

Staying By Choice: Understanding Teacher Motivation Toward the Development of Private School Retention Framework

Melanie S. Pugoy, LPT, MAEd¹, Maricris M. Sison, PhD²

Pangasinan State University -Open University System,¹ Pangasinan State University²

melani.salinguhay@gmail.com¹

msison.lingayen@psu.edu.ph²

ABSTRACT

This quantitative study was undertaken in private educational institutions in Baguio City to investigate the motivational factors influencing teacher retention and long-term institutional loyalty. The study uncovered significant and profound effects of administrative support and extrinsic rewards on educators' intention to stay. Increased teacher retention was observed when high intrinsic and vocational passion were augmented by strong organizational components, such as regularized employment status, meritocratic reward systems, and continuous professional development, thereby enhancing career stability and institutional longevity. Furthermore, the implementation of the Secure, Engage, Reinforce, Grow, and Stay (SERGS) Framework greatly enhanced school administrators' ability to cultivate a proactive culture of faculty stability by offering explicit pathways for career growth and strategic leadership support.

Keywords: - Teacher motivation, teacher retention, private schools, secure engage reinforce grow and stay (sergs) framework, intention to stay

INTRODUCTION

Teacher retention has been recognized as a vital indicator of an education system's stability, academic quality, and overall student performance (Carver-Thomas, 2018; Toropova et al., 2021). Formally defined as the ability of educational institutions to attract, support, and sustain effective educators throughout their careers, retention is a foundational pillar of consistent teaching practices and strong school communities (Ingersoll & Strong, 2011). However, the teaching profession is currently facing a severe "global teacher shortage" and retention crisis, with international data indicating that systems worldwide need over 44 million additional primary and secondary teachers to meet universal education goals (UNESCO, 2023; International Task Force on Teachers for Education 2030 & UNESCO, 2024). While systemic pressures like workload fatigue and administrative stress act as global drivers pushing teachers away, emerging international literature highlights that long-term educator retention is best secured by shifting from purely extrinsic rewards to fostering professional agency, participatory leadership, and strong intrinsic motivation (UNESCO, 2024; Watt & Richardson, 2023).

In the Philippines, this global narrative is particularly resonant as the country navigates a unique dual-sector landscape. While the public education sector struggles with high student-to-teacher ratios and administrative paperwork fatigue, it remains a primary draw due to higher compensation and job security (DepEd, 2025). Conversely, private schools face an even more acute retention crisis, as educators frequently utilize their private school experience as a "stepping stone" before migrating to public institutions or seeking higher-paying overseas

opportunities (Cardiño & Naparan, 2024; Ostia & Celesio, 2025). This operational reality is highly visible in Baguio City, a dense educational hub hosting approximately 85 private basic education institutions serving thousands of learners (Herald Express, 2025). Within this highly competitive environment, private schools face severe pressure to maintain high academic standards while simultaneously vying for a limited pool of qualified educators, making unmanaged faculty turnover a costly disruptor to learning environments and institutional stability.

While existing educational literature frequently focuses on the negative catalysts of teacher attrition—such as burnout, low pay, and systemic stress—there is a critical need to flip the narrative and empirically investigate the positive drivers that compel teachers to stay. In private school settings, where financial competitiveness and job security are often structurally limited, understanding the dual forces of intrinsic and extrinsic motivation is essential to shifting from reactive turnover management to a proactive culture of "Staying by Choice." To address the lack of empirical data tailored specifically to the Philippine private education sector, this study explores how demographic profiles, six domains of teacher motivation, and four domains of retention intention intersect among educators in Baguio City. By identifying which motivational variables significantly predict long-term institutional loyalty, this research bridges the gap between organizational needs and teacher satisfaction, culminating in the development of the Secure, Engage, Reinforce, Grow, and Stay (SERGS) Framework to guide school leaders toward evidence-based faculty stabilization.

Statement of the Problem

This study aimed to understand the motivational factors influencing teacher retention in private schools in Baguio City.

Specifically, it sought to address the following questions:

1. What is the demographic profile of the private school teachers in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. baccalaureate degree;
 - e. highest educational attainment;
 - f. teaching eligibility;
 - g. years of teaching experience in a private school;
 - h. employment status;
 - i. current position or teaching level;
 - j. number of seminars or training attended related to teacher motivation or retention;
 - k. average income; and
 - l. previous employment?
2. What is the level of teacher motivation in private schools in terms of:
 - a. intrinsic motivation;
 - b. extrinsic motivation;
 - c. administrative and leadership support;

- d. professional and development opportunities;
 - e. work environment and organizational culture; and
 - f. recognition and rewards system?
3. What is the level of teacher retention in private schools in terms of:
 - a. job satisfaction;
 - b. organizational commitment;
 - c. intention to stay in the institution; and
 - d. perceived career growth and stability?
4. Is there a significant relationship between the level of teacher motivation and teacher retention intention in private schools?
5. Is there a significant relationship between the teachers' demographic profile and their level of motivation?
6. Is there a significant relationship between the teachers' demographic profile and their retention intention?
7. Based on the findings of the study, what teacher retention framework can be proposed to strengthen private school teachers' motivation and intention to remain in their institution?

Scope and Delimitations

The general intent of this study was to understand the motivational drivers influencing private basic education teachers to remain in their current positions as a basis for a proposed retention framework. Utilizing a survey questionnaire modeled after Herzberg's Two-Factor Theory, the study analyzed the respondents' demographic profiles, including age, sex, civil status, highest educational attainment, years of teaching experience, employment status, and current position, alongside their perceptions of intrinsic and extrinsic motivators and their intent to remain. The scope was strictly limited to full-time, active elementary and secondary "stayers" within selected private schools in Baguio City during the School Year 2025–2026. Consequently, it excluded the perspectives of educators who had already exited the profession, as well as those in the public school sector, ensuring the findings remained contextually tailored to the unique administrative and financial realities of the region's private education sector.

