

Tallying teachers' attrition in a Catholic Archdiocesan University: Implication for human resource management during the K to 12 Transition

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Abstract

There have been numerous studies on teacher attrition particularly in the field of educational research and policy analysis. However, there are limited studies among private Catholic universities in Philippines that discuss basic salient demographics on teacher attrition and insights of school leavers during the K to 12 transition. Using mixed design, the study sought to describe the perception of fifty select faculty-leavers in a Catholic Archdiocesan University in the Philippines pertinent to teacher attrition. Specifically, it sought to: a) present the faculty attrition rate from academic year 2012-2013 to 2016-2017; b) describe the frequency or percentage of teacher attrition in terms of the type of job cessation, personal reasons for leaving, area of dissatisfaction, and status of employment; c) determine the teachers' satisfaction rating according to department culture, superior's leadership performance, compensation and incentives, and policies and programs of the institution; and d) present the experiences and insights of teachers who left the institution. Despite the fair satisfaction rating on the aforementioned areas, overarching push and pull factors of teacher attrition were identified; namely perceived unstable job security, attractive external career opportunities and leadership factor.

Keywords: assessment, faculty training, development program

INTRODUCTION

Teaching is often labeled as the noblest profession. It gives teachers the opportunity to make a difference not only in their lives but also in the lives of their students. It is rewarding to be an educator of the

youth who is considered the future of the next generation. Influencing the students' attitudes and molding the well-being of learners are basic duties which fall on teachers' shoulders. However, some teachers opt to leave the teaching arena despite the rewards of the profession. In fact, one of the phenomenal problems of both public and private schools in the 21st century is the shortage of teacher.

In many countries around the world, teacher scarcities and increased quantity of inexperienced teachers in secondary schools are the outcomes of teacher attrition (Egu et.al, 2011). The teaching career appears to have become less striking and less attractive as attested by statistics on teacher shortages. The definitive economic style to labor markets delineates shortage as a state of disproportion between demand (vacant teaching positions) and supply. When it comes to regulated labor market, where credentials are necessary in order to teach, the supply is generally paralleled with graduates likely to enter the teaching profession and the main potential source of the shortage is taken to be a lack of such graduates.

However, many pragmatic studies carried-out primarily in the USA (Ingersoll, 2001, 2002; Boyd et al., 2006; Sass et al., 2012), in Australia (Buchanan et al., 2013) and in the UK (White et al., 2006), have shown that in these countries, a substantial part of the problem does not lie in the shortage of graduates but in the education systems' inability to keep the teachers hired.

Miller and Chait (2008, p.2) defined teacher attrition as "teachers leaving the classroom to take up other professional responsibilities, inside and outside of education, or to spend more time with their families". They also pointed out that it refers to "either a problem for work force planning and resources or an indicator of the relatively poor quality of school life and teacher morale" (p. 835).

In addition, Egu et al (2011, p. 109) believed that "teachers attrition could be permanent or temporary." In the first type, teachers leave the teaching workplace completely for jobs in different or unrelated fields and/or exit from the teaching profession for new and different fields with higher compensation (UNESCO, 2006). Concomitantly, teachers remain in the teaching field but move to other same jobs within the education system and /or leave temporarily to have children, start a family, or complete higher education and finally return to continue their jobs (Miller & Chait, 2008).

Luekens et al. (2004) categorize teachers into three main groups. Stayers – teachers who remain for couple of years in the similar school, movers- the ones who transfer to other schools but stay as part of the system, and leavers- those who depart the teaching profession altogether because of retirement or adopt a new job.

Kozleski et al. (2000) posit that teacher attrition is one of the components or notions of teacher turnover. It is considered as the most studied topic of many education researchers. Simply leaving teaching employment to seek for another job is the first notion. The remaining two components are: teaching migration where teachers transfer to a different school, and lastly, the neglected component which is teaching area transfer which pertains to the transfer of a teacher from an assignment in special education to one in general education.

During the previous years, teacher attrition has become an international phenomenon in educational research and policy analysis due to the demand it establishes for teachers who leave the workplace (Johnson, Berg & Donaldson, 2005, Kozleski, Mainzer, Deshler, & Coleman, 2000; National Commission on Teaching and America's Future, NCTAF, 2003). Excessive turnover of teachers has become a conjuncture. Others have believed that the said shortage of teachers is due to overwhelming high demand created by extreme rate of turnover, rather than because of inadequate supply. However, to some researchers the insufficient supply of teachers is just a figment, declaring that the supply of teachers is adequate (Ingersoll, 1997).

In an international setting, specifically in the United States, almost five hundred thousand educators depart from their workplaces every year. Only 16 percent of this teacher attrition at the school level can be ascribed to retirement and 84 percent of the turnover of the teacher is due to teachers transferring between schools and teachers leaving the profession completely (Alliance for Excellent Education, 2008).

