

Motivational Drivers and Roadblocks of Seasoned Teachers in Private Elementary Schools: Basis for a Proposed Action Plan

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ABSTRACT

This study examined the motivational drivers, roadblocks, and support needs of seasoned teachers—those with ten or more years of continuous service—in selected private elementary schools in Iriga City, Camarines Sur, Philippines, during School Year 2025-2026. Anchored on Self-Determination Theory, the Work Engagement and Job Resources Model, and the Job Demands-Resources (JD-R) Model, the study employed a descriptive-survey research design and gathered data from 25 purposively selected seasoned teachers using a researcher-made, validated, and pilot-tested questionnaire. Data were treated using weighted mean, ranking, and frequency-percentage distribution. Results showed that personal (WM = 4.70), environmental (WM = 4.67), and professional (WM = 4.44) factors were all Highly Influential in sustaining teachers' loyalty and motivation, yielding an overall weighted mean of 4.60, with professional pride and a sense of purpose emerging as the strongest drivers. Teachers likewise agreed that they experience roadblocks across all three domains (overall WM = 3.96), with professional roadblocks—particularly heavy workload and inadequate compensation—ranking highest, followed by environmental constraints such as insufficient resources and centralized decision-making. Strong support needs were identified across all domains, led by demand for stronger administrative support, transparent policies, and increased financial incentives. Based on these findings, a three-tiered action plan—translated into a detailed implementation matrix of activities, responsible persons, timelines, and success indicators—is proposed to sustain motivation and strengthen retention. The study concludes that while seasoned teachers are intrinsically driven by professional pride and purpose, sustained retention requires deliberate institutional investment in compensation, workload management, resources, and communication. Given its single-city, purposive sample, the findings are best regarded as an initial, context-specific baseline; a multi-city replication with a larger sample and inferential testing is recommended to strengthen the generalizability of these conclusions. The findings nonetheless offer school administrators an evidence-based foundation for designing responsive human-resource and well-being programs for long-serving educators in private basic education institutions.

Keywords: seasoned teachers; teacher motivation; teacher retention; roadblocks; private elementary schools

INTRODUCTION

Teacher retention remains a critical concern in the education sector, especially in private elementary schools, where teachers directly shape learners' academic growth, values formation, and overall development (Richardson et al., 2014). Among these educators, seasoned teachers—those with ten or more years of continuous service—are invaluable members of the school community whose experience, professional maturity, and understanding of learners' needs sustain instructional quality and institutional continuity. Focusing on this group allows an examination of how accumulated experience shapes motivation, engagement, and long-term commitment to the profession.

Teacher motivation and retention are shaped by an interplay of personal, professional, and environmental conditions. Some seasoned teachers remain in service because of an enduring passion for teaching, a sense of purpose, and personal fulfillment, while others are sustained by recognition, supportive leadership, and

opportunities for growth (Bakker & Demerouti, 2008). At the same time, roadblocks such as heavy workload, stress, burnout, limited career advancement, and insufficient administrative support can weaken commitment when left unaddressed (Skaalvik & Skaalvik, 2017; Magtala & Eduvala, 2024). In the Philippine context, and particularly in private schools where salary, benefits, and job security often differ from public institutions, these dynamics take on added weight (Sumipo, 2020; De Guzman & Guillermo, 2007; Anog et al., 2024).

Within Iriga City, private elementary schools depend on seasoned teachers to sustain quality instruction and institutional culture. Based on preliminary observation and informal consultation, these teachers continue to face workload pressures, limited incentives, and career stagnation, yet many remain due to their dedication to learners and belief in the intrinsic value of teaching. Recent Philippine studies echo this pattern, reporting that private-school teachers' intent to stay is shaped jointly by intrinsic fulfillment and tangible institutional support, with turnover risk rising where both are absent (Basilio-Estillore et al., 2025; David & Naparan, 2024). This situation suggests that retention among seasoned teachers is shaped by a dynamic interplay between motivational drivers and roadblocks that together determine satisfaction, well-being, and professional commitment.

