

# THE LIVED EXPERIENCES OF LOYAL TEACHERS: IMPLICATIONS FOR CATHOLIC LEADERSHIP

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## **Abstract**

*This phenomenological study aimed at uncovering the lived experiences of ten loyal teachers in selected Archdiocesan Catholic Schools in Pampanga (Philippines). It also sought to describe the schools' management practices which effectively evoked loyalty and commitment among teachers in the workplace. Findings showed that teachers' loyalty is formed through four dimensions - participation, socialization, empowerment and formation, in reference to their meaningful relationships with themselves, with students, colleagues and management. Emerging value themes under participation are satisfaction of needs, involvement and interaction, acquaintance and compliance. Competencies and career path, mutual respect and cooperation, belongingness and reciprocity are the value themes under socialization. The value themes under empowerment are autonomy and well-being, responsible management and discipline, friendship and teamwork and trust and confidence. Lastly, value themes under formation are spirituality and meaningful life, altruistic leadership and love, family and obedience. Formation surfaced as the most distinct dimension in harnessing loyalty in teachers among Catholic schools. A vision-mission-centered induction program for beginning teachers and formation programs for faculty spiritual nourishment emerged to be the best management practices for Catholic school leadership. Further studies involving quantitative method may be pursued to validate the emerging themes.*

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**Keywords:** phenomenology, quantitative method, Catholic School Leadership, loyalty, teaching

## INTRODUCTION

Since time immemorial, Catholic schools are regarded as centers of academic excellence having produced successful, prominent and influential individuals that chartered the course of history (Weitzel-O'Niel & Torres, 2011). From the Catholic Christian perspective, catholic school leaders have continued the legacy of Jesus Christ, the greatest teacher who has ever lived, and his apostles, the first loyal teachers who spread the Word of God (Synod of Bishops, 2012).

Missionaries kept on traveling and had spread the Word of God in different places across countries of the world. It is in such quest that Catholic schools and universities were founded. The oldest known universities are still operational since their foundation and have produced graduates who impacted the world (Strynatka, 2017).

Interestingly, the Catholic education in the Philippines has a long and rich history. Missionaries who laid the foundation of education have done great things. In fact, they have put significant proofs and contributions in the history of Catholic Education in the country. The significant number of catholic schools, colleges and universities are proofs of the accomplishments of the missionaries and priests since colonial period (Steven, 2004). The University of Sto. Tomas, the "largest Catholic University in the world in a single campus" is located in the Philippines (Dacumos, 2015, p. 3).

Based on Philippine historical data, the Spanish and American regime greatly influenced the current Philippine education system, the former having introduced Christianity and formal education and the latter a more systematic public system with English as the primary medium of instruction (Counts, 1925, Lee, 2015). The synergy of these two education paradigms are enveloped in the educational system of private catholic schools in the Philippines.

Succinctly, education plays a vital role in the country's quest for prosperity vis-à-vis its sovereignty even during the colonial times and with the immense drive for nation building thereafter. From these catholic institutions came the next generation of very loyal school leaders and teachers who pursued the teachings of the Holy Roman Catholic Church (Synod of Bishops, 2012).

A Catholic leader employs unconditional love and understanding just like the first teacher during His ministry. As the steward of an institution, every Catholic leader acknowledges every individual with unique characteristic, skills and talents that are developed and empowered for the realization of the vision-mission in preserving the Catholic identity of the school and to strengthen the spirituality of the teachers while providing new knowledge for the learners at the same time. The head is not only after the excellence of every member of the community but also on how to be a loyal and faithful servant. The fruit of every action based on the strong faith and belief motivates an individual to be more committed and loyal. The Catholic leader empowers a teacher using a variety of activities and believes in them that

they may be the best agents of change; that is to be more productive member of the institution in the transformation of individuals for a better society. This can only happen when the administration provides an environment for teachers that they can consider home inherently breeding dedication and commitment. They may be considered as the great source of motivation and inspiration on how to be loyal and committed to the job amidst the difficulties and struggles encountered in their work place (Ex Corde Ecclesiae, 2016; Palma, 2012).

It is undeniable that schools are established to provide children formal education they needed in life: the knowledge, the skills and the values in which the character of a child is molded and formed.