As attested by Heller (2004, p. 4), "teachers have one of the highest attrition rates of any profession". Countless studies draw attention to diverse reasons of teacher attrition including low take-home pay (Liu, 2007; UNESCO, 2006; Lambert, 2004; Mingat & Rakotomalala, 2003; Shen, 1997; Theobald, 1990; Smith & Ingersoll, 2004), underprivileged working setting (Arnold, 1993; Stinbrickner, 1998; Weiss, 1999; Johnson, 1990), lack of professional progress undertakings (Wise, Darling-Hammond & Berry, 1987), teaching workloads (Mingat & Rakotomalala, 2003), lack of teacher's interest in instruction (Lortie (1975; Johnson,1990;), uncertainties and self-doubt of novice teachers (Liu,

2007), and predominantly the pressure and depression associated with teaching (Kyriacou, 1989).

On a separate study, a huge amount of data in international literature shows a large quantity of novice teachers depart the profession after a couple of months or years of work experience (Ingersoll, 2002; Borman & Dowling, 2008; Sass et al., 2012; Struyven & Vanthournout, 2014). Ingersoll (2002), for example, states that 11% of US teachers leave the profession during the first year and 39% over the first five years. These studies have also attempted to ascertain characteristics of the teachers and their respective workplaces that can be linked with a menace of a premature exit from the profession. Such research often singles out the following factors: the teachers' socio-demographic features, their preparation and the specific features of their work environment.

With regards to the teachers' qualifications, the dominant factor emerging from the literature is that the teachers who have accomplished the most advanced studies are the most mobile. Drawing on Norwegian data, Falch and Strom (2005), for example, bring out that the teachers who have studied for the longest periods show a greater tendency towards professional mobility. The authors explain this observation by the fact that individuals with the most 'advanced' diplomas have attained capabilities that make them more attractive on other job markets and allow them to negotiate their compensation more easily within other occupational areas. Specific studies, in the USA and England in particular, also bring out the increased steadiness of teachers with training in education (Boe et al., 1997; Dolton & van der Klaauw, 1999). In secondary education, several studies have assessed the exit rate in relation to the subjects taught. The results of this research vary. Some authors (e.g. Grissmer & Kirby, 1992) point out, on the basis of data from the state of Indiana (USA), that exit rates are higher for science and mathematics teachers. More recently, however, Ingersoll (2003) carried out a study of science and mathematics teachers, also in the USA, and stressed that while the attrition and migration rates are slightly higher for these fields, the differences observed are not statistically significant.

The academic literature also highlights the impact of the workplace and working conditions on teacher immovability/retention. In particular, couple of studies illustrates that schools with a huge quantity of students coming from underprivileged upbringings, belonging to ethnic minorities and/or facing learning difficulties has higher rates of teacher attrition. On the basis of a sample from Texan primary and secondary public schools, Hanushek et al. (2004) thus elicit that, notwithstanding of

seniority, teacher migration and attrition rates are highly dependent on the students' average academic achievements and the percentage of Afro-Americans and Hispano-Americans in the student body. A high success rate has a significant positive effect on the teachers' stability but they are more inclined to leave the school, or even the profession, when there are a large proportion of students from ethnic minorities. Similar trends have also been observed in several European education systems (Leger, 1981; van Zanten & Grospiron, 2001; Falch & Strom, 2005). Beyond these restrictions describing the student body, Ingersoll (2001) has stressed the significance of the features of teachers' working environments (administrative support, decision-making power, etc.) as key predictors of teacher attrition.

The teacher attrition has hardly been studied in the case of the education system in French-speaking Belgium. One remarkable exclusion is the study by Vandenberghe (2000) dealing with secondary education. Depicting on organizational accounts for 50,000 individuals who started teaching between 1973 and 1996, this study elucidates in particular the very high exit rates during the teachers' first years in the profession: the survival rate after five years of teaching, for example, was 60% for male teachers and 58% for their female counterparts. Among the factors foreseeing the probability of exit, Vandenberghe discerns that the rates are the same in rural and urban areas and across provinces with rapidly varying unemployment rates. Nor has the relative deterioration of pay conditions had a significant impact on the risk of exit. For Vandenberghe, non-financial employment conditions seem to have a greater impact; in particular, access to a full-time teaching post drastically lessens the risk of exit.

To be able to create a theoretical framework that deals with teacher attrition and factors that drive teachers to take such choices, Maslow's need hierarchy (1954) was identified. It focuses on the needs self-actualization and satisfaction of an individual in a setting. Research has confirmed that there is a strong connection between job satisfaction and needs fulfillment that force teachers to leave, stay or transfer from the profession. So, based on above-discussed literature review, the factors of attrition can be connected with the concept of needs identified by Maslow.

Maslow (1954) assumes that every individual requires the fulfillment of the following five kinds of needs: 1. Physiological needs: the most basic needs of survival including air, water, food, clothing and shelter. 2. Safety needs includes security of an individual and his/her

belongings.3. Social needs: the need of giving and receiving love, care, belongingness, and companionship.4. Esteem needs: includes the needs of self- respect, self-reliance, proficiency, and achievement internal), and appreciation, status, consideration and power (external).5. Self-actualization: includes the needs for growth and self-contentment. Maslow illustrates that the fulfillment of one type of needs persuades an individual to desire the needs of the next level.