Review of Related Literatures

Educators' decision to remain at their current institution is a complex psychological negotiation shaped by the strategic interplay between personal volition and organizational design (Ingersoll, 2017). Grounded in Social Exchange Theory, a teacher's commitment functions as a reciprocal response to the structural and emotional value provided by the school administration; when an institution offers robust support, teachers experience a psychological contract that fosters institutional loyalty (Oducayen & Tan, 2023). However, maintaining this equilibrium requires transitioning from temporary incentives to sustainable motivation and clearly distinguishing between Herzberg's "hygiene factors" and true "motivators" (Herzberg, 1966). While baseline conditions like salary and institutional policies are essential to prevent immediate dissatisfaction and "quiet quitting," long-term retention is ultimately secured through intrinsic motivators such as recognition, instructional autonomy, and professional growth opportunities (Anog et al., 2024; Lavery & Dahill-Brown, 2024).

Within high-stakes educational environments, administrative and leadership support serves as the foundational pillar—or leadership anchorage—that prevents gradual faculty detachment (Sebullen & Jimenez, 2024). This support extends beyond top-down supervision; it requires active investment in human capital through structured pathways for both vertical and horizontal career advancement, thereby enhancing self-efficacy and mitigating professional stagnation (Li et al., 2024). Furthermore, the school ecosystem and its formal validation systems shape educators' daily psychological safety, transforming the workplace from a basic employment site into a professional community. When administrators actively model collaborative values and systematically recognize pedagogical achievements, they reinforce the unwritten psychological contract, cultivating a normative commitment that buffers teachers against burnout during high-pressure instructional periods (Quines, 2023; Sebullen & Jimenez, 2024).

Ultimately, retention intention operates as a multidimensional construct and the definitive cognitive threshold preceding actual turnover behavior (Geiger & Pivovarova, 2022). In the competitive landscape of Philippine private education, this intention is continually challenged by the strong "pull factors" of higher public sector salary scales and overseas employment, making the organizational dimension a critical baseline for institutional survival (Oducayen & Tan, 2023; Borman & Dowling, 2024). To counter this systemic drain, private institutions must leverage their organizational architecture—optimizing work-life integration, departmental collaboration, and instructional autonomy—to convert a teacher's transactional compliance into deep affective commitment (Toropova et al., 2021). By intentionally balancing these structural elements, private school administrators can shift their institutional paradigms away from reactive recruitment cycles toward a sustainable framework of "Staying by Choice" (Ramberg & Modin, 2019).

Theoretical Framework

This study is comprehensively anchored on a synthesis of organizational, psychological, and behavioral frameworks that explain the complex machinery behind an educator's choice to remain in the private education sector. At the core of this structural foundation is **Herzberg's Two-Factor Theory**, which dictates that stabilizing a faculty requires maintaining both a stable floor of "hygiene factors" (such as basic salary, clear institutional policies, and fair working conditions) to prevent immediate dissatisfaction, and a high ceiling of "motivators" (such as recognition and professional growth) to actively drive long-term institutional loyalty (Anog et al., 2024). This structural architecture is deeply reinforced by **Social Exchange Theory**, which views retention as a reciprocal, dynamic transaction; when school leaders offer consistent administrative support and manageable workloads, teachers perceive these as direct investments and feel a moral obligation to repay the organization through sustained loyalty and tenure (Sebullen & Jimenez, 2024).

Complementing these structural models, the internal psychological engine of educator longevity is explained through **Self-Determination Theory (SDT)** and **Job Embeddedness Theory**. SDT posits that an educator's intention to stay is heavily contingent on the psychological

fulfillment of three basic internal needs: autonomy in pedagogical practice, competence through professional development, and relatedness within the institution (Li et al., 2024). When these needs are met, teachers become structurally integrated into the school ecosystem. This integration is further conceptualized by Job Embeddedness Theory, which highlights the sophisticated "web" of links (connections with colleagues and students), fit (the alignment between the teacher's skills and the school's specialized identity), and sacrifice (the perceived social and professional costs of leaving), altogether making the decision to resign a highly disruptive and expensive choice for the individual (Zagni et al., 2025).

Finally, the translation of these internal and external stimuli into a definitive behavioral choice is governed by the **Theory of Planned Behavior** and **Organizational Commitment Theory**. According to the Theory of Planned Behavior, retention intention operates as a conscious behavioral construct that is shaped by the individual's personal attitude and the prevailing organizational culture; when staying is cultivated by leadership as the collective professional norm, educators build natural resilience against external stressors (Basillio-Estillore et al., 2025). This collective mindset ultimately manifests as **Affective Commitment**, the strongest emotional bond identified within Organizational Commitment Theory (Oducayen & Tan, 2023). When an administrator aligns the institution's mission with the educator's personal vocation, staying transitions from a mere economic obligation into an active habit, securing long-term faculty stability and academic excellence within the private school framework.

Conceptual Framework

The conceptual framework of this study is structured around the Input-Process-Output (IPO) model, which serves as the functional blueprint for investigating the motivational forces driving educator longevity in private basic education institutions in Baguio City for the school year 2025–2026.

