

TEACHERS’ TURNOVER AMONG PUBLIC SCHOOLS: BASIS FOR TEACHERS’ RETENTION PROGRAMS

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Abstract:

This paper investigated the teachers’ turnover among public schools in Nueva Ecija. Mixed method vis – a – vis descriptive – correlational design was utilized and data were gathered with the survey-questionnaire substantiated by the guided interview. There were 43 teacher-respondents who participated in the study dominated by female. Most of them belonged to an age range of 26 to 30 years old, single and holders of master’s degree. Similarly, majority of the respondents were from the division of Nueva Ecija and who have taught in the public school for 1 to 5 years with teacher II positions. The present average salary that the respondents were receiving ranged from 20,000 to 30,000. When in public school, the respondents were given 5 to 7 workloads. A great number of the respondents have transferred to HEIs between 2015 to 2019 with NEUST which housed most of the teacher – respondents. Still, the respondents were into classroom teaching having been ranked as Instructor I.

Results of the survey revealed that the respondents’ desire to leave the public school was greatly fueled by their dissatisfaction of the way they were given responsibilities as well as with the career advancement procedures that public schools have. Similarly, the study found out that not only the responsibilities and the advancement factors being dissatisfied that greatly influenced their turnover, but also the failure of the public schools to improve the way company policies are formulated and implemented as well the provision of resources and technological support which might have improved the working conditions of the teachers at public schools. Data further revealed that teachers’ turnover was generally due to disgruntlement of the respondents’ motivation factors which was regarded as the intrinsic motivations that influence teachers’ job satisfaction.

Results of the correlational analysis among the respondents’ profile, motivation factors and their hygiene factors showed no significant relationships among them. This suggested that the respondents’ profile did not in any way affect the satisfaction of their motivation and hygiene factors being said to be attritional factors. However, significant relationship between the motivation factors and hygiene factors existed, implying that the higher the motivation factors, the higher the hygiene factors. In general, the study concluded that while teachers’ attrition was driven mostly by motivation factors, results of the interview revealed that they were also compelled to leave from the service due to the bulk of paperwork that required them to accomplish alongside their teaching and other responsibilities.

Keywords —Turnover, Motivation Factors, Hygiene Factors, Retention Programs

I. INTRODUCTION

Human resources play a vital role in service industry like in educational institution. As a social institution tasked to gear up people with knowledge and skills necessary to adjust in this ever-changing society, schools have to consider recruiting and retaining able and competent individuals - the teachers, to ensure that they deliver quality

education and to help learners meet national and global competencies.

Teachers, being the frontliners in the academe, must be carefully chosen and recruited in consideration of their ability to contribute to the realization of the school’s mission and vision, and that of the Department of Education. This is the prime reason why the Department of education has been continuously revising and updating the qualification standards, hiring criteria and the

recruitment procedures in hiring teacher – applicants to filter the best among the pool of those who are aspiring to become public school teachers.

While there are plenty of teacher – applicants pursuing a post in the Department of Education, with the hope for greener pasture and job stability, there are also some who leave the public schools and move to another career path not so much related to teaching, pursuing their dreams of much greener pasture overseas, or simply moving to other educational institutions, such as the Universities and Colleges, either public or private.

In the Philippines, it has become a usual scenario to see fresh graduates of teacher education programs securing teaching jobs from private educational institutions. Private educational institutions are confronted with the fact that besides their duty in assisting public educational institutions in the delivery of quality education, they have also been serving as training grounds for those who have just graduated from the teacher education programs and who will later move to the public educational institutions upon passing the licensure examination for professional teachers.

There are many compelling reasons why private school teachers move to public schools. Some of which have been identified to as contributors to job satisfaction where salary always comes first. This is just one thing that private educational institutions are trying to work out and deal with in order to improve faculty retention.

As for Gaspar, SA. V., San Mateo, R. C., & Arias, A. (2016), faculty members must be well taken care of. They further added that “if the management is able to take care of their faculty, then the faculty will be satisfied and their satisfaction will be felt directly by their students. If the teaching personnel will not be treated properly, eventually they will not perform well and sentiments will be aired openly to their students. Worst of all, they will abandon the institution abruptly without notice and leave pending jobs. If the management would not develop a sound maintenance and preservation program to retain and hold teaching personnel, the cycle will continue and in the long-run, the employer and

student will always be at the losing edge” (Gaspar, et. al., 2016).

While turnover, which is a reduction in number of employees that happens when they resign or retire is common to private schools, this too happens in the public basic education providers. Surprisingly, there are those who have been working in the public schools who leave their post, whose number and reasons remain undocumented, while some move to either higher educational institutions, or to other private basic education providers. Reasons for such actions have not yet been an area of interest of various researches in the past, since the focus has always been that of the reasons for turnovers among private education providers, or simply, the reasons for a career change. Meanwhile, it is difficult to really subjectively give reasons as to why teachers who have been in the public school would choose to leave and move to another public institution. Needless to say, that majority of those who have graduated their post graduate studies move to state-run universities and colleges after having been fulfilled the minimum requirements for a permanent position.