The study is anchored on three complementary frameworks. Self-Determination Theory (Deci & Ryan, 2000) holds that motivation is sustained when autonomy, competence, and relatedness are fulfilled. The Work Engagement and Job Resources Model (Bakker & Demerouti, 2008) explains how resources such as supportive leadership, recognition, and professional development opportunities foster engagement, while the Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007) describes how excessive demands, when unmatched by adequate resources, contribute to stress and disengagement. Related literature reinforces these frameworks: teachers are shown to remain in the profession largely because of intrinsic fulfillment and sense of purpose rather than external reward alone (Richardson et al., 2014; Sumipo, 2020), while supportive leadership, professional development, and manageable workload distinguish schools that retain experienced staff from those that do not (Desimone & Garet, 2015; Friedman & Farber, 1992; Noonan, 2018), a pattern that persists in more recent accounts of teacher morale under sustained workload pressure (Lavery & Dahill-Brown, 2024).

This study aligns with United Nations Sustainable Development Goal 4 (Quality Education) by supporting the retention of experienced teachers who contribute to effective teaching and learning; with SDG 8 (Decent Work and Economic Growth) by examining workplace conditions and fair support systems; and with SDG 3 (Good Health and Well-Being) through its attention to stress, burnout, and work-life balance.

Specifically, the study sought to answer the following questions:

1. What are the motivational drivers of seasoned teachers in private elementary schools in terms of (a) personal, (b) professional, and (c) environmental factors?
2. What roadblocks do seasoned teachers encounter along the same three dimensions?
3. What support do seasoned teachers need in terms of personal, professional, and environmental provisions?
4. Is there a significant difference in seasoned teachers' ratings of motivational drivers, roadblocks, and support needs when respondents are grouped according to (a) years of service and (b) school?
5. What action plan may be proposed based on the findings of the study?

METHODOLOGY

Research Design

This study employed a quantitative, descriptive-survey research design to systematically describe the motivational drivers, roadblocks, and support needs of seasoned teachers using measurable, questionnaire-based data. Inferential procedures were incorporated to examine whether ratings varied significantly by years of service and by school (see Statistical Treatment).

Respondents and Sampling Technique

The respondents were 25 seasoned teachers—defined as educators with ten or more years of continuous teaching experience—from selected private elementary schools in Iriga City, Camarines Sur, during School

Year 2025-2026. Both full-time and part-time teachers who met the experience criterion were included. Respondents were selected through purposive sampling, with length of teaching experience as the primary inclusion criterion. Permission was formally secured from school administrators, and participation was voluntary, informed, and confidential. This single-city, purposive sample was adequate for the descriptive aims of this initial study; the sample size and geographic scope are discussed further under Limitations, and a larger, multi-city sample is recommended for future replication to support more robust subgroup and inferential analysis.

Research Instrument

A researcher-made questionnaire served as the primary data-gathering tool. It was composed of three parts: Part I measured personal, professional, and environmental factors influencing motivation; Part II measured roadblocks along the same three dimensions; and Part III used a checklist to identify personal, professional, and environmental support needs, supplemented by open-ended items. Parts I and II used a five-point Likert scale (5 = Strongly Agree to 1 = Strongly Disagree). The instrument underwent expert validation by research advisers and education professionals and was pilot-tested, with internal consistency assessed using Cronbach's Alpha, prior to final administration. The validation panel composition, pilot-test sample, per-domain Cronbach's Alpha coefficients, and sample items from each part of the instrument are presented in Appendix A.

Data Gathering Procedure

After instrument validation and pilot testing, the researcher secured permission from school administrators, coordinated with school heads to identify qualified respondents, and administered the questionnaire through both printed copies and Google Forms. Completed responses were encoded, verified, and organized for analysis; incomplete items were clarified through follow-up communication with respondents where necessary.