The **Input** phase encompasses the baseline variables and primary datasets gathered from the target respondents. This includes a comprehensive demographic profile of private school teachers, categorized by age, sex, civil status, highest educational attainment, years of teaching experience, employment status, and current position or teaching level. Beyond these demographic baselines, the inputs comprise the empirical measurements of the six core domains of teacher motivation: intrinsic motivation, extrinsic motivation, administrative and leadership support, professional development opportunities, work environment and organizational culture, and recognition and reward systems. Finally, the input phase includes evaluating the four dimensions of teacher retention intention, measured by job satisfaction, organizational commitment, explicit intention to stay at the institution, and perceived career growth and stability.

The **Process** phase represents the analytical and methodological mechanics applied to the gathered data to uncover significant institutional trends. This involves the systematic administration of a validated 5-point Likert-scale survey to capture the nuances of teachers' perceptions. The collected data undergo rigorous descriptive statistical treatment, utilizing

frequency distributions, percentages, and weighted means to establish the general levels of motivation and retention intention among the faculty. Concurrently, inferential statistics—specifically Pearson r or Spearman's ρ correlations, alongside Chi-square tests—are deployed to systematically test the null hypotheses. This inferential process diagnoses the significant relationships between the teachers' demographic profiles and their motivational levels, the relationships between their profiles and retention intentions, and ultimately, the direct correlation between teacher motivation and the actual intention to remain in the institution.

The **Output** phase marks the definitive destination of the research, translating empirical findings into actionable institutional policy. Based on the statistical relationships, variances, and baseline scores identified during the process phase, the primary output is the formal design of the Proposed Private School Teacher Retention Framework, specifically operationalized as the SERGS (Secure, Engage, Reinforce, Grow, and Stay) Framework. This data-driven framework provides private school administrators with clear, evidence-based strategies to optimize human resource allocations, refine leadership actions, and strengthen the unwritten psychological contract. A continuous feedback loop links this output back to the system, ensuring that as the institutional environment adapts, the baseline inputs shift, allowing private schools to dynamically sustain faculty stability and academic excellence.

METHODOLOGY

This quantitative study aimed to understand the motivational factors influencing teacher retention in private schools in Baguio City.

Research Design

This study utilized a quantitative descriptive-correlational research design to systematically investigate the relationships between teacher motivation and retention intention. The quantitative approach was selected because numerical data and objective statistical analysis were essential for evaluating quantifiable variables, including the teachers' demographic parameters, six specific motivational dimensions, and four dimensions of retention intention. Under this design, the survey research method was employed to capture the characteristics and behavioral trends of the target population. Data collection was carried out using structured questionnaires distributed through both printed forms and online platforms, allowing the researcher to measure perceptions uniformly and establish an empirical basis for the study's hypotheses.

Locale and Population of the Study

The study was conducted in Baguio City, a dense educational hub situated within the Cordillera Administrative Region of the Philippines. Known as the "Educational Center of the North," the city contains an extensive network of basic education institutions, including 147 private basic education schools spanning six unique districts, with an estimated population of 1,378 registered educators. To ensure an adequate and mathematically sound representation of this population, the sample size was determined using Slovin's formula with a 5% margin of error, establishing a minimum requirement of approximately 310 respondents.

The study utilized a stratified random sampling technique with proportional allocation based on school density across the six official Department of Education (DepEd) districts: North Quezon, Baguio Central, Quezon, West Baguio Central, Mabini, and Lucban. Eligible participants included elementary and secondary private school teachers currently active in the 2025–2026 school year who possessed at least one semester of private sector teaching experience and expressed willingness to participate. This rigid sampling framework minimized geographical and institutional selection bias across the division.

Data Gathering Instrument

The primary tool for data collection was a researcher-made survey questionnaire that underwent rigorous content validation by a panel of five experts in educational management and human resources, alongside supervisory feedback to guarantee psychometric validity and reliability. The instrument was structured into three distinct parts to align directly with the study's objectives. Part one collected the respondents' demographic profiles across seven parameters: age, sex, civil status, highest educational attainment, years of teaching experience, employment status, and current teaching level.

Part two evaluated the perceived levels of teacher motivation divided into six core domains: intrinsic motivation, extrinsic motivation, administrative and leadership support, professional development opportunities, work environment and organizational culture, and recognition and reward systems. Part three assessed the final behavioral construct of retention intention across four key areas: job satisfaction, organizational commitment, explicit intention to stay in the institution, and perceived career growth and stability. Perceptions within parts two and three were measured uniformly using a 5-point Likert scale.

Data Gathering Procedure

The data gathering process was executed over a structured duration of approximately two to three weeks to secure full compliance and allow sufficient time for follow-up clarifications. Initial clearance and administrative channels were navigated to distribute the validated survey questionnaire to the stratified sample of basic education teachers across Baguio City. Respondents completed the survey via online links managed through Google Forms or via physical printed copies, depending on institutional accessibility. All submissions were compiled, logged, and organized chronologically into a secured digital database at the conclusion of the collection window, preparing the raw data for systematic statistical validation and processing.

Statistical Treatment of Data

To answer the specific statements of the problem (SOP), a combination of descriptive and inferential statistics was deployed. For SOP 1, which profiled the demographic characteristics of the private school teachers, frequency distributions and percentage calculations were performed. For SOP 2 and SOP 3, which evaluated the baseline levels of teacher motivation and retention intention respectively, weighted means and percentages were calculated; these scores were evaluated using a specialized 5-point Likert scale interpretation guide ranging from "Very Low" to "Very High."

