

# Institutional Commitment: Motivation Perspective of Teachers in Private Schools

Anchie S. Alberca

Rizal Memorial Colleges, Inc

Publication Date: 2025/07/09

**Abstract:** This phenomenological study explored the motivational perspectives and challenges influencing teachers' decisions to remain in a private school in Toril, Davao City. Nine (9) teacher-participants with at least ten (10) years of service participated in the research. Through thematic analysis, key motivational themes emerged namely positive work environment, competitive salary and benefits, and student impact and teaching legacy. These factors cultivated teacher loyalty and sustained commitment to the institution. However, challenges threatened retention, including excessive workloads and high parental expectations, which often led to burnout and undermined the very motivations that initially fostered commitment. The findings underscored that while loyalty is strong, study revealed its vulnerability to the cumulative strain of unaddressed challenges. To address these issues, the study recommended enhancing compensation and benefits and reducing administrative tasks of teachers in the private school to improve work-life balance. The findings highlighted the critical need for systemic support through fair policies, professional development opportunities, and stronger school-parent communication frameworks. Ignoring these findings risks exacerbating teacher turnover and destabilizing the educational environment. By implementing these measures, private schools can transform teacher satisfaction from occasional benefits into a sustainable, institutionalized practice, ensuring long-term retention and a more stable learning environment for both educators and students.

**Keywords:** *Institutional Commitment, Motivation Perspective, Teachers in Private Schools.*

**How to Cite:** Anchie S. Alberca (2025) Institutional Commitment: Motivation Perspective of Teachers in Private Schools. *International Journal of Innovative Science and Research Technology*, 10(7), 75-79.  
<https://doi.org/10.38124/ijisrt/25jul189>

## I. INTRODUCTION

Staying long-term in a company or an educational institution as a teacher is a challenge for both teachers and school administration. On one hand, teachers seek job security and welfare, while the administration strives to retain them. Understanding the motivation behind long-term retention in private schools is crucial, as these institutions need quality teachers whose competence develops over time.

In recent years, retaining teachers has become a significant challenge. Researchers like QiaLian, A. Hanid, and Mohamed (2024) highlight that teachers who feel a genuine connection to their schools are far more likely to stay. This sense of belonging is incredibly important, especially as teacher turnover is a growing concern around the world.

Globally, teacher attrition has become a concern. In England, Doherty (2020) sheds light on how schools struggle to keep their teaching staff. Even though there are efforts to

attract more individuals into the profession, many reasons behind teachers leaving go overlooked. It's concerning to think that every year, countless dedicated educators choose to leave their jobs, often without anyone really understanding their concerns.

Similarly, Schuelke (2022) has observed that this issue has been developing for at least the last two decades. Since 2018, it has received even more attention, with numerous discussions emerging on news platforms and social media. In the United States, it's shocking to realize that hundreds of thousands of teachers resign each year; research shows that up to 8% of new teachers leave within their first few years (Shuls and Flores, 2020).

A major factor driving this trend is a lack of motivation and job satisfaction. Sarohi (2023) notes that teaching is often viewed as a noble profession, yet many private school teachers feel undervalued. They face challenges like low pay and tough working conditions. It's disheartening to see that even though families pay substantial tuition fees, many teachers struggle

financially, leading to a sense of frustration and entrapment. The issue of sudden layoffs in private schools has also come under scrutiny, as highlighted by Daily Excelsior (2024). Experienced teachers can unexpectedly find themselves jobless for unclear reasons, creating an uncertain environment that can negatively impact the quality of education.

In the Philippines, a new set of teachers every year in private schools is a common scenario, primarily when K to 12 curricula have been implemented. Teachers who are honed by personal ideologies will transfer to other better opportunities through good salaries and benefits. Private catholic school teachers frequently leave and transfer to public schools due to the higher pay and perks available, a problem that schools frequently deal with Cardino and Naparan (2023) citing Hernando-Malipot (2018).

In Davao Region, Heruela (2021) has pointed out that both private and public schools are facing high turnover rates. The introduction of the K-12 curriculum has further complicated matters, leaving some schools struggling to find qualified teachers for vacant positions.