Statistical Treatment

Frequency and percentage distribution described the support-need selections. Weighted mean ($WM = \sum wx / \sum w$, where w is the weight assigned to each Likert-scale response and x is the individual response) measured the level of agreement on motivational and roadblock indicators, interpreted using the following scale: 4.20-5.00 (Highly Influential/Strongly Agree), 3.40-4.19 (Moderately Influential/Agree), 2.60-3.39 (Somewhat Influential/Neutral), 1.80-2.59 (Slightly Influential/Disagree), and 1.00-1.79 (Not Influential/Strongly Disagree). The ranking method identified the most and least significant indicators within each category.

RESULTS AND DISCUSSION

A. Motivational Drivers of Seasoned Teachers

This section is a presentation of the analysis and interpretation of the motivational drivers of seasoned teachers in private elementary schools in Iriga City, Camarines Sur, Philippines along personal, professional and environmental factors.

Personal Factors

Table 1. Personal Factors that Influence the Loyalty and Motivation of Seasoned Teachers

Indicators	WM	VI	Rank
1. A strong sense of purpose in teaching influences work performance	4.72	HI	4.5
2. Personal fulfillment and satisfaction from teaching affect motivation	4.68	HI	6

3. Continued passion for the profession impacts commitment to teaching	4.72	HI	4.5
4. Belief that one's work makes a difference in students' lives influences effort	4.76	HI	2.5
5. Emotional attachment to the teaching role affects dedication	4.48	HI	10
6. Pride in being part of the teaching profession motivates performance	4.84	HI	1
7. Personal values and beliefs about education influence teaching approach	4.68	HI	6
8. Seeing teaching as part of one's professional identity affects engagement	4.64	HI	9
9. Loyalty to the school influences willingness to stay despite challenges	4.76	HI	2.5
10. Inspiration to continue teaching impacts resilience in facing work challenges	4.68	HI	6
Average Weighted Mean	4.7	HI	

Legend: 4.20-5.00 Highly Influential (HI); 3.40-4.19 Moderately Influential (MI); 2.60-3.39 Somewhat Influential (SoI); 1.80-2.59 Slightly Influential (SI); 1.00-1.79 Not Influential (NI)

Personal factors emerged as the strongest single category, with an overall weighted mean of 4.70 (Highly Influential) and indicators ranging narrowly from 4.48 to 4.84. Pride in being part of the teaching profession drew the highest rating (WM = 4.84), followed by belief that one's work makes a difference in students' lives and loyalty to the school (both WM = 4.76); emotional attachment to the role, while still Highly Influential, was comparatively lowest (WM = 4.48). This tight clustering near the top of the scale points to intrinsic motivation—professional pride, purpose, and identity—as the strongest foundation of seasoned teachers' loyalty, consistent with Self-Determination Theory (Deci & Ryan, 2000) and with Richardson et al. (2014), who found that passion and meaningful contribution primarily sustain teacher commitment. Sumipo (2020) and Anog et al. (2024) reported a similar pattern locally, linking retention in Philippine private schools to intrinsic fulfillment that persists despite modest compensation. For school leaders, the implication is that reinforcing purpose and visibly recognizing contribution may do more to sustain long-term commitment than external incentives alone.

Professional Factors

Table 2. Professional Factors that Influence the Loyalty and Motivation of Seasoned Teachers

Indicators	WM	VI	Rank
1. Recognition of contributions influences commitment to the school	4.4	HI	7
2. Satisfaction with the current teaching position affects motivation	4.48	HI	4.5
3. Trust from school administration impacts teacher engagement	4.52	HI	2.5
4. Opportunities to participate in decision-making affect professional involvement	4.28	HI	10
5. Satisfaction with workload influences work performance and dedication	4.36	HI	8
6. Feeling that skills and experience are valued motivates teaching effort	4.56	HI	1
7. Opportunities for professional development affect career commitment	4.44	HI	6
8. Opportunities for career growth influence teaching dedication	4.32	HI	9
9. Satisfaction with job responsibilities impacts performance	4.48	HI	4.5
10. Professional fulfillment within the school influences engagement and loyalty	4.52	HI	2.5
Average Weighted Mean	4.44	HI	