For the correlational and predictive inquiries detailed in SOP 4, 5, and 6, multiple regression analysis was executed alongside bivariate correlation tests (Pearson r or Spearman's ρ) and Chi-square tests. These tools determined the extent to which the six motivational domains and the seven demographic characteristics significantly predict long-term retention intentions and institutional loyalty. Finally, the empirical relationships revealed through these computations provided the data-driven foundation for SOP 7: the design and structural formulation of the proposed Private School Teacher Retention Framework.

RESULTS AND DISCUSSION

SOP #1: What is the demographic profile of the private school teachers in terms of age, gender, marital status, baccalaureate degree, highest educational attainment, teaching eligibility, years of teaching experience in private school, employment status, current position or teaching level, number of seminars or training attended related to teacher motivation or retention, average income, and previous employment?

The demographic profile of private school basic education teachers in Baguio City reveals a highly professionalized, mobile, and predominantly youthful workforce, characterized by a majority of female (61.3%) and single (51.3%) educators who are heavily concentrated in their early-career stages between 21 and 30 years old (46.8%). Structurally, the workforce exhibits robust baseline credentials, with an overwhelming 92.9% being Licensed Professional Teachers (LPT), 69.0% holding a Bachelor of Secondary Education degree, and 66.8% having achieved permanent or regularized employment status, primarily within the high school levels (78.7% combined). However, profound institutional and economic vulnerabilities persist across the sector; a significant 64.9% of the faculty subsist on a modest monthly family income of ₱25,000 or below, placing them under severe financial strain within an urban center. This economic precocity is exacerbated by a severe specialized training deficit, as 65.2% of the educators have attended one-to-two (36.8%) or absolutely no seminars (28.4%) regarding professional motivation or well-being. Furthermore, a pronounced pattern of lateral sector mobility exists, with nearly half of the workforce (47.1%) having migrated from another private institution and 31.0% entering it as their very first job, resulting in a fluid bimodal pipeline where 34.8% have only 1 to 5 years of experience, forcing private institutions to rely heavily on temporary vocational passion rather than sustainable, data-driven career longevity. SOP #2: What is the level of teacher motivation in private schools in terms of intrinsic motivation, extrinsic motivation, administrative and leadership support, professional and development opportunities, work environment and organizational culture, and recognition and rewards system?

The motivational architecture of private school basic education teachers in Baguio City reveals an overall high level of motivation, as evidenced by a computed grand mean score of 3.66. This strong professional drive is primarily anchored in the psychological and affective domains of the workforce, with Intrinsic Motivation yielding the highest mean score of 4.20, followed closely by a supportive Work Environment and Organizational Culture at 3.96, both reflecting a high level of motivation. These findings signify that educators are deeply anchored

by a sense of vocational purpose, pedagogical passion, and relational camaraderie, which collectively act as an internal buffer against the severe operational pressures of the private sector.

In sharp contrast, a systemic vulnerability is exposed as the metric shifts toward tangible institutional validations, giving rise to what can be termed the "Vocation vs. Validation Paradox." Extrinsic Motivation dropped to a mean score of 3.43, while the Recognition and Rewards System recorded the lowest baseline mean score of 3.27, exposing a clear slide into moderate motivation. This gap demonstrates that while private school leaders successfully cultivate a supportive school culture and facilitate high-level administrative support (3.56) and professional growth opportunities (3.55), they face an acute "Recognition-Reward Gap."

Ultimately, this statistical trend underscores that while teachers have high internal resilience and emotional commitment to their craft, they face a sense of professional inequity regarding material compensation and formal institutional appreciation, making them structurally vulnerable to the competitive economic pull factors of the public sector if baseline hygiene elements remain neglected.

SOP #2: What is the level of teacher motivation in private schools in terms of: intrinsic motivation, extrinsic motivation, administrative and leadership support, professional and development opportunities, work environment and organizational culture, and recognition and rewards system?

The psychological and professional drive of private school teachers in Baguio City represents a "Vocation vs. Validation Paradox," yielding an overall High level of motivation with a grand mean score of 3.66. This institutional stability is anchored by a deep-seated sense of purpose, as Intrinsic Motivation (Mean: 4.20) and a supportive Work Environment (Mean: 3.96) both emerged at a High level, serving as the "affective glue" and primary defense against the inherent pressures of the private sector. However, this vocational passion is systemically vulnerable when moving from internal drive to external validation, as Extrinsic Motivation (Mean: 3.43) and Recognition and Reward Systems recorded the lowest scores at a Moderate level (Mean: 3.27). In line with Herzberg's Two-Factor Theory, this "Recognition-Reward Gap" exposes a critical structural ceiling; while educators possess the internal resilience to handle complex pedagogical challenges, they remain moderately under-incentivized and highly susceptible to the pull factors of the higher-paying public sector. Ultimately, these forces demonstrate that for the "Staying by Choice" framework to ensure sustainable professional longevity, school leaders must implement targeted structural reforms that bridge the gap between spiritual fulfillment and material appreciation.

SOP #3: What is the level of teacher retention in private schools in terms of: job satisfaction; organizational commitment; intention to stay in the institution; and perceived career growth and stability?

The behavioral and psychological anchors securing private school teachers in Baguio City reflect a robust but fragile state of institutional loyalty, yielding an overall High level of retention

with a grand mean score of 3.69. This workforce stability is primarily driven by a deep emotional and relational attachment, where Organizational Commitment (Mean: 3.91) and Job Satisfaction (Mean: 3.71) emerged as the highest domains, serving as an "affective buffer" that transforms teaching from mere employment into a vocational calling. However, this immediate dedication encounters a "Ceiling Effect" when shifting toward future professional security, as Intention to Stay (Mean: 3.58) and Perceived Career Growth and Stability recorded the lowest scores (Mean: 3.54). This disparity exposes a critical structural vulnerability where the heart of the teacher is anchored through emotional fulfillment, yet their long-term professional plan remains conditional due to limited lifelong financial or administrative growth. Together, these forces demonstrate that for this robust retention to mature into permanent institutional pillars, the "Staying by Choice" framework must bridge this gap by coupling emotional rewards with transparent career advancement and policy-based tenure protection.