Physical needs such as satisfactory wages and better working conditions are some of the factors that affect the physical need level such as food, shelter, and clothing. If teachers do not have their basic needs fulfilled, they will seek other opportunities. However, if teachers have their basic needs satisfied, as Maslow pointed out they will think about other factors such as a safe and protective environment, fair administration and job security.

Moreover, social factors of nurturing positive and strong relationship with others—teachers, students and community—fulfill their needs to be loved, and accepted. Teachers develop the sense of belonging and care with others, and such strong social connections help them stay longer in the profession. Nevertheless, teachers not only need to have social interactions, but they also hunt for respect from their students, fellow teachers and community. They want to have a status that emboldens them to continue in the profession. They need acknowledgment and rewards from the administrators on their improved performance. They require professional support to widen their knowledge and teaching skills.

In turn, the accomplishment of social needs confer recognition, respect and knowledge, which push them to the next level of esteem needs. Esteem needs respond to the psychological factors such as satisfaction with their job, kindness, self-esteem, and boosting their confidence. With the achievement of esteem needs, the psychological factors encourage teachers to think about their weaknesses and strengths, hence, they enter into the self-actualization level of needs. The moment teachers reach that level, they are mindful of what they need, what they want to be and what they are capable of. Even so, Maslow (1954) specified that it is very crucial to attain the self- actualization needs because as teachers mature psychologically they keep growing and developing in their fields. This would be the ultimate level that would permit teachers to be devoted to their profession and consequently affect the learning of students, as well as increase the profile of the school.

According to Agarao-Fernandez and De Guzman (2005) there are about 57 million teachers around the world and two-thirds come from developing countries. Notably, the teaching profession in the Philippines has been confronted with many intrinsic and extrinsic problems. One of these problems is teacher attrition. It is a fact that, there are only very limited information on teacher attrition in many Catholic schools and universities particularly in the Philippines because of the seemingly conservative nature of these institutions to disclose confidential data.

The subject of study is a Catholic Archdiocesan University in Asia, which has just turned 55 years in existence. Just like in other universities, teachers have exercised their professional right to mobility. Teacher turnover have been a phenomenon for quite some time now. Likewise, teachers who opted to stay have in fact aged gracefully as they remained and taught until their retirement. Others have exercised their free will leaving the portals of the university due to personal and professional reasons.

The K to 12 transition in the Philippines has been one of the great challenges of many higher education institutions in the country; that include Catholic colleges and universities. This educational reform marks the paradigm shift from a ten year cycle of basic education to a twelve-year cycle. Its impact to higher education in terms of employment has created an avalanche of uncertainties among teachers particularly among tertiary teachers. Faculty retrenchment and termination was inevitable. Moreover, the policy on faculty vertical alignment with the undergraduate degree became one of the yardsticks for employment prioritization. Such shift in the curriculum somehow brought dramatic changes in the plight and employment of teachers. Faculty displacement due to the unavailability of teaching loads brought by the K to 12 transition has been observed in many higher education institutions. The five-year spread of the impact of the new curriculum would not only displace general education teachers in the first two years but also professional education teachers and non-teaching personnel as well. In addition, the decline of enrolment in the nursing program has affected not just the labor market but also the plight of nursing instructors (Ball, 2004)

Teacher attrition across colleges and schools has been very evident since time immemorial. But based on statistics, compared to other private schools there is a slow turn-over of teachers particularly in the basic education. But in the last five years, where the K-12 transition emerged to be an issue to be reckoned with. Many teachers left their posts due to various complex reasons. This study is pioneering since there are

no previous researches with regard to the plight of teachers during the first two years of implementation of the senior high for the K to 12 transition in the Philippines. At this point in time, it would be interesting and ideal to present the perception of school leavers during this unprecedented period in history.

This study aims to describe the teacher attrition in a Catholic Archdiocesan University. Specifically, it seeks to: 1) determine the faculty attrition rate from academic year 2012-2013 to 2016-2017; 2) describe the respondents' general perception on attrition in terms of the type of attrition, personal reasons, areas of dissatisfaction, status of employment; 3) determine the teacher's level of satisfaction in terms of department culture, superior's leadership performance, compensation and incentives, and systems' policies and programs; and 4) describe personal insights/experiences of teachers leaving the university.

This research undertaking would serve as a baseline data for policy formulation and planning; particularly, the university's Human Resource Development Office (HRDO) in addressing problems and improving the management of the most vital resource which is- human capital. Suggestions, comments, and feedback of teachers who left the institution would aid in maintaining positive working environment and in accomplishing University's vision-mission, goals and desired objectives.