Professional factors registered the lowest of the three overall weighted means (4.44, still Highly Influential), with a wider spread (4.28 to 4.56) than the personal domain. Feeling that one's skills and experience are valued drew the top rating (WM = 4.56); participation in decision-making drew the lowest (WM = 4.28). The gap between these two items suggests that, while teachers feel their competence is recognized informally, formal inclusion in institutional decisions lags behind. This is consistent with the Work Engagement and Job Resources Model (Bakker & Demerouti, 2008), which identifies recognition and participation as distinct engagement resources, and with Ong (2022), who found that professional fulfillment and administrative trust distinguish schools that retain long-serving teachers.

Environmental Factors

Table 3. Environmental Factors that Influence the Loyalty and Motivation of Seasoned Teachers

Indicators	WM	VI	Rank
1. Positive and respectful school environment influences teacher dedication	4.76	HI	2
2. Positive relationships with colleagues enhance engagement	4.72	HI	4
3. Support from school administrators affects motivation and performance	4.8	HI	1
4. Feeling comfortable expressing opinions impacts professional involvement	4.6	HI	8
5. Fairness in school policies influences commitment to the institution	4.64	HI	6
6. Feeling safe and secure at work affects focus and performance	4.72	HI	4
7. School culture promotes professional behavior and engagement	4.64	HI	6
8. Teamwork encouragement enhances collaboration and contribution	4.68	HI	5
9. Emotional support from the school community affects work motivation	4.56	HI	9
10. Supportive school environment influences decision to remain in the institution	4.6	HI	8
Average Weighted Mean	4.67	HI	

Ranking second overall (WM = 4.67), the environmental domain was led by support from school administrators (WM = 4.80) and a positive, respectful school environment (WM = 4.76); emotional support from the wider school community, though still Highly Influential, trailed the group (WM = 4.56). Read together with the professional-factors findings above, this suggests that day-to-day relational climate—administrator support in particular—carries more weight for seasoned teachers than broader community-level support. The pattern affirms the JD-R Model's premise (Bakker & Demerouti, 2007) that supportive job resources sustain engagement and offset demands, and corroborates Ong (2022) and Anog et al. (2024), who similarly found administrative and collegial support central to teacher retention in Philippine private schools.

Summary of Motivational Drivers

Table 4. Summary of the Personal, Professional, and Environmental Factors that Influence Loyalty and Motivation

Factors	WM	VI	Rank
Personal Factors	4.7	HI	1
Professional Factors	4.44	HI	3
Environmental Factors	4.67	HI	2
Average Weighted Mean	4.6	HI	

Across the three categories, the overall average weighted mean was 4.60 (HI), with personal factors ranking first, environmental factors a close second, and professional factors last—though still Highly Influential throughout. Taken together, Tables 1 to 4 point to a consistent picture: seasoned teachers are driven primarily by intrinsic, purpose-based motivation, reinforced by a supportive relational climate, while institutional and career-related conditions, though positively regarded, represent the more actionable target for improvement.

B. Roadblocks Encountered by Seasoned Teachers

Personal Roadblocks

Table 5. Personal Roadblocks Encountered by Seasoned Teachers

Indicators	WM	VI	Rank
1. Work-related fatigue affects teaching performance	3.96	A	4
2. Stress impacts motivation and engagement in teaching	3.88	A	6

3. Mental fatigue at the end of the school day affects teaching effectiveness	4	A	3
4. Balancing personal life and professional responsibilities is challenging	4.08	A	2
5. Long years of service may coincide with decreased motivation	3.8	A	8
6. Diminished enthusiasm for teaching occasionally occurs	3.6	A	10
7. Signs of work-related fatigue influence professional performance	3.84	A	7
8. The need to continue teaching despite fatigue affects performance	4.16	A	1
9. Neglect of personal well-being due to work affects teaching engagement	3.92	A	5
10. Professional responsibilities occasionally present significant challenges	3.76	A	9
Average Weighted Mean	3.9	A	