SOP #4: Is there a significant relationship between the level of teacher motivation and teacher retention intention in private schools?

The alignment between institutional drivers and the deliberate decision of private school teachers in Baguio City to remain within the system represents a highly significant positive correlation across all domains ($p = 0.000$), rejecting the null hypotheses and establishing that data-driven motivational frameworks directly dictate long-term retention. This relational matrix is anchored first by a psychological and emotional bond, where Administrative and Leadership Support emerges as the strongest predictive catalyst for immediate Job Satisfaction ($r = .726$) and Organizational Commitment ($r = .624$). In accordance with Social Exchange Theory and Meyer and Allen's Three-Component Model, this relational capital builds an "affective commitment" where educators choose to stay because supportive leadership behaviors transform the workplace into a valued professional community rather than a mere instructional unit. Conversely, the practical and structural dimensions of retention require concrete systemic validation, where Extrinsic Motivation serves as the primary behavioral anchor for an actual Intention to Stay in the Institution ($r = .605$), while Recognition and Reward Systems act as the most critical predictors of Perceived Career Growth and Stability ($r = .659$). Grounded in the Theory of Planned Behavior, Expectancy Theory, and Path-Goal Theory, these tangible rewards and formal meritocratic markers function as a psychological guarantee of institutional tenure, proving that while leadership support secures immediate emotional loyalty, competitive extrinsic systems are the ultimate structural anchors required to convert professional passion into a permanent, viable career path.

SOP #5: Is there a significant relationship between the teachers' demographic profile and their level of motivation?

The interaction between the diverse background profiles of private school teachers in Baguio City and their motivational drivers represents a "Demographic-Drive Alignment," establishing a highly significant relationship where both personal and professional milestones systematically dictate how educators engage with their institutions. This multidimensional

matrix is anchored first by a significant continuous relationship termed the "Vocation Maturity Shift," where a higher number of relevant trainings consistently emerges as the strongest predictor of increased intrinsic drive ($r = .260$, $p = 0.000$), perceived administrative support ($r = .292$, $p = 0.000$), access to professional development ($r = .316$, $p = 0.000$), and positive recognition ($r = .314$, $p = 0.000$). Grounded in Human Capital and Expectancy theories, this upskilling operates as a critical signaling mechanism for merit-based support and continuous learning returns, a trend reinforced by the significant positive effects of mature age and stable family incomes ($r = .306$, $p = 0.000$) which satisfy lower-order hygiene needs and allow educators to focus on vocational depth. Conversely, when examining categorical profiles, a profound, statistically significant variance surfaces through an "Institutional Gatekeeping Barrier." While personal attributes like gender and marital status remain largely non-significant and independent of internal passion, employment-related variables such as employment status ($p = .000$) and prior work experience ($p = .000$) act as major significant categorical differentiators for extrinsic satisfaction and reward equity. In line with Leader-Member Exchange and Social Comparison theories, regularized faculty transition into organizational in-groups that enjoy superior career stability, trust, and structured salary progressions, whereas probationary status creates an administrative ceiling. Together, these forces demonstrate that for the "Staying by Choice" framework to be effective, school administrators must move away from uniform mandates and instead deploy targeted human resource interventions that strategically match institutional resources with the shifting career stages and professional identities of their faculty.

SOP #6: Is there a significant relationship between the teachers' demographic profile and their retention intention?

The intersection between the demographic profiles of private school teachers in Baguio City and their multi-dimensional retention intention represents a "Tenure-Security Lifecycle," where a highly significant positive correlation exists across all continuous variables ($p < 0.01$), proving that personal maturity and professional investments directly dictate an educator's long-term institutional commitment. This retention matrix is initially driven by a "Tenure Embeddedness Effect" among continuous factors, where years in teaching ($r = .400$) and age ($r = .381$) emerge as the strongest statistical predictors of a teacher's actual intent to remain, while continuous participation in relevant training acts as the most dominant catalyst for immediate job satisfaction ($r = .312$) and perceived career growth ($r = .325$). Grounded in Organizational Embeddedness Theory, the Job Characteristics Model, and Super's Career Development Theory, this compounding professional capital significantly increases the perceived sacrifice of leaving while aligning with the needs of educators in their "establishment" and "maintenance" career stages. Conversely, when evaluating categorical attributes, a critical threshold emerges through an "Employment Security Anchor." Employment status surfaces as the single most decisive categorical determinant across both the actual intention to stay (Cramer's $V = .304$, $p < .001$) and perceived career stability (Cramer's $V = .239$, $p < .001$), with baccalaureate degree alignment ($p < .01$) and marital status ($p < .01$) following as key contributors to role and life-stage congruence. In accordance with Psychological Contract and Social Identity theories, regularized tenure status fulfills the core institutional obligation of job security, fostering the organizational trust and career adaptability required to neutralize early-career attrition. Together, these forces

demonstrate that within the "Staying by Choice" framework, long-term faculty retention cannot be managed with a one-size-fits-all strategy; rather, administrators must implement segmented human resource practices that treat job regularization and targeted upskilling as the ultimate structural anchors for a multi-generational workforce.

SOP #7: Based on the findings of the study, what teacher retention framework can be proposed to strengthen private school teachers' motivation and intention to remain in their institution?