METHOD

Research design

The study used mixed-method, incorporating both quantitative and qualitative data collection and analysis. The justification for mixing both types of data is that quantitative and qualitative methods when mixed may be adequate enough to capture the crucial scenario, such as multifaceted issues and countless factors of teacher attrition. The combination of quantitative and qualitative methods complemented each other and provided a more complete picture of the study findings (Ivankova & Stick, 2007). In the quantitative part, the researcher used descriptive statistics namely frequency, mean, and standard deviation to present the perception of teacher leavers. While on the qualitative part, a content analysis of exit interviews generating relevant themes was utilized. Based on the various experiences of the participants, themes were generated.

Participants

Fifty (50) teachers from different colleges and schools of the University who left the institution from A.Y. 2012 to A.Y. 2017 were the select participants. They were subjected to accomplish an official exit interview form provided by the Human Resource Development Office (HRDO) before leaving the University. In addition, actual exit interviews with HR personnel was undertaken. Non-teaching personnel were excluded from sample.

Instrument

The instrument used is an exit interview form/slip consists of twelve (12) questions accomplished by the participant. Items are: reasons for leaving the university, areas of dissatisfaction of the teacher in terms of type of work, supervision, salary, benefits, promotional benefits and working conditions. The next items are questions that elicits perception about the culture of the department, the superior, salary, policies and procedures of the University, and the overall experience in the institution. Said instrument was developed by the Human Resource Management Office based on the standards basic exit interviews from relevant literature. The remaining items of the questionnaire inquire about their circumstances that would have prevented them from leaving, what things that they most and least like about their jobs, and suggestions that they opt to give to make the academic institution a better place to work.

Ethical consideration

The privacy rule was observed properly as a non-disclosure agreement was signed by the researchers to ensure that data gathered from this research will be kept confidential and reported only as a collective data. No other than the researchers will know the individual answers to the data provided. With permission from authorities, data were derived from the Human Resource Development Office (HRD). The data from exit interviews and questionnaire were sourced out to find pertinent information and insights about the context of teacher attrition for the past five years where a typical challenges occur during the K to 12 transition. The non-teaching personnel were excluded in the sample.

Data Analysis

Data were analyzed using descriptive statistics, frequency, percentages, mean and standard. The faculty attrition rate was computed using the formula below:

$$\text{Faculty attrition} = \frac{\text{Total number of full-time faculty who left UA during the academic term or year}}{\text{Average number of employees in the academic term or year}}$$

Regarding the assessment, a five point likert scale was used to determine the level of satisfaction: 5- very satisfied, 4- satisfied, 3- average, 2- dissatisfied, and 1 – very dissatisfied.

Using the arbitrary scale below, levels of satisfaction were determined.

Scale	Verbal Interpretation
1.00 - 1.79	Very dissatisfied
1.80 - 2.60	Dissatisfied
2.61 - 3.41	Average
3.42 - 4.22	Satisfied
4.23 - 5.00	Very satisfied

In the treatment of qualitative data, the emergent themes are discussed and supported by vignettes from the exit interview. Care was taken in choosing quotes to be representative of the majority of participants. Pseudonyms are used to protect the identities of both individuals and schools. Analysis of direct quotes from participants to form key points and themes was carefully handled with discreet care. Only vital insights from recurring statements were highlighted.

FINDINGS

Table 1
Faculty Attrition Rate from AY 2012-2013 to AY 2016-2017

Academic Term	No. of full-time faculty at the beginning of the AY	No. of full-time faculty hired during the academic term	Total full time faculty at the beginning of the acad. term	No. of full-time teachers who left UA due to:					No. of full-time faculty as of the May 31, 20xx	Attrition rate per academic Term	Attrition rate per academic year
				RET	RES	TER	RED	Total			
1st sem. AY 2012-2013	208	14	222	1	14	0	0	15	207	6.99%	15.25%
2nd sem. AY 2012-2013	207	7	214	2	37	0	6	45	169	23.50%	
1st sem. AY 2013-2014	169	11	180	1	6	0	0	7	173	3.97%	8.01%
2nd sem. AY 2013-2014	173	3	176	1	12	0	7	20	156	12.05%	
1st sem. AY 2014-2015	156	11	167	0	3	0	0	3	164	1.81%	5.91%
2nd sem. AY 2014-2015	164	4	168	5	10	1	0	16	152	10.00%	
1st sem. AY 2015-2016	152	17	169	1	5	0	0	6	163	3.61%	6.24%
2nd sem. AY 2015-2016	163	2	165	1	12	0	1	14	151	8.86%	
1st sem. AY 2016-2017	151	19	170	2	5	0	0	7	163	4.20%	7.83%
2nd sem. AY 2016-2017	163	3	166	4	12	0	2	18	148	11.46%	

Legend: RET - retirement; RES- resignation /non-renewal of full-time employment contract; TER- termination for cause; RED- redundancy/ retrenchment

The highest faculty attrition rate recorded was during AY 2012-2013 which pegged at 15.25 %. This may be due to the sudden drop of enrollees especially attributed to the vacuum brought by the downward trend in the Nursing program. For the past five years, an increase in attrition rate was observed every second semester for every academic year. This is a common phenomenon in college level for a decrease in the number of students may result in higher teacher attrition. Concomitantly, a downward trend was manifested from AY 2012-2013 to AY 2014-2015, but a rising trend was observed that started in AY 2015-2016 to AY 2016-2017 which may be due to migration of teachers in the public school and the absence of first year college due to the K to 12 transition. Within a span of five years, 77 percent of employees either resigned or their full-time employment contract were not renewed by management; twelve percent of faculty retired and eleven percent were either retrenched or declared redundant and only one faculty was declared terminated.