Legend: 4.20-5.00 Strongly Agree (SA); 3.40-4.19 Agree (A); 2.60-3.39 Neutral (N); 1.80-2.59 Disagree (D); 1.00-1.79 Strongly Disagree (SD)

Personal roadblocks were rated lowest of the three roadblock categories (overall WM = 3.90, Agree), led by the need to continue teaching despite fatigue (WM = 4.16) and difficulty balancing personal and professional responsibilities (WM = 4.08); diminished enthusiasm for teaching drew the lowest agreement (WM = 3.60). Rather than severe personal difficulty, this profile points to mild, manageable fatigue and work-life strain, consistent with the JD-R Model's premise (Bakker & Demerouti, 2007) that adequate personal resources—in this case, the intrinsic motivation documented in Table 1—can offset moderate job demands.

Professional Roadblocks

Table 6. Professional Roadblocks Encountered by Seasoned Teachers

Indicators	WM	VI	Rank
1. Workload intensity affects professional engagement	4.28	SA	1
2. Inadequate compensation impacts motivation and retention	4.2	SA	2
3. Lack of recognition of efforts hinders professional satisfaction	4.04	A	5
4. Limited promotion opportunities affect career growth and motivation	4.16	A	3
5. Professional stagnation in the current role reduces engagement	3.96	A	7
6. Increasing job responsibilities over time affect performance	4.12	A	4
7. Administrative demands and paperwork add pressure to teaching duties	4	A	6
8. Skills are not fully utilized, affecting professional motivation	3.88	A	9
9. Professional development opportunities are insufficient	3.92	A	8
10. Limited career growth prospects hinder motivation and retention	3.84	A	10
Average Weighted Mean	4.04	A	

Professional roadblocks drew the highest agreement of the three categories (overall WM = 4.04), driven chiefly by workload intensity (WM = 4.28, SA) and inadequate compensation (WM = 4.20, SA); limited career growth prospects drew the least agreement (WM = 3.84).

These two leading concerns echo Herzberg's classification of salary and working conditions as "hygiene factors" whose inadequacy produces dissatisfaction, and align with recent Philippine evidence linking workload directly to burnout risk among teachers (Magtalas & Eduvala, 2024) as well as with Sumipo (2020) and Anog et al. (2024) on compensation-related retention concerns.

Environmental Roadblocks

Table 7. Environmental Roadblocks Encountered by Seasoned Teachers

Indicators	WM	VI	Rank
1. Unfair school policies hinder professional motivation	4	A	5
2. Weak communication with administrators reduces engagement	3.88	A	8
3. Centralized decision-making limits teacher autonomy	4.08	A	2.5
4. Teacher opinions are rarely considered, affecting involvement	4.04	A	4
5. Conflicts with colleagues impact collaboration and motivation	3.6	A	10
6. Stressful school culture affects professional well-being	3.92	A	7
7. Insufficient institutional support reduces job satisfaction	3.96	A	6
8. Leadership practices do not motivate teachers effectively	3.84	A	9
9. Inadequate resources hinder teaching effectiveness	4.12	A	1
10. Work environment contributes to professional stress	4.08	A	2.5
Average Weighted Mean	3.95	A	

Environmental roadblocks fell between the other two categories (overall WM = 3.95), topped by inadequate resources for effective teaching (WM = 4.12) and, tied, centralized decision-making and a stressful work environment (both WM = 4.08); conflicts with colleagues drew the least agreement (WM = 3.60). Notably, the lowest-rated item is interpersonal while the highest-rated items are structural, suggesting that environmental strain for seasoned teachers is largely organizational rather than relational—consistent with Skaalvik and Skaalvik (2017) and Toropova et al. (2021) on resource availability and administrative support, and with the local findings of Llego (2020) and Salvador (2021) on centralized decision-making in Philippine schools.