Based on the findings of the study, what teacher retention framework can be proposed to strengthen private school teachers' motivation and intention to remain in their institution? The SERGS (Secure, Engage, Reinforce, Grow, and Stay) Teacher Retention Framework is a comprehensive strategic model designed to transform the faculty trajectory of private schools in Baguio City from a state of reactive turnover management into one of proactive, self-determined institutional longevity. Recognizing that many educators are caught in a "Vocation vs. Validation Paradox"—where high intrinsic passion is continually undermined by low job security and moderate extrinsic rewards—the framework moves beyond generic administrative guidelines to focus on structured human capital stabilization and relational capital development. Operating within an Input–Process–Output–Outcome (IPOO) design, the model targets the systemic vulnerabilities of the teaching workforce—specifically early-career and probationary faculty within their first five years of service—by realigning organizational resources with the psychological and material realities of the region's private education sector.

The framework is operationalized through five core interconnected process pillars, beginning with "Secure", which establishes baseline institutional stability by standardizing transparent regularization pathways, competitive compensation, and policy-based tenure protections to neutralize baseline economic survival anxiety. Building on this foundation is "Engage", which shifts leadership from an evaluative to a transformational function through relational mentoring, coaching models, and active-listening channels to forge strong emotional bonds and affective commitment. To bridge the recognition-reward gap, the "Reinforce" pillar strategically deploys meritocratic reward systems and formal affirmation programs, fulfilling the psychological tenets of Social Exchange Theory by ensuring that individual instructional value is tangibly reciprocated. Professional expansion is sustained through "Grow", an asset pillar that heavily invests in continuous upskilling, specialized workshops, and graduate study pathways to directly feed teachers' core needs for autonomy and instructional competence. The structural integration of these pillars relies on key enabling mechanisms, including localized tenure policies, strategic budget allocations, and an automated, continuous feedback loop driven by qualitative satisfaction surveys and performance metrics to proactively prevent attrition. Ultimately, the SERGS Framework seeks to institutionalize a permanent culture of professional wellness and career security, transforming immediate job fulfillment into permanent faculty pillars that guarantee long-term academic excellence.

SUMMARY

The analysis of the gathered data reveals a profound narrative concerning the professional lives of private school teachers in Baguio City, characterized by a complex interplay between high vocational dedication and systemic institutional vulnerability. The profile of the 310 respondents depicts a predominantly young, female, and single workforce situated primarily in the early career stages of 1 to 5 years of experience. While these educators are highly qualified—possessing solid baccalaureate degrees alongside a growing trajectory toward graduate education and active training engagement—this professional readiness has not yet translated into permanent institutional stability. Instead, a pervasive "Vocation vs. Validation Paradox" defines the landscape; teachers exhibit a High level of overall motivation (Mean: 3.66) and a deep psychological attachment to their craft, yet this enthusiasm is continually undermined by a noticeable drop to Moderate levels of motivation regarding Extrinsic Motivation (Mean: 3.43) and formal Recognition and Reward Systems (Mean: 3.27). A critical structural ceiling emerges from the assessment of teacher retention (Mean: 3.69), which is currently buoyed by High levels of Organizational Commitment (Mean: 3.91) and immediate Job Satisfaction (Mean: 3.71), but remains fragile and conditional regarding long-term Intention to Stay (Mean: 3.58) and Perceived Career Growth (Mean: 3.54).

Inferential analysis establishes that this retention intention is not a single-factor outcome but a data-driven process heavily dictated by institutional safeguards, leading to the total rejection of the null hypotheses ($p = 0.000$). While internal passion drives daily classroom instruction, the study proves that Extrinsic Motivation ($r = .605$) and Administrative Support ($r = .624$) are the absolute strongest predictors of a teacher's long-term decision to remain with their school. Furthermore, statistical correlations reveal that professional readiness is a compounding capability, with the number of relevant trainings attended serving as the most consistent predictor of both vocational depth ($r = .260$) and perceived career stability ($r = .325$). Crucially, employment status surfaces as the most decisive categorical differentiator across all motivation and retention metrics ($p = .000$); regularized faculty transition into secure, high-commitment organizational in-groups, whereas probationary personnel remain acutely vulnerable to survival anxiety and public sector attrition. Ultimately, these empirical findings serve as the justification for the proposed SERGS (Secure, Engage, Reinforce, Grow, and Stay) Teacher Retention Framework. By strategically targeting the identified gaps—specifically the recognition-reward deficit, early-career tenure uncertainty, and localized professional needs—this Input-Process-Output-Outcome model provides administrators with a proactive roadmap to convert temporary instructional passion into permanent institutional stability, ensuring that those who shape the region's academic excellence "Stay by Choice."

CONCLUSIONS

The institutional landscape of private basic education in Baguio City is defined by a "Vocation vs. Validation Paradox," in which a predominantly young, professionally licensed workforce maintains a high level of intrinsic dedication that is structurally undermined by moderate external rewards. While these early-career educators possess the emotional resilience and relational ties needed for high daily job satisfaction and organizational commitment, this

vocational passion alone is insufficient to guarantee permanent faculty retention, leaving the workforce vulnerable to future career uncertainty and public-sector attrition.

Beyond immediate instructional engagement, a critical tenure-security threshold exists, as long-term loyalty and the practical choice to remain are dictated by tangible institutional anchors rather than individual passion alone. Because these retention drivers are deeply systemic, heavily dependent on supportive administrative leadership, formalized recognition, and competitive extrinsic compensation, institutional longevity must be treated as a reciprocal organizational responsibility cultivated through stable employment status and continuous upskilling. Ultimately, the deliberate implementation of the SERGS Framework is necessary to successfully shift private schools from reactive turnover management to a sustained, data-driven culture in which educators are structurally empowered to "Stay by Choice."