In the New Bataan District, Edlay and Dioso (2024) emphasize various factors driving teachers to seek opportunities abroad. Heavy workloads, the pursuit of better financial stability and success, as well as personal issues like stress and the desire to connect with family overseas significantly influence these decisions. This exodus of teachers can have serious implications for education, leading to shortages, loss of experienced staff, diminished morale, and continuity issues.

At my school in Toril, Davao City, I've witnessed these trends firsthand, many teachers are either moving to public schools or leaving the profession altogether. However, I've also seen a dedicated group of educators who choose to stay with us for the long haul. This mix of experiences motivates me to delve deeper into understanding what keeps some teachers committed to private education. By uncovering their motivations, we can work towards maintaining a high standard of education, retaining quality educators, and ultimately fostering a stronger school community.

## II. METHOD

This study employed a qualitative phenomenological research design to explore the personal meanings that private school teachers attach to their professional motivation and commitment. The methodology focused on how teachers view the influence of their work environment, compensation, and relationships with students, while also capturing their genuine, unfiltered insights on staying in private institutions. The study cultivated a deep understanding of these real-world experiences, acknowledging that, as highlighted by Tomaszewski et al. (2020) referencing Flood (2010),

phenomenology uncovers vital elements of lived experiences while respecting various interpretations.

This study employed in-depth interviews as the key method for data collection in a phenomenological context. These interviews enabled meaningful, reflective dialogues with nine (9) seasoned private school teachers from Toril, Davao City, all of whom have at least ten (10) years of experience. Following the framework established by Denzin and Lincoln (2000), as noted in Dunwoodie et al. (2023), these interviews allowed teachers to articulate their emotions, insights, ambitions, and concerns related to workplace satisfaction, financial issues, and their overall sense of professional fulfillment.

In addition, my study used purposive sampling to select the participants. According to Nyimbili and Nyimbili (2024), this sampling technique allows researchers to choose individuals with specific characteristics that are relevant to the study, thus enhancing the quality and reliability of the data collected. This study adhered to its ethical commitments. The ethical measures implemented fulfilled the study's responsibility to both the participants and the larger educational community that could be influenced by its findings on teacher retention factors. Additionally, the researchers followed the highest standards of integrity and transparency when sharing their findings and insights with colleagues in the field (Mirza et al. 2023).

In the course of analyzing the data, I conducted a thorough qualitative analysis of teacher interviews to investigate the motivational factors within private schools. Following the systematic framework for qualitative analysis established by O'Connor and Gibson (2003), I undertook a series of rigorous, iterative steps to analyze the teacher interview data. This approach allowed for the identification of significant patterns and emerging themes. The analysis process was cyclical, alternating between data immersion, coding, theme development, and verification, with a keen focus on how these motivational factors were expressed differently across various private institutions.

## III. RESULTS AND DISCUSSIONS

This section reveals the findings on the motivational perspectives and institutional commitment of teachers in private schools. The discussion investigates how the teacher-participants articulated their motivations and the challenges they face in sustaining their commitment to their institutions, responding to each research question. Moreover, the insights offer a deeper comprehension of motivation and challenges, proposing practical recommendations for school management aimed at enhancing teacher retention.

➤ *Positive Work Environment.*

The study's participants underscored the importance of a positive work environment as a significant motivator for teachers to continue their careers in private schools. Findings indicated that the primary reason for their motivation to stay was the encouraging work culture, characterized by administrative acknowledgment, collegial support, opportunities for career growth, favorable working conditions, and an overall environment of respect and collaboration that promotes loyalty. Kontar et al. (2025) highlighted that professional development opportunities and a positive work environment are essential for sustaining teacher motivation, even when financial resources are scarce.

➤ *Competitive Salary and Benefits.*

A competitive salary and benefits are vital for luring and keeping teachers in private schools, functioning as both a primary motivator and a reflection of how much institutions value the contributions of educators. The research indicated that the essential motivators for teachers to remain in private schools included free tuition for their children, competitive salaries, health benefits, funding for professional development, and material incentives. This aligns with the assertions of Nuhu et al. (2023), who suggested that individuals primarily work for financial gain and advocated for salary increases to satisfy teachers' needs, thereby connecting financial incentives to morale and performance.