Summary of Roadblocks

Table 8. Summary of the Roadblocks Encountered by Seasoned Teachers

Roadblocks	WM	VI	Rank
Professional Roadblocks	4.04	A	1
Environmental Roadblocks	3.95	A	2
Personal Roadblocks	3.9	A	3
Average Weighted Mean	3.96	A	

The overall pattern across Tables 5 to 8 (grand WM = 3.96, A) is consistent: professional roadblocks rank highest, environmental roadblocks second, and personal roadblocks last. Seasoned teachers, in other words, are affected more by institutional and work-related conditions—workload, compensation, and resource limitations—than by purely personal difficulties, pointing toward administrative and policy-level intervention as the priority, complemented by personal wellness support.

C. Support Needs of Seasoned Teachers

Personal Support Needs

Table 9. Personal Support Needs of Seasoned Teachers

Support Needs	Frequency (n = 25)	Rank
1. Stress management and wellness programs	20 (80%)	3
2. Mental health and emotional support initiatives	22 (88%)	1

3. Work-life balance policies	21 (84%)	2
4. Reduced workload for long-serving teachers	18 (72%)	6.5
5. Recognition of years of service	19 (76%)	4.5
6. Flexible scheduling when necessary	17 (68%)	8
7. Counseling services for teachers	16 (64%)	9
8. Programs promoting teacher well-being	18 (72%)	6.5
9. Spiritual or values formation support	15 (60%)	10
10. Incentives that acknowledge long-term dedication	19 (76%)	4.5

Mental health and emotional support initiatives ranked highest (22 of 25 respondents, 88%), followed by work-life balance policies (84%) and stress management and wellness programs (80%); spiritual or values-formation support ranked lowest (60%). The clustering of the top three items around psychological and emotional support, consistent with Skaalvik and Skaalvik (2017) and Collie et al. (2012), indicates that burnout-prevention mechanisms should be a near-term priority for schools with sizable seasoned-teacher cohorts.

Professional Support Needs

Table 10. Professional Support Needs of Seasoned Teachers

Support Needs	Frequency (n = 25)	Rank
1. Increased salary or financial incentives	23 (92%)	1
2. Longevity pay or service-based salary increments	22 (88%)	2
3. Opportunities for promotion or leadership roles	21 (84%)	3
4. Continuous professional development and training	20 (80%)	4
5. Mentorship programs for experienced teachers	19 (76%)	5
6. Reduced administrative paperwork	18 (72%)	6
7. Clear career advancement pathways	17 (68%)	7
8. Scholarship or graduate study assistance	18 (72%)	6
9. Participation in school decision-making	16 (64%)	9
10. Performance-based recognition systems	15 (60%)	10

Financial concerns dominate this domain: increased salary or financial incentives ranked highest (92%), followed by longevity pay or service-based increments (88%) and promotion or leadership opportunities (84%), while performance-based recognition systems ranked lowest (60%). These priorities mirror the professional roadblocks identified in Table 6 and align with Ingersoll (2001) and Toropova et al. (2021) on compensation and career advancement as significant predictors of teacher retention.

Environmental Support Needs

Table 11. Environmental Support Needs of Seasoned Teachers

Support Needs	Frequency (n = 25)	Rank
1. Stronger administrative support	23 (92%)	1
2. Transparent and fair school policies	22 (88%)	2
3. Improved communication between teachers and administrators	21 (84%)	3.5
4. Better classroom resources and materials	21 (84%)	3.5
5. Positive and respectful school culture	20 (80%)	5.5

6. Team-building and collegial activities	20 (80%)	5.5
7. Clear grievance and feedback mechanisms	19 (76%)	7
8. Leadership that values teacher input	18 (72%)	8
9. Stable and supportive school management	17 (68%)	9
10. Institutional programs specifically designed for seasoned teachers	16 (64%)	10

Stronger administrative support ranked highest (92%), followed by transparent and fair school policies (88%), while institutional programs specifically designed for seasoned teachers ranked lowest (64%). This top-heavy demand for leadership and policy improvement is consistent with Leithwood and Jantzi (2005), Tschannen-Moran and Hoy (2001), David and Naparan (2024), and OECD (2019), all of which identify leadership, trust, and resource adequacy as key drivers of teacher satisfaction.