RECOMMENDATIONS

To transform the professional trajectories of educators in Baguio City, private school administrations must transition from reactive hiring practices to the institutionalization of a comprehensive faculty preservation ecosystem. This evolution begins by prioritizing a transparent and attainable Pathway to Permanency to secure probationary teachers' tenure, directly neutralizing early-career turnover anxiety from the start of service. At the institutional level, the gap between vocational passion and material validation is bridged through a structured Meritocratic Reward and Recognition System, alongside life-stage-tailored compensation reviews, ensuring that tangible incentives align with the economic realities and monthly family income needs of long-tenured personnel.

The strategy further advocates for increased investment in continuous Professional Development and graduate studies aligned with specific baccalaureate specializations, creating a compounding cycle of instructional competence and job satisfaction. School heads and leaders must reinforce this growth by adopting a Relational Coaching Model, shifting from a purely evaluative mindset to an empathetic guidance system that strengthens the administrative support vital for building affective commitment. Finally, the formal adoption and operationalization of the SERGS Teacher Retention Framework serves as the localized roadmap for this entire evolution, systematically aligning institutional policies with educators' needs to transition the private education sector into a sustainable culture in which faculty are structurally empowered to Stay by Choice.

ACKNOWLEDGMENTS

I offer my sincere gratitude to the collective support of the many individuals who made this research journey possible. I thank Almighty God for the abundant blessings, divine providence, and strength that ensured the successful conclusion of this work. My deepest thanks go to my adviser, Dr. Maricris Sison, for her unwavering mentorship, profound wisdom, and insightful feedback that guided this project from its inception. I am also exceptionally grateful to the Distinguished Panel of Examiners—Dr. Phillip Queroda, Dr. Katherine Queroda, Dr. Judy Ann Dela Cruz, Dr. Mohammed Ardaniel Swandi, Dr. Krigher Simbulan, and Dr. Grace De Vera—whose scholarly expertise and constructive critiques were essential in refining and

approving this research. Sincere appreciation is extended to the private school teachers of Baguio City for their vital participation, as this framework is dedicated to your professional longevity. Finally, I offer my ultimate love and appreciation to my husband, family, and everyone who contributed their constant encouragement and self-less support toward the fulfillment of my academic goals.

AI DECLARATION STATEMENT:

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

REFERENCES

- Ahmad, S. (2017). Principal leadership and teacher resilience: The role of guidance and psychological counseling in Indonesian schools. *Journal of Educational Management and Leadership*, 5(2), 112–125.
- Al-Hmouze, A. M. (2023). The impact of job security on job satisfaction and institutional commitment among private school teachers. *Journal of Educational Leadership and Management*, 15(2), 45–59.
- Alberta Teachers' Association. (2024). *Exiting the teaching profession 2024: Qualitative research findings and actionable opportunities*. https://teachers.ab.ca/sites/default/files/2025-12/COOR-101-42_ExitingTeachingProfession_Findings_opportunities_Rext.pdf
- Alvarado, J. M. (2024). Intrinsic and extrinsic motivation as factors of teacher retention in selected private schools in San Pablo City, Laguna. *Ascendens Asia Journal of Multidisciplinary Research Abstracts*.
- Anog, M. D. I., de Vera, J. V., & Peteros, E. D. L. (2024). Examining teacher retention through the lens of job satisfaction and commitment in a Philippine private school. *International Journal of Learning, Teaching and Educational Research*, 23(9), 242–264. <https://doi.org/10.26803/ijlter.23.9.13>
- Badri, M., et. Al., (2022). Teacher professional development and career progression: Motivations and barriers. *International Journal of Educational Research Open*, 3, 100–114.
- Borman, G. D., & Dowling, N. M. (2017). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, 87(1), 163–200.
- Cardiño, J. M., & Naparan, G. B. (2024). Examining teacher retention through the lens of job satisfaction and commitment in a Philippine private school. *International Journal of Learning, Teaching and Educational Research*, 23(6), 244–262. <https://doi.org/10.26803/ijlter.23.6.13>
- Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

- Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *Education Policy Analysis Archives*, 27, Article 36. <https://doi.org/10.14507/EPAA.27.3699>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Cruz, M. A. (2018). Motivational factors and teacher retention in private basic education schools in Metro Manila. *Philippine Journal of Education Research*, 15(2), 45–61.
- Daniel, J., Scott, S., & Webber, C. F. (2021). Innovativeness and the younger teacher: Bridging the digital divide in modern classrooms. *Canadian Journal of Education*, 44(3), 612–638.
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from national policy systems? *European Journal of Teacher Education*, 40(3), 291–309.
- Dela Cruz, J. R., & Bernardo, P. M. (2021). Demographic profiles and teacher retention in private schools in Central Luzon. *Journal of Philippine Educational Studies*, 22(1), 88–105.
- Department of Education (DepEd). (2025). *Implementation of the expanded career progression system for DepEd teachers* (DepEd Order No. 024, s. 2025). https://www.deped.gov.ph/wp-content/uploads/DO_s2025_024r.pdf
- Ekmekci, A., Aqazade, M., McGraw, R., et al. (2025). Using human, social, structural, and positive psychological capital to explore science and mathematics teacher retention. *IJ STEM Education*, 12, 14. <https://doi.org/10.1186/s40594-024-00523-1>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Garcia, L. T., & Hidalgo, P. S. (2022). Extrinsic motivational factors and teacher retention in private schools: Evidence from the Visayas region. *Asia Pacific Education Review*, 24(3), 345–361.
- Geiger, T., & Pivovarov, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching: Theory and Practice*, 24(6), 604–625.
- Göregen, M. S., Tanghe, E., & Schelfhout, W. (2024). What works to retain beginning teachers in the profession? A mixed methods approach to detect determining factors. *Education Sciences*, 14(12), 1319.
- Guarino, C. M., Santibañez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research*, 76(2), 173–208.
- Han, J., Yin, H., & Wang, W. (2020). The effect of tertiary teachers' goal orientations for teaching on their commitment: The mediating role of teacher engagement. *Educational Psychology*, 40(8), 948–968.
- Ingersoll, R. M., & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis*, 34(4), 435–464. <https://doi.org/10.3102/0162373712454326>