Table 2
Demographics of Teacher Attrition from AY 2011- 2017

Categories (n=50)	f	%	Categories	f	%
<i>Type of Attrition (missing=1)</i>			<i>Status of Employment</i>		
Resignation	25	51.0	<i>(missing= 4)</i>		
Non-renewal of contract	11	22.4	Part-time	1	2.2
Early retirement	6	12.2	Full-time	45	97.8
Compulsory retirement	7	14.3			
<i>Personal Reasons (missing= 1)</i>			<i>Areas of Dissatisfaction</i>		
Career opportunities	27	55.1	Silent	37	74.0
Relocation	1	2.0	Type of work/ nature of job	1	2.0
Health reasons	2	4.1	Supervision	5	10.0
No available teaching loads	3	6.1	Salary	4	8.0
Retirement	11	22.4	Fringe benefits	1	2.0
Retrenchment	1	2.0	Working conditions	2	4.0
Others	4	8.2			

Table 2 shows that almost all respondents are full time faculty. Based on the data, resignation (51%) registered to be the most frequent type of cessation of employment while one in every five respondents disclosed non-renewal of contract. A quarter of the respondents unearthed the type of attrition as either early retirement or compulsory retirement. Half of the faculty confessed leaving the university due to career opportunities. On a good note, one in every five faculty have personally chosen to retire from teaching after a productive teaching career.

It is also reflected in the table that seventy four percent of the respondents opted not to elucidate or to be silent about their dissatisfaction. Or perhaps, silence may also imply their full subjective satisfaction. Disclosed areas of dissatisfaction include supervision (10%), salary (8%) and working conditions (4%).

Table 3
Respondents' Level of Job Satisfaction

Areas	Mean	SD	Verbal Interpretation
<i>Department Culture</i>			
1. Cooperation with other department/offices	4.36	.598	Very Satisfied
2. Cooperation with your department	4.34	.848	Very Satisfied
3. Adequacy of training in your job	4.10	.886	Satisfied
4. Equipment provided	4.40	.728	Very Satisfied
5. Overall workload	4.30	.678	Very Satisfied
6. Communication within the department	4.28	.991	Very Satisfied
7. Communication and with other department	4.26	.664	Very Satisfied
<i>Superior's Leadership Performance</i>			
1. Gives fair and equal treatment	4.00	1.069	Satisfied
2. Provides recognition	4.14	.881	Satisfied
3. Resolves complaints and grievances	3.94	1.150	Satisfied
4. Welcomes suggestions	4.18	1.093	Satisfied
5. Develops cooperation	4.20	1.107	Very Satisfied
6. Gives clear instructions	4.20	.990	Very Satisfied
7. Knows accomplishment of staff	3.98	1.020	Satisfied
8. Follows consistent application of policies and practices	4.26	.965	Very Satisfied
9. Sensitive to employees' needs			
10. Receptive to open communication	4.00	1.173	Satisfied
11. Utilizes my skills and experiences	4.06	1.150	Satisfied
	4.28	.784	Very Satisfied
<i>Compensation and Incentives</i>			
1. Salary			
2. Retirement plan	3.80	.763	Satisfied
3. Paid holidays	3.81	.732	Satisfied
4. Paid vacation	4.16	.673	Satisfied
5. Medical plan	3.98	.731	Satisfied
6. Dental plan	3.98	.801	Satisfied
7. Sick leave	3.91	.811	Satisfied
8. Educational assistance	4.11	.655	Satisfied
	4.02	.740	Satisfied
<i>Systems, Policies and Programs</i>			
1. University general policies and procedures			
2. Career development opportunities	4.30	.580	Very Satisfied
3. New employee orientation program	4.18	.720	Satisfied
4. Performance review system	4.04	.807	Satisfied
5. Supervision provided	3.94	.935	Satisfied
6. Level of concern for employees	4.16	.792	Satisfied
	4.22	.708	Very Satisfied

Table 3 illustrates that majority of the respondents were "Very satisfied" in terms of the culture of the department. Very satisfied ratings recorded are: cooperation within and with other departments/offices, equipment provided by the university, overall workload and communication within and with other departments. To be precise, six out of seven indicators incurred high mean scores with a "Very satisfied" verbal interpretation. The weakest link among the key areas on culture of department is the ***adequacy of training in the job*** which only registered as "Satisfied".