The declaration of the Vatican II Council, *Gravissimum Educationis*, revealed the role of Catholic education in the continuing learning process of children's nature and distinctive characteristics. In that context, Catholic schools are referred to as parochial schools or education ministries of the Roman Catholic Church. Catholic schools participate in the evangelizing mission of the Church, integrating religious education as a core subject in the curriculum (Guttierrez, 2007). Furthermore, Catholic schools are challenged to be agents of evangelization (Synod of Bishops, 2012). This is the very essence that makes Catholic schools different from public schools. The community "preserves its identity of being a Catholic institution in providing education connecting to the life and faith of every member of the institution" (Gardner, Lawton & Cairns, 2005, p.148).

With the advent of globalization and commercialization, teacher migration and attrition are observed in many private schools including catholic schools mainly due to low enrolment and other external factors such as the high compensation of teachers in public schools in the country. Attrition and migration in general may be attributed to poor working conditions, poor career advancement and low salaries. All these factors have continued to push teachers to search for greener pastures (Ubalde, 2009). Some opted to leave the country and go abroad to work as foreign teachers and some of them are hired as domestic helpers. Such trend has contributed the behavior of teachers in choosing their personal and professional growth and most often results in brain drain. There are many factors to attrition and brain drain. One of them is basically for economic reasons.

In the study of Cimino, Haney and Jacobs (2000), it was found that a number of Catholic school principals and superintendents were having difficulty in finding and retaining high quality teachers. Notably, they were facing teacher shortage and retention due to the issues and concerns of teachers regarding job satisfaction, disparity in salary and relationship between and among the teachers and leader administrators.

Seasoned teachers in Catholic educational institutions are dwindling in record rate, but those who chose to stay in Catholic educational institutions have their inimitable reasons why in spite of the abovementioned factors a few have remained loyal to their school.

Notably, teachers are considered the heart and soul of effective schools (Guerra, 1991). Moreover, they are the curriculum developers as they assess children's performance (Mancini, 2013; Mc Donald, 2012). Therefore, the education of the youth in the private Catholic schools is vested on the kind of teachers who stay loyal to the school.

What is loyalty? What are the factors behind loyalty? When can a teacher be considered loyal to his/her school? Is loyalty a matter of relationship between faculty and the top level managers or to their commitment to the school and to the children who are entrusted to them?

*Loyalty* is described as the behavior in which a person stays faithful and firm in friendship or support for someone or something. Celebi and Korumaz (2016) explained that loyalty came from a French word "*loyaute*" where there is fidelity, honesty, legitimacy, and an output or performance with a worthy quality of performance, thus giving full support and commitment to the oath for particular organization, team or group.

As it is defined in Carmen and Teodora (2012, p. 4), "employee's loyalty includes such things as whether or not employees are committed and assumes personal responsibility for their work and whether or not they feel convinced to look for another job opportunity." Loyalty means the realization of cohesion, the complete recognition that we fail or succeed, die or live, are damned or saved together. The employee's loyalty is a more action-oriented concept since it deals with the behavior of the employees.

Guillon and Cezanne (2014, p. 839) defines loyalty in their work as the "feeling of identification with, an attachment or a commitment to the organization which is an observable workplace phenomenon materialized in staying in the organization over the long term that encompasses a little tendency to seek or examine outside job offers".

A loyal employee is prepared and prompted to respond and act to the organization (Solomon, 1992) gives full commitment and dedication for the success of the organization (Iqbal & Lodhi, 2015).

"Employee's loyalty can be defined as a psychological attachment or commitment to the organization and develops as a result of increased job satisfaction and advocates organization's customer product, service and image" (Wan, 2012, pp.1-17). Higher efforts for the organization is the ultimate aspiration of every member which is shown in every services of a loyal employee (Turkyilmaz, Ozkan, Pastuszak, 2011).

Loyalty is the 'willingness' of an employee to be engaged in strengthening the relationship of two persons or to a group of people to achieve a high level satisfaction, support and teamwork (Khuong & Tien, 2013). An employee works efficiently for a more productive and quality service of the organization (Mohammed, et al., 2014) that will have direct impact to the customer and indirect impact on company's performance (Yeng, Yeung & Cheng, 2008).

Recent studies have shown belongingness, job involvement and commitment to the organization sustains lower the turnover rate of employees and stay loyal to their

organization (Singhal, 2015). According to Davis (2015), the higher level of consumer satisfaction and increased quality organizational reputation are the end product of employees' loyalty and commitment. On the other hand, the unfavorable result of the loss of trust, inefficient work, higher absenteeism and the turn-over of teachers (Durkin, 2007) may be the end product of the lack of loyalty that is being experienced by the administrators of most catholic schools among their constituents.