➤ *Student Impact and Teaching Legacy.*

This viewpoint of educators emphasizes their desire to stay in private schools despite facing difficulties, fueled by the satisfaction of fostering development and making a significant impact on their students. The research revealed that teacher-participants in private institutions are profoundly inspired by the visible effects they witness in their students' academic and personal development, influencing future generations and the enduring legacy they establish through values-driven education and professional commitment. This indicates that intrinsic motivational elements are more powerful influences that cultivate teachers' loyalty (Sumipo, 2020).

Teaching in private schools, however, introduces distinct challenges, including substantial workloads, limited resources, and high expectations from parents, which can influence educators' job satisfaction and their retention rates. In spite of these challenges, many teachers choose to stay committed, driven by the positive impact they have on students and the supportive cultures that are often found in private school environments. This phenomenological study has developed themes that shed light on these challenges as it explores the experiences of educators.

➤ *High Parental Expectations and Involvement.*

High expectations from parents create a notable challenge for educators in private schools, as parents typically expect remarkable academic achievements and individualized attention due to the substantial fees they incur. This pressure is reflected in constant communication, requests for unique accommodations, and even interference in teaching strategies, which can lead to strained relationships between teachers and parents and heightened workloads. The study indicated that private school teachers endure considerable pressure from parents who seek regular academic updates and behavioral corrections, while often failing to acknowledge their own contributions to problematic behaviors.

➤ *Excessive Workloads.*

The burden of excessive workloads has become a prominent issue for teachers in private schools. This investigation found that educators in these institutions experience excessive workloads characterized by unpaid overtime, conflicting demands from teaching and administrative roles, and work encroaching on their personal time, leading to chronic stress and burnout. These unsustainable conditions arise from systemic challenges such as unrealistic performance expectations, inadequate workload regulation, and institutionalized surveillance without support. A similar observation by Bhat (2023) noted that private school teachers are often overwhelmed with heavy workloads, which include teaching various subjects and engaging in extracurricular activities. This can lead to burnout and have a detrimental effect on the quality of education they provide.

Furthermore, this study reveals the perspectives and obstacles that teachers in private institutions face. It proposes that enhancing teacher pay and benefits, along with alleviating administrative burdens, is key to encouraging long-term retention of teachers in private schools. In support of this, Kariuk (2020) points out that salaries are a critical factor for teachers in private secondary schools.

Overall, the study's analysis revealed that in keeping teachers motivated, it is vital to enhance three core aspects: a supportive work environment, competitive salaries, and a meaningful influence on students. Management should encourage appreciation through recognition, collaborative leadership, and professional development opportunities, while also addressing financial needs with fair pay, tuition benefits, and career growth paths. Moreover, it is important to effectively address burnout factors resulting from heavy workloads and parental pressures through streamlined systems and mental health support. By making sure teachers feel valued, empowered, and fairly compensated, private schools can strengthen commitment, retain talent, and maintain a flourishing educational community that is essential for long-term success.