On the superiors' leadership performance, the data also revealed that out of the eleven indicators, only four registered "Very satisfied" and the seven indicators were verbally interpreted as "Satisfied". An overall rating of M=4.11 was recorded for the entire category. It is to be noted that there are the two weakest ratings that fall below the mean rating of 4.00; and these are leadership competencies of ***resolving complaints and grievances and knowing the accomplishment of the staff***.

In terms of the compensation and incentives, although declaring their "satisfaction", the respondents registered low mean scores compared to other categories. Under this area, ***salary and retirement plan*** have the lowest mean scores and therefore must be given utmost attention by HRDO.

In terms of systems, policies and programs, two out of six indicators pegged a very high mean score, indicating "Very Satisfied". These are: the general policies and procedure and level of concern for employee. However, four of the indicators namely: ***career development opportunities, new employee orientation program, performance review system and supervision*** were only rated "satisfied", with the latter as the weakest indicator.

Table 3
Personal perceptions on the job experience in the institution

Questions	f	%	Verbal Interpretation
<i>Was the work you were doing approximately what you expected it to be?</i>			
YES	46	95.8	Majority
NO	2	4.2	Minority
<i>Would you recommend academic institution to a friend as a good organization to work for?</i>			
WITH RESERVATION	4	8.0	Minority
MOST DEFINITE	46	92.0	Majority
Question	Mean	SD	Verbal Interpretation
<i>How would rate the overall experience at the university?</i>	4.48	.505	Very Satisfied

Table 3 illustrates that majority of the respondents agree that the work they were doing was approximately what they expected it to be. On further positive note, majority of the teachers would "most definitely" recommend academic institution to a friend as a good organization to work for. Finally, in terms of the overall experience in the academe, the overall mean registered at 4.48 which means that they are "Very satisfied".

Table 4
Respondents' Hypothetical Perspectives for Leaving

<i>Circumstances that could have prevented the teacher's departure?</i>	<i>Least things a teacher like about his/her job</i>
<ul style="list-style-type: none"> • Supervisor's sensitivity with the needs and emotions of the faculty members • Security and assurance that teachers will be given teaching loads • Security in the workplace in terms of benefits 	<ul style="list-style-type: none"> • Paper works • The management style of the superior • Number of preparations given to the teachers • Bad attitude of some co-workers

Circumstances that would have prevented teacher's departure

1. Supervisor's sensitivity with the needs and emotions of the faculty members

If the supervisor is sensitive enough with the needs and emotions of the faculty members. (Employee #6)

If my superior guided me instead of judging me behind my back. (Employee #35)

2. Security and assurance that teachers will be given teaching loads

I understand that retrenchment was inevitable. Even though I wanted to stay, it was possible because of the decreasing number of nursing students. On top of that, 2016 will be a difficult time for college teachers because of the implementation of K to 12. (Employee # 23)

Future, security in workplace when it comes to distribution of loads. (Employee # 26)

Security –assurance that I will be given teaching loads. (Employee # 25)

If and only assurance was granted as regard to loading and projected loads for teachers. (Employee # 30)

If there are more available loads I am more willing to stay. (Employee # 33)

Maybe if I have loads. (Employee # 37)

3. Security in the workplace in terms of benefits

I could have chosen to stay behind if my benefits as a college faculty remain. (Employee # 10)

Security of my future through competitive benefits. (Employee # 1)

Fringe benefits for non-tenured. (Employee # 40)

Free education and therapy for my special child. (Employee # 45)

Least things teacher like about his/her about your job?

1. Paper works

Prepare lesson plans, class activities. (Employee #4)

Submittals, paper works. (Employee # 30)

Checking of written discourse. (Employee # 33)

Checking of test papers and recording score. (Employee # 48)

2. The management style of the superior

The management style of the dean which I believe is her style, but is not suitable for many cases especially when she deals with individual, where she seems impersonal and tactless. (Employee # 6)

I feel that we need to prove to the management once and again that we really are doing our own job and all systems introduction lately are geared towards this. (Employee # 32)

Inconsistencies and at the same time too much strictness. (Employee # 26)

2. Number of teaching loads/preparations given to the teachers

Too many preparation, but I am happy with my current position. (Employee # 9)

Number of preparations given to me. (Employee #13)

Unequal distribution of number of loads and assignments. (Employee # 41)

Congested schedule due to number of teaching loads. (Employee # 8)

The bulk of the teaching loads given to me are the least I like and to mention the behavior of the students is very different now from the past years I was teaching. (Employee # 24)

4. Bad attitude of some co-workers

Some difficult people to deal with in the department. (Employee #13)

Some of the co- workers' attitude. (Employee # 35)

Gossips and back fighters. (Employee # 50)

DISCUSSION

The problem of teacher attrition and scarcity is not mainly attributed to the scarcity of graduates but essentially in the inability of the education system to keep the teachers hired (Ingersoll, 2001, 2002; Boyd et al., 2006; Sass et al., 2012; Buchanan et al., 2013; White et al., 2006). This reality of fast teacher turnover needs to be addressed conscientiously in the education sector (Boe, Cook, & Sunderland, 2008).