Summary of Support Needs

Table 12. Summary of Support Needs of Seasoned Teachers

Type of Support	Average % of Respondents Indicating Need	Rank
Environmental Support Needs	78.80%	1
Professional Support Needs	75.60%	2
Personal Support Needs	74.00%	3

Table 12 ranks the three support domains by the mean percentage of respondents who selected each of the ten items within that domain (Tables 9-11), rather than by weighted mean, since Part III was a frequency-based checklist. Averaging the ten item-level percentages in each domain yields 78.8% for environmental support needs, 75.6% for professional support needs, and 74.0% for personal support needs—placing environmental support needs first, professional second, and personal third. This indicates that, while personal well-being remains important, seasoned teachers place the greatest collective emphasis on institutional and systemic improvements that directly shape their daily working conditions, consistent with the Job Demands-Resources Model's emphasis on strengthening job resources to sustain motivation and reduce stress.

E. Proposed Action Plan

Based on the findings, a three-tiered, integrated action plan is proposed, translated below into an implementation matrix specifying activities, responsible persons, timelines, and success indicators for each domain. The plan emphasizes integration across domains, recognizing that improving one dimension (e.g., workload) can reduce strain in another (e.g., stress), and calls for continuous monitoring to ensure feasibility and sustainability.

Table 13. Proposed Action Plan Matrix for Sustaining the Motivation and Retention of Seasoned Teachers

Focus Area	Activities	Responsible Person(s)	Timeline	Success Indicators
Personal	Conduct regular stress-management and wellness sessions for seasoned teachers	Guidance/Wellness Coordinator; School Head	Short-term (within 1 school year)	≥ 2 wellness sessions conducted per semester; attendance record
Personal	Establish access to confidential counseling and mental health support services	Guidance Office; HR/Administration Office	Short-term (within 1 school year)	Counseling service established and accessible; number of teachers availing of service

Personal	Institute flexible scheduling and work-life balance provisions for long-serving teachers	School Head; Academic Coordinator	Medium-term (Year 1-2)	Flexible-scheduling policy adopted; % of eligible teachers utilizing the provision
Professional	Review and rebalance teaching loads and non-teaching workload for seasoned teachers	School Head; Academic Coordinator	Short-term (within 1 school year)	Revised workload allocation policy adopted; teacher load audit completed
Professional	Develop a longevity-pay or service-based incentive scheme	Finance Office; HR/Administration Office; School Head	Medium-term (Year 1-2)	Incentive scheme approved and implemented; % increase in compensation package for seasoned teachers
Professional	Establish clear promotion and career-advancement pathways, including mentorship roles for seasoned teachers	HR/Administration Office; Faculty Development Committee	Medium-term (Year 1-2)	Career pathway document published; number of seasoned teachers appointed to mentorship/leadership roles
Professional	Expand professional development opportunities and reduce administrative paperwork	Academic Coordinator; Faculty Development Committee	Ongoing (Year 1-3)	Professional development hours completed per teacher per year; measured reduction in non-teaching paperwork hours
Environmental	Improve access to instructional materials and classroom resources	School Head; Finance Office	Short-term (within 1 school year)	% of resource requests fulfilled; annual resource-adequacy survey results
Environmental	Institutionalize participative decision-making mechanisms (e.g., faculty council, regular consultations)	School Head; Faculty Council	Short-term (within 1 school year)	Faculty council/consultation mechanism established; frequency of consultations held
Environmental	Conduct leadership-development training for school administrators on supportive, transparent leadership	HR/Administration Office; External training provider	Medium-term (Year 1-2)	Number of administrators trained; post-training feedback ratings
Environmental	Establish transparent policies and a clear grievance/feedback mechanism	School Head; HR/Administration Office	Short-term (within 1 school year)	Grievance mechanism established; average resolution time; teacher satisfaction survey results