## REFERENCES

- [1]. Bhat, N. (2023). Empowering educators: Challenges faced by private school teachers in J&K. <https://kashmirreader.com/2023/10/15/empowering-educators-challenges-faced-by-private-school-teachers-in-jk/>
- [2]. Cardino, Z. & Naparan, G. (2023) Staying in the Private Catholic School: A case Study of Teachers' Experiences. *Kognisi: Jurnal Ilmu Keguruan*. 1 (2). <https://afeksi.id/journal3/index.php/kognisi/index>
- [3]. Doherty, J. (2020) 'A systematic review of literature on teacher attrition and school-related factors that affect it', *TEAN journal*, 12(1), 75-84. <https://files.eric.ed.gov/fulltext/EJ1276033.pdf>
- [4]. Dunwoodie, K., Macaulay, L., & Newman, A. (2023). Qualitative interviewing in the field of work and organisational psychology: Benefits, challenges and guidelines for researchers and reviewers. *Applied Psychology: An International Review*, 72(2), 863–889. <https://doi.org/10.1111/apps.12414>
- [5]. Edlay and Dioso (2024) Moving Abroad: The Plight of Migrant Teachers. 10 (4) *International Journal of Advance Research and Innovative Ideas in Education*. [https://ijariie.com/AdminUploadPdf/MOVING\\_ABROAD\\_THE\\_PLIGHT\\_OF\\_MIGRANT\\_TEACHERS\\_ijariie24665.pdf?srsltid=AfmBOoqAxtXyQN\\_omHqtYkbBEpcGSUEesFw5qz\\_tMf\\_WonZWO8DIafDQ](https://ijariie.com/AdminUploadPdf/MOVING_ABROAD_THE_PLIGHT_OF_MIGRANT_TEACHERS_ijariie24665.pdf?srsltid=AfmBOoqAxtXyQN_omHqtYkbBEpcGSUEesFw5qz_tMf_WonZWO8DIafDQ)
- [6]. Kariuk, A. (2020) Motivation and retention of teachers in private secondary schools in Kenya. *International Journal of Research in Business and Social Science* (2147-4478) 9(6):191-201. DOI:10.20525/ijrbs.v9i6.909
- [7]. Kontar, H., Rizk, N. and Jabbour Al Maalouf, N. (2025) Aspects influencing teacher's motivation in private schools amid the challenging environment in Lebanon", *Quality Education for All*, Vol. 2 No. 1, pp. 190-208. <https://doi.org/10.1108/QEA-05-2024-0045>
- [8]. Mirza, H., Bellaleem, F., & Mirza, C. (2023). Ethical considerations in qualitative research: Summary guidelines for novice social science researchers. *Social Studies and Research Journal*, 11(1), 441–449. [https://www.researchgate.net/publication/370838199\\_Ethical\\_Considerations\\_in\\_Qualitative\\_Research\\_Summary\\_Guidelines\\_for\\_Novice\\_Social\\_Science\\_Researchers](https://www.researchgate.net/publication/370838199_Ethical_Considerations_in_Qualitative_Research_Summary_Guidelines_for_Novice_Social_Science_Researchers)
- [9]. Nuhu, G.Z., Agba, E.T. & Aliu, O.S. (2023), Effect of Motivation on the Performance of Private School Teachers within Jos Metropolis. *International Journal of Education and Evaluation (IJEE)*. 9 (2) DOI: 10.56201/ijee.v9.no2.2023.pg50.69.
- [10]. Nyimbili, F., & Nyimbili, L. (2024). Types of Purposive Sampling Techniques with Their Examples and Application in Qualitative Research Studies. *British Journal of Multidisciplinary and Advanced Studies*, 5, 90-99. <https://doi.org/10.37745/bjmas.2022.0419>
- [11]. O'Connor, H. and Gibson, N. (2003) A Step-by-Step Guide to Qualitative Data Analysis. Pimatiziwin: A Journal of Aboriginal and Indigenous Community Health, 1, 64-90.
- [12]. QiaLian, Z., A.Hanid, A.H.B. & Mohamed, Y.M.N (2024). Exploring The Teachers' Organizational Commitment and Turnover in High School. *International Journal of Academic Research in Progressive Education and Development*. 13. (3). DOI:10.6007/IJARPED/v13-i3/21871
- [13]. Sarohi, Z. (2023). Challenges faced by teachers in private schools. <https://www.nation.com.pk/17-Nov-2023/challenges-faced-by-teachers-in-private-schools>
- [14]. Schuelke, N. (2022) Why Are Teachers Leaving Education. *TRIO McNair Scholars Research Journal | Volume XXIII*
- [15]. Shuls, J. V., & Flores, J. M. (2022). Improving teacher retention through support and development. *Journal of Education Leadership and Policy Studies*, 4.
- [16]. Sumipo, J. (2020) Stay with Me: Factors Influencing Teacher's Retention in Private Elementary Schools. *Advances in Social Sciences Research Journal* 7(3):255-259. DOI:10.14738/assrj.73.7934.
- [17]. Tomaszewski, L.E, Zarestky, J. & Gonzalez, E. (2020) Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods* Volume 19: 1–7. DOI: 10.1177/1609406 9406920967174
- [18]. Balaoro (2024) Enhancing Scientific Skills Among Students Through Engaging in Active Learning Activities. *United International Journal for Research & Technology (UIJRT)*. 5(7). 242-251.
- [19]. DepEd Order 10, series 2024, Policy Guidelines of the MATATAG Curriculum
- [20]. Dzaia, A H and Abdullah, S A (2024) he Use of Active Learning Strategies to Foster Effective Teaching in Higher Education Institutions. *ZANCO Journal of Humanity Sciences (ZJHS)*. [https://www.researchgate.net/publication/380889377\\_The\\_Use\\_of\\_Active\\_Learning\\_Strategies\\_to\\_Foster\\_Effective\\_Teaching\\_in\\_Higher\\_Education\\_Institutions](https://www.researchgate.net/publication/380889377_The_Use_of_Active_Learning_Strategies_to_Foster_Effective_Teaching_in_Higher_Education_Institutions)
- [21]. Fazio, C., Carpineti, M., Faletić, S. & Giliberti, M. (2021) Strategies for Active Learning to Improve Student Learning and Attitudes Towards Physics. DOI:10.1007/978-3-030-78720-2\_15.
- [22]. Gholami, R., et al. (2023). Challenges in Active Learning Implementation: Insights from Teachers' Experiences. *Educational Research Quarterly*.
- [23]. Karkkulainen, Evelyn & Barbosa, Líbia & Niinimäki, Jukka. (2022). Finnish and Belgian University of Applied Sciences Teacher Students' Perspective on Active Learning Methods. [https://www.researchgate.net/publication/376721881\\_Finnish\\_and\\_Belgian\\_University\\_of\\_Applied\\_Sciences\\_T](https://www.researchgate.net/publication/376721881_Finnish_and_Belgian_University_of_Applied_Sciences_T)