For the past five academic years, the overall average of teacher attrition in the case study pegged at 8.65 percent. On the average, almost one in every ten faculty is a teacher leaver, this is in the context of a Catholic University. The highest attrition rate recorded was during the AY 2012-2013 which was mainly due to the decrease in enrolment in the BS Nursing program- a national phenomenon that hit the country (Ball, 2004,). A rise in attrition was also observed at the start of the K to 12 transition that is AY 2016-2017, where teacher displacement became the major HR problem (Bringula, 2015). The first year implementation of the Senior High in the Philippines had an impact on the rise of teacher attrition since the first year college was not offered in many HEIs. This has affected the employment of many college faculty.

The findings suggest that teachers' attrition in the Catholic university is generally ascribed to teacher resignation in search for greener pasture; however, one-fifth is attributed to retirement (Table 1). The results concurred with the results of the Alliance for Excellent Education (2008), where sixteen percent (16%) of teachers' attrition is attributed to retirement and eighty four percent (84%) is due to teachers transferring to other schools and teachers leaving the profession completely.

Generally, teachers resign due to career opportunities (Johnson & Birkeland, S.2003); they seek for greener pasture that will provide them more lucrative life. In the Philippine context, securing a job in a public sector offer teachers a more high- competitive incentives and pays. Many teachers also opt to leave teaching due to job opportunities overseas .

A study by Vandenberghe (2000) stated that non-financial employment conditions seem to have a greater impact; in particular, access to a full-time teaching post drastically lessens the risk of exit. However, based on the researcher's gathered data, majority of the teachers who left the university are full-time teachers. This contradicts the said study that a full-time teaching position prevents teachers from leaving the workplace. This may be an indication that the workloads of teachers

are beyond normal. Furthermore, the aspect which received the highest percentage that teachers like least about their work is the congested schedule due to a huge quantity of teaching loads which lead full-time teachers to leave the workplace (Table 3, category 3.2). According to the Department of Education, approximately 50,000 resigned - around one in twelve full-time teachers, almost 80% say they have considered leaving teaching because their workload is too great. In the Philippine context, due to the K to 12 transition, the push and the pull factors played a crucial factor to teacher attrition. Unavailability of teaching loads has been identified as one of the problems why teachers resigned. Moreover, the public teaching sector has great demand of teachers since Grade 11 and Grade 12 are in need of teachers. Private Catholic universities and colleges become pools of new hires for the public education sector which can provide higher compensation and benefits.

Majority of the teachers who left the university are silent and chose not to elucidate anymore their satisfaction or dissatisfaction towards their work. This is an indication that they want to have a peaceful exodus and preserve the harmonious relationship with their co-workers and with the university administration upon leaving the institution. But such silence may also indicate the opposite pole of contentment and inner satisfaction, most especially those who have retired peacefully after serving the school for their entire productive life.

Job satisfaction ratings in the supervision and management style received the second highest percentage among the other areas. However, it is also indicated that one of the circumstances that would have prevented their departure is the supervisor's sensitivity to the emotional needs and morale of the faculty members. Job satisfaction on significant areas can be a determining factor on the plight and exodus of teachers in higher education institutions (HEIs) (Skaalvik & Skaalvik, 2011).

It is also shown that teachers are gratified when it comes to the culture of the department/office that they belong (Woods & Weasmer, 2004). However, this does not stop them from leaving the workplace. Despite the cooperation manifested within their own departments and other offices, adequacy of training in their job, availability of equipment, overall workload and communication within and with other departments, some teachers still leave probably due to couple of reasons that pushed them to leave the university.

The study also unveiled teachers' satisfaction towards their superiors' leadership performance. When the teachers were asked about the aspect that they like least in their job, some of the respondents stated that- it is the management style of their superiors. The strictness, inconsistencies, impersonal and tactless actuations are some supervisors and middle school managers can possibly drive the teachers to leave the school.

Countless studies draw attention to diverse reasons of teacher attrition including low take-home pay (Liu, 2007; UNESCO, 2006; Lambert, 2004; Mingat & Rakotomalala, 2003; Shen, 1997; Theobald, 1990; Smith & Ingersoll, 2004). Upon analyzing the data, the salary received the lowest mean (Table 2) among the other aspects of the workplace of the teachers. It can be evidenced that despite the fact that the University provides just and reasonable salary to its employees, which management claim to be at par or above par with other prestigious higher education institutions, there are still other demotivating factors that influence them to move out. Conversely, the collected data from this research described that teachers who left the university are modestly satisfied when it comes to their wages. Still, optimal salary can attract teachers to stay in the teaching profession (Hendricks, 2015).

Even though majority of the leavers positively disclosed that they expected the work that they have done, it did not stop them from leaving the institution. In short, there might be other factors that drive teachers away in the teaching profession. In addition to that, teachers who left would most definitely recommend the university to some of their peers since they were very satisfied with their over-all experience. This is a clear indication of great pride to have pleasant and extraordinary memories in the university before they have opted to leave. But because of an unfavorable incidence or situation such as job displacement brought about by the K to 12 transition and the policy on vertical alignment of faculty degree, a number of them were likely forced to leave.