This prompted the researcher to look into the other side of turnover which happens otherwise as this tries to determine possible reasons for and to analyze teachers’ turnover among the public schools. With hope that the present study provides empirical evidence of teachers’ turnover among public schools, more responsive teachers retention programs will be proposed.

II. STATEMENT OF THE PROBLEM

This study entitled “Teachers’ Turnover among Public Schools: Basis for Teachers’ Retention Programs” attempted to explore the factors and dynamics influencing teachers’ turnover among the public schools in Nueva Ecija. Specifically, the following questions were answered:

1. How may the demographic profile of the respondents be described in terms of:

- 1.1. sex;
- 1.2. age;
- 1.3. civil status;
- 1.4. highest educational attainment;
- 1.5. previous division/station;
- 1.6. length in service in the public school;
- 1.7. last position held;
- 1.8. present salary/monthly income;
- 1.9. number of workloads when in public school;
- 1.10. year of leaving the public school;
- 1.11. current organization/ institution;
- 1.12. nature of current job; and
- 1.13. position at current job?

2. How may the respondents' turnover in relation to their motivation factors be described in terms of:

- 2.1. achievement;
- 2.2. recognition;
- 2.3. work itself;
- 2.4. responsibility;
- 2.5. advancement and
- 2.6. personal growth?

3. How may the respondents' turnover in relation to their hygiene factors be described in terms of:

- 3.1. Company/ administrative policies;
- 3.2. supervision;
- 3.3. physical working conditions;
- 3.4. salary and benefits;
- 3.5. job security and
- 3.6. interpersonal relations?

4. Is there a significant relationship between and among the following variables:

- 4.1. Respondents' profile and motivation factors? and
- 4.2. Respondents' profile and hygiene factors?

5. Is there a significant relationship between motivation factors and hygiene factors?

6. Which of the two factors significantly described the satisfaction of the respondents?

7. What teachers' retention program may be proposed based on the findings of the study?

III. Theoretical Framework

There are quite a number of theories that try to explain why people move from one organization to another, some of which have put emphasis on motivation as major determinant in one's decision to shift from one organization or career to another.

The present study is anchored on the Two Factor Theory popularized by Frederick Herzberg and his colleagues. This theory posits that a person's tendency to stay in his or her present organization or job is relative to the two categories of rewards, hereby called factors, namely: motivation factors and hygiene factors or dissatisfiers. According to Herzberg, Mausner & Snyderman (1962), the motivation factors which include achievement, recognition, responsibility, the work itself, and opportunity for advancement would lead to a person's satisfaction in his work place. On the other hand, hygiene or dissatisfying factors include supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practices, benefits, and job security. These factors do not in themselves promote job satisfaction, but serve primarily to prevent job dissatisfaction, just as good hygiene does not in itself produce good health, but lack of it will cause disease. Herzberg also speaks of them as dissatisfiers or maintenance factors, since it is their absence or inadequacy which causes dissatisfaction at work. Some factors are not true motivators as they need constant reinforcement. Additionally, they increasingly come to be regarded as rights to be expected, rather than incentives to greater satisfaction and achievement.

Two-Factor Theory is closely related to Maslow's hierarchy of needs but it introduced more factors to measure how individuals are motivated in the workplace. This theory argued that meeting the lower-level needs (extrinsic or hygiene factors) of individuals would not motivate them to exert effort,

but would only prevent them from being dissatisfied. In order to motivate employees, higher-level needs (intrinsic or motivation factors) must be supplied. The implication for organizations to use this theory is that meeting employees' extrinsic or hygiene factors will only prevent employees from becoming actively dissatisfied but will not motivate them to contribute additional effort toward better performance. To motivate employees, organizations should focus on supplying intrinsic or motivation factors (Robbins, 2009).

According to the setting of theory, Extrinsic Factors are less to contribute to employees' motivation need. The presence of these factors were just to prevent any dissatisfaction to arise in their workplaces. Extrinsic Factors are also well known as job context factors; are extrinsic satisfactions granted by other people for employees (Robbins, 2009).

These factors serve as guidance for employers in creating a favorable working environment where employees feel comfortable working inside. When all these external factors were achieved, employees will be free from unpleasant external working conditions that will banish their feelings of dissatisfactions, but remains themselves neutral in neither satisfied nor motivated; however, when employers fail to supply employees' Extrinsic Factors needs, employees' job dissatisfaction will arise.

Intrinsic Factors are the actual factors that contribute to employees' level of job satisfactions. It has widely been known as job content factors which aim to provide employees meaningful works that able to intrinsically satisfy themselves by their works outcomes, responsibilities delegated experience learned, and achievements harvested (Robbins, 2009). Intrinsic Factors are very effective in creating and maintaining more durable positive effects on employees' performance towards their jobs as these factors are human basic needs for psychological growth. Intrinsic Factors will propel employees to insert additional interest into their job. When employees are well satisfied by motivational

needs, their productivity and efficiency will be improved.

