service. More research on veteran teachers is also necessary to gain perspectives on what it is like to experience longevity in private schools.
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