However, it is very apparent among many retirees of the University that the Catholic Christian values formation they have experienced and received has brought so much joy and happiness in their lives as teachers. The University is perceived to be an excellent training ground amongst its employee-teachers to become competent and integral. Being a Catholic-school, the university is not only a workplace but a haven of opportunity to be closer to God and other people. Employees are being developed holistically and authentically especially in their

spiritual life. Many faculty and students believe that Catholic formation has lasting impact on adult life (Gutiérrez, 2012).

The study suggests that even though the researchers successfully collected a variety of views about the research questions, the limited sampling and point of views of participants made it challenging to provide a more comprehensive picture of teacher attrition. The study exposed that in order to see other aspects and areas of teacher attrition; it would require further focus interview of teacher-leavers. Data from rich informants is needed for a more sufficient analysis of inner concerns, in-depth experiences and deep challenges that they faced every day in different settings. Therefore, the findings do not absolutely describe with finality teachers' insights across different departments of the university. Though this may be the first research conducted in the university on teacher attrition, caution is necessary in interpreting the results and findings. An inferential study on the topic is needed to elaborate further causality based on various contexts. Path analysis and correlation studies may be conducted to discover the cause and effects of teacher attrition in higher education institutions.

Conclusion

After an in-depth analysis of the findings, the following conclusions are inferred:

Teacher attrition is mainly attributed to the supply and demand of teachers within the context of particular phenomena that affects the enrolment of students. In this study, the low demand graduates in the BS nursing program and challenges of the K to 12 transition has affected the stability of faculty employment.

Just like in other industries, the full factor of faculty attrition is mainly due to career opportunities. Although there is a little emphasis on determining compensation as main factor for teacher to leave, it can be said clearly that teachers seek for career stability outside the university. Concomitantly, it is very evident that public schools at present offer a more stable future due to competitive salaries and benefits.

It can be gleaned from the study that most of the teachers were silent when identifying the source of dissatisfaction with their work. There may be a number of possible reasons such as: 1) they want to maintain the harmonious relationship among their co-workers; 2.) silent respondents opted not to tell what they truly feel while accomplishing the

exit interview form may be a sign of deference to the University; 3.) the Human Resource Development Office (HRDO) has all the access to all the private information of teacher-leavers who accomplished the exit interview form. Prior to exit interview, most information in some cases have been cleared out and sealed for management internal forum. Comments and remarks made by the teacher-leavers would be a strong baseline information for school climate improvement.

Despite the satisfaction that the teacher leavers get in terms of the department's culture, superiors' leadership performance, and the institution's systems, policies and programs, teacher attrition would always be a concern to be reckoned with. The following have surfaced as weakest links among the factors that need to be addressed by the university: adequacy of training on the job, resolving complaints and grievances of faculty, appreciating the accomplishment of the staff, salary and retirement plan, career development opportunities, new employee orientation program, performance review system and supervision.

Teachers' tremendous paper works surfaced as one of the things that the teachers least like. But part of the job of teachers is submitting required school documents such as grades and reports which sometimes become taxing. It will be more aggravating when teachers have more than two preparations. Such number of preparations is an indication that there might be scarcity of qualified teachers who can effectively teach the course. Another factor that was highlighted is the management style of the supervisor and the bad attitude of some co-workers which impede personal and professional growth of faculty. Relations with school context, feeling of belonging, and emotional exhaustion are indeed motivating factors to leave the teaching profession (Skaalvik & Skaalvik, 2011).

Lastly, teachers leaving the institution are very pleased with their personal insights and experiences during their stay in the University. However, according to them their departure could have been prevented if only the institution have provided them more competitive compensation and incentives that can secure their future as they age gracefully in the academe.

But in the context of the Nursing supply and demand phenomenon and the K to 12 transition, job displacement due to the unavailability of loads was a natural course and therefore, inevitable. Despite careful planning teacher attrition would surely follow as a natural course, but it can be mitigated.

Recommendations

This study offers recommendations in addressing and minimizing teacher attrition in private higher education institutions:

There must be a provision of a competitive salary and retirement benefits that will secure the teachers' jobs in the future. The University should make the compensation and incentives of the teachers to be at least at par with the public school teachers. Such strategy may attract teachers to stay in institution.

The University should conduct a yearly assessment of work policies and come up with financial contingency plans for faculty who will be affected by any external phenomenon such as the challenges to the K to 12 transition. The weakest links among the factors identified must be addressed through careful planning. Application of scholarship and research grants may avert possible faculty attrition.

Immediate supervisors should be evaluated annually in order for them to know the teachers' feedback under their management. In case there are downsides in their management style, it would be addressed pro-actively by their superiors.

Further research may be conducted to shed more light and information on teacher attrition. Path correlation analysis may be conducted to identify cause and effects of teacher attrition.

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