This theory further proposed the Intrinsic and Extrinsic Factors are interdependence to each other. Presence of Extrinsic Factors will only eliminate employees' work dissatisfaction; however, it will not provide job satisfaction. On the other hand, sufficient supply in Intrinsic Factor will cultivate employees' inner growth and development that will lead to a higher productivity and performance; however, absent of this factor will only neutralize their feeling neither satisfy nor dissatisfy on their jobs. Extrinsic Factors only permit employees willingness to work while Intrinsic Factors will decide their quality of work.

These two groups of Extrinsic and Intrinsic Factors are not necessary opposite with each other, as opposite of satisfaction are not dissatisfaction, but rather no satisfaction. Adrianzen (2012) mentioned that the theory asserts that the fulfilment of hygiene needs eliminates job dissatisfaction but does not necessarily create satisfaction. On the other hand, the fulfilment of motivation needs may create job satisfaction but not necessarily dissatisfaction if not fulfilled. However, it is fair to say that fulfilment of both or either factors can influence satisfaction and the person's desire to remain in the organization or profession. Hence, organizations should modulate their operations and procedures to satisfy both intrinsic and extrinsic motivation factors of their employees.

IV. Research Method

This study utilized mixed method *vis – a – vis* descriptive – correlational design. According to Quaranta (2017), the aim of descriptive correlational research is to describe the relationship among variables rather than to infer cause and effect relationships. Descriptive correlational studies are useful for describing how one phenomenon is related to another in situations where the researcher has no control over the independent variables, the variables that are believed to cause or influence the dependent or outcome variable. This research design has been

chosen since it concerns with the collection of detailed and factual information that describes an existing phenomenon, in this case, the turnover among public schools. Correlation was employed so as to determine significant relationships between and among the collected variables. Further, survey - questionnaires were used to collect data to generalize the findings to a population represented by the sample group of participants

V. CONCLUSIONS

I. Profile of the Respondents

1. The study was dominated by female respondents. Most of them belonged to an age range of 26 to 30 years old, single and holders of master's degree. Similarly, majority of the respondents were from the division of Nueva Ecija and who have taught in the public school for 1 to 5 years with teacher II positions. The present average salary that the respondents were receiving ranged from 20,000 to 30,000. When in public school, the respondents were given 5 to 7 workloads. A great number of the respondents have transferred to HEIs between 2015 to 2019 with NEUST which housed most of the teacher – respondents. Still, the respondents were into classroom teaching having been ranked as Instructor I.

II. Respondents' Turnover in Relation to their Motivation Factors (Satisfiers)

A. Achievement

Finding suggested that the teacher-respondents have not felt the peak of their career in the public school.

B. Recognition

The respondents agreed that they were recognized for their job well done. However, this got the lowest weighted mean as to recognition.

C. Work Itself

Teaching in the public school is generally stressful which drained teachers' energy making them not to feel excited of going to work.

D. Responsibility

There still are lots of paper and clerical works in the public school which made teachers work overtime with overlapping duties and responsibilities.

E. Advancement

Promotion in public schools is tainted with politics; thus, unfair and not transparent.

F. Growth

Public schools were pro-active in enhancing and advancing teachers' skills with supports given for teachers to improve in their craft in order to be abreast with the changing demands in education.

III. Respondents' Turnover in Relation to their Hygiene Factors (Dissatisfiers)

A. Company Policies

Teachers are not consulted in the formulation of policies in the public schools.

B. Supervision

The respondents receive support from their administrators in every decision and action they make and take. However, this got the least weighted mean in terms of supervision.

C. Working Conditions

Shortage of materials and equipment remains true in the public schools.

D. Salary

Teachers' salary in the public school remains lagging behind the other profession which makes it difficult for teachers to meet their needs.

E. Job Security

Little agreement was expressed with public schools working well to improve teachers' satisfaction and not showing biases in hiring, keeping and promoting teachers.

F. Interpersonal Relations

While there is cooperation among the respondents' colleagues in getting the work done, it was not as high as to other items in terms of interpersonal relations.

IV. Relationship Between the Respondents Profile and Turnover Factors

A. Respondents Profile and Motivation Factors

The profile variables are not in any way related to satisfying or motivation factors.

B. Respondents Profile and Hygiene Factors

Profile variables are not in any way related to these dissatisfiers or hygiene factors.

C. Relationship between Motivation Factors and Hygiene Factors

There exists a significant relationship between the two attrition factors. The higher the motivation factors, the higher the hygiene factors.

V. Analysis of Teachers' Turnover among Public Schools

Motivation factors greatly influenced teachers' attrition among public schools.

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