- eachers'\_Perspective\_on\_Active\_Learning\_Methods
- [26]. Mohammed, A.& Jimoh, S. (2024) Predictive role of Active Learning Strategies on learning Outcomes in Economics Among Public Secondary Students in Lagos State, Nigeria. *LASU International Journal of Arts and Social Science Education*. 2 (1). <http://www.ijassed.org>.
- [27]. Munna, A S & Kalam, M A (2021). Impact of Active Learning Strategy on the Student Engagement. *GNOSI: An Interdisciplinary Journal of Human Theory and Praxis*,4 (2). <https://files.eric.ed.gov/fulltext/ED614302.pdf>.
- [28]. Mwita, K. (2022) Factors influencing data saturation in qualitative studies. *International Journal of Research in Business & Social Science* 11(4) (2022), 414-420. <https://doi.org/10.20525/ijrbs.v11i4.1776>.
- [29]. Dawadi (2020). *Thematic Analysis Approach: A Step by Step Guide for ELT*
- [30]. Research Practitioners. *Nepal English Language Teachers' Association*. 25. 1-2. <https://files.eric.ed.gov/fulltext/ED612353.pdf>
- [31]. Dunwoodie, K., Macaulay, L., & Newman, A. (2023). Qualitative interviewing in the field of work and organisational psychology: Benefits, challenges and guidelines for researchers and reviewers. *Applied Psychology: An International Review*, 72(2), 863–889. <https://doi.org/10.1111/apps.12414>
- [32]. Republic Act (RA) 10533 is also known as the Enhanced Basic Education Act of 2013
- [33]. Snow, M. (2021) Faculty and Student Perceptions of Active Learning. [https://www.researchgate.net/publication/363863591\\_Perceptions\\_and\\_Barriers\\_to\\_Active\\_Learning](https://www.researchgate.net/publication/363863591_Perceptions_and_Barriers_to_Active_Learning)
- [34]. Sonsona (2024) Active Learning Approach and Academic Interest of Learners in Calinan District, Davao City. *International Journal Of Progressive Research In Engineering Management And Science*. 4 (10). [https://www.ijprems.com/uploadedfiles/paper/issue\\_10\\_october\\_2024/36262/final/fin\\_ijprems1728919981.pdf](https://www.ijprems.com/uploadedfiles/paper/issue_10_october_2024/36262/final/fin_ijprems1728919981.pdf)
- [35]. Tomaszewski, L.E, Zarestky, J. & Gonzalez, E. (2020) Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods* Volume 19: 1–7. DOI: 10.1177/1609406920967174