- Ingersoll, R. M., Merrill, E., Stuckey, D., & Collins, G. (2018). *Seven trends: The transformation of the teaching force*. Consortium for Policy Research in Education, University of Pennsylvania.
- International Task Force on Teachers for Education 2030 & UNESCO. (2024). *Global report on teachers: Addressing teacher shortages and transforming the profession*. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000388832>
- Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581–617.
- Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Learning Policy Institute.
- Kyriacou, C. (2018). *Essential teaching skills* (5th ed.). Oxford University Press.
- Learning Policy Institute. (2025). *An overview of teacher shortages: 2025 factsheet*. <https://learningpolicyinstitute.org/product/overview-teacher-shortages-2025-factsheet>
- Li, M., Wang, Y., & Huang, J. (2024). Professional development and teacher motivation: The mediating role of social-emotional competence among Chinese educators. *Frontiers in Psychology*, 15, 1345678. <https://doi.org/10.3389/fpsyg.2024.1345678>
- McKibben, S., & Vargas, C. (2025). What global trends can teach us about teacher retention. *Educational Leadership*, 83(2). <https://www.ascd.org/el/articles/what-global-trends-can-teach-us-about-teacher-retention>
- Meristo, M., & Eisenschmidt, E. (2022). Novice teachers’ perceptions of professional development and the impact on their motivation to stay in the profession. *Journal of Teacher Development*, 26(1), 89–104.
- National Education Union (NEU). (2025). *Education at a glance 2025: OECD data confirms teacher retention crisis*. <https://neu.org.uk/latest/press-releases/education-glance-2025-oecd-data-confirms-teacher-retention-crisis>
- Ngirwa, C. A. (2009). *Human resource management in African work organizations*. National Printing Co. Ltd.
- OECD. (2024). *Sustaining the teaching profession: Results from TALIS 2024*. OECD Publishing. <https://doi.org/10.1787/90df6235-en>
- Ofori-Attah, K. (2020). Age and teacher self-efficacy: A study of middle-aged educators’ productivity. *International Journal of Learning, Teaching and Educational Research*, 19(5), 22–38.
- Ostia, D., & Celesio, G. (2025). Switching school environment: The journey of teachers moving from private to public school. *Journal of Education and Learning Reviews*, 2(3), 187–204. <https://doi.org/10.60027/jelr.2025.1778>
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). McGraw-Hill Education.
- Ramzan, N., & Khurram, A. F. A. (2023). Construction and validation of the Teachers’ Motivation Questionnaire (TMQ): A detailed exploration. *Review of Education Administration and Law*, 6, 381–394. <https://doi.org/10.47067/real.v6i2.338>
- Reyes, E. P., & Torres, S. M. (2020). Teacher motivation and retention in private schools in Luzon. *Philippine Educational Review*, 18(3), 210–228.

- Riset Press International. (2025, January 19). Understanding teacher retention challenges: A qualitative analysis of human resource strategies. <https://risetpress.com/index.php/jbmed/article/download/1358/845/6417>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
- Santos, M.-A. (2023). Better pay, benefits lure Filipino teachers to schools in Japan. Philippine Institute for Development Studies. <https://www.pids.gov.ph/details/news/in-the-news/better-pay-benefits-lure-filipino-teachers-to-schools-in-japan>
- Santibañez, L. (2019). Teacher labor markets in developing countries. *Oxford Research Encyclopedia of Education*.
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029–1038.
- Sumipo, J. (2020). Stay with me: Factors influencing teacher retention in private elementary schools. *Advances in Social Sciences Research Journal*, 7, 255–259. <https://doi.org/10.14738/assrj.73.7934>
- Tambuyat, L. (2022). Development of retention program through motivation-hygiene theory of selected private teachers. *Psych Educ*, 6, 1073–1084. <https://doi.org/10.5281/zenodo.7424058>
- Theelen, H., & Van Breukelen, D. (2025). Teacher retention and attrition: Understanding why teachers leave and their post-teaching pathways. *Journal of Education Insights*, 4(1), 12–28. <https://doi.org/10.1080/02188791.2025.2473356>
- Toropova, A., et. al., (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- UNESCO. (2021). *International Task Force on Teachers for Education 2030: The feminization of the teaching profession*. UNESCO Publishing.
- Yan, N., Batako, A., Czanner, G., et al. (2025). Teacher satisfaction in online education: A two-factor model of extrinsic and intrinsic factors across diverse contexts. *Technology, Knowledge and Learning*, 30, 711–739. <https://doi.org/10.1007/s10758-024-09799-2>
- Zagni, C., Jerrim, J., & Sims, S. (2025). Unraveling teacher stress: A cumulative model of risks and protective factors in international school systems. *International Journal of Educational Research*, 130, 102456. <https://doi.org/10.1016/j.ijer.2025.102456>