LIMITATIONS OF THE STUDY

Several limitations should be considered when interpreting these findings. First, the sample comprised 25 purposively selected seasoned teachers drawn from private elementary schools within a single locality (Iriga City, Camarines Sur); while adequate for an initial descriptive-survey investigation, this sample size and single-city scope constrain statistical power for subgroup comparisons and limit generalizability to seasoned teachers in other cities, regions, or school types. Second, the purposive, non-random sampling technique, though appropriate for identifying respondents who met the ten-year service criterion, may not fully represent the broader population of seasoned private-school teachers and could introduce selection bias. Third, the cross-sectional, descriptive-survey design captures perceptions at a single point in time and does not support causal claims about the relationships among motivational drivers, roadblocks, support needs, and retention. Fourth, data were gathered entirely through self-report Likert-scale and checklist items, which are susceptible to social

desirability bias and common-method variance. Finally, because years-of-service and per-school subgroup sizes were small within the present sample, the inferential comparisons reported in Section D carry limited statistical power and should be read as indicative rather than conclusive. These limitations, taken together, motivate the study's recommendation for a larger, multi-city replication with a probability-based or stratified sample of at least 100 respondents, which would support fully powered inferential testing and stronger external validity.

CONCLUSION

Personal factors are the strongest influence on seasoned teachers' loyalty and motivation, driven chiefly by professional pride, purpose, and belief in the meaningfulness of their work—indicating that intrinsic motivation is the primary foundation of long-term retention even amid institutional challenges. Teachers experience roadblocks across personal, professional, and environmental domains, with professional and environmental challenges—workload, compensation, resource limitations, and centralized decision-making—posing the greatest strain, while personal roadblocks, though present, remain comparatively manageable, demonstrating notable resilience among seasoned educators. Teachers likewise express strong, consistent support needs across all three domains, with the greatest emphasis on environmental and professional interventions, underscoring that sustaining their motivation requires deliberate institutional investment rather than reliance on intrinsic drive alone. A structured, integrated action plan combining personal, professional, and environmental strategies—translated into concrete activities, responsible persons, timelines, and indicators—is therefore essential to reduce roadblocks, strengthen support systems, and promote the long-term retention of experienced teachers in private elementary schools. As a single-city, modestly sized study, these conclusions represent an initial evidence base rather than a definitive, generalizable account, and should be read alongside the Limitations above.

RECOMMENDATIONS

Based on the foregoing conclusions, the following are recommended:

1. School administrators should strengthen intrinsic motivation by consistently recognizing teachers' contributions, reinforcing their sense of purpose, and sustaining a respectful, collaborative work environment.
2. School management should prioritize professional and environmental roadblocks—particularly workload distribution, compensation, and resource availability—by reviewing workload allocation, providing fair incentives, and improving access to instructional materials.
3. Educational institutions should develop comprehensive, integrated support systems addressing personal (wellness, mental health), professional (career advancement, salary, development), and environmental (communication, participative leadership, resources) needs identified in this study.
4. School administrators may adopt and regularly monitor the proposed action plan matrix (Table 15), ensuring collaboration among administrators, teachers, and stakeholders, and adapting interventions to each institution's specific context and resources.
5. Future researchers should replicate this study across a larger, multi-city population of private elementary schools—targeting a sample of 100 or more respondents with stratified representation by city and school—to enable fully powered inferential testing (e.g., ANOVA by years of service and by school) and per-domain Cronbach's Alpha reporting, and may extend the design through mixed-methods approaches to validate and enrich the present findings.

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