This study primary aims to derive useful insights for Catholic school leaders in improving their practices on encouraging teachers' loyalty. Specifically, it seeks to describe the lived experiences of selected Catholic school teachers. Essentially, it looks closely into why they remained and stayed amidst seemingly better opportunity elsewhere and at the same time to describe practices of their leaders in their respective schools which motivated and inspired them to develop unparalleled loyalty and commitment.

Despite the many studies on loyalty, there are a few which tackled about the lived experiences of loyal teachers in private catholic institutions. Hence, the acknowledged success of many private catholic educational institutions stems from its human resource- their leaders down to their educators. Throughout the teachers' loyal years of service, each one of them have their stories to tell, why they chose to remain loyal not only to their oath as professional teachers but to their institutions as well.

This description of the lived experiences of loyal and dedicated teachers in private catholic schools hopes to create a paradigm of loyalty which may emerge from their personal insights. Moreover, such paradigm would be a vital input in the crafting of a human resource development program for teachers in academic institutions.

## **METHOD**

The current study utilized the phenomenological approach (Husserl cited in Wojnar & Swanson, 2007). In order to have an overview and profound analysis on the lived experiences from the first-person point of view on why seasoned teacher-participants remained loyal to their school, a focus in-depth interview was conducted. The nature of the central question is about what is at the essence that all persons' experience about loyalty.

The researcher is considered as the main instrument in this type of research. As the main instrument, the researcher personally conducted the in-depth interview.

Interviews are often important activities in qualitative research, and they can be done in both structured and unstructured ways. In the context of study, a structured interview was adapted through the use of an interview guide.

Ten (10) teacher-participants were chosen as endorsed by their own school heads or department heads based on the following criteria: (1) regular teachers, (2) they have been serving the school for at least ten years in service or even above ten, (3) their efficiency rating is 90 and above, (4) no other source of income aside from his/her spouse's job, (5) they are earning not more than Php 30,000, (6) they are the bread winner in the family, and (7) they were offered to teach in the public school. All the participants came from private catholic schools in the province of Pampanga.

**Table 1**  
**Profile of the interviewees**

Current designation	Number of years in service	Sex	Civil Status	Educational Attainment
JHS CLE Teacher	29	Female	Married	BS Religious Education
Grade 1 Teacher	33	Female	Married	BSEED Area of Specialization Science
Math Teacher	16	Male	Married	BSED Major in Math
Math Teacher	13	Female	Married	BEED Area of Specialization – Math
Grade School Teacher	13	Female	Married	BEED Area of Specialization – English
GS Filipino Teacher	12	Female	Separated	BSED Major in Computer Science
JHS Science Teacher	11	Female	Single	BSED Major in Science
GS Filipino Teacher	28	Female	Married	BEED/ BS Computer Science
GS Science Teacher	12	Female	Married	BEED - Area Science
GS AP Teacher	20	Female	Married	BEED- Area Science

The fundamental question, “Why do teachers stay loyal to their school?” was further qualified and characterized via interview guide. Ten pivotal questions were formulated to probe into the participants - teachers lived experiences in their respective schools. The interview guide was developed and validated before the focus or in-depth interview. The draft was reviewed and validated in terms of content and language by three experts.

Before the actual interview, a permission from the school head or principal was sought. Notably, the participant- teachers informed the researcher about their available and convenient time for the interview. For clarity, the interview guide was provided to the participant-teachers before the actual interview. In order to shed light into the undertaking, there was also a brief orientation about the objective of the study. An informed consent containing the purpose of the study, the right to withdraw and the observance of confidentiality was signed by the participant- teachers before the interview. Before the face-to-face interview, a short profile of the participants was documented through self-administered questionnaire asking about their current designation, number of years in the service, gender, civil status and educational attainment.

The face-to-face interviews were recorded through a voice recorder with explicit permission sought from the interviewees. Then, recorded interviews were transcribed into field texts (Clandinin & Connelly, 2000). The selection and interview of participants ceased when the information was perceived to be sufficient and reached data saturation. With the transcripts, key points were identified and described. These key points were coded using axial coding and later were grouped into similar codes. With the use of repertory grid, the statements for each code were clustered. Later, the similar codes were critically analyzed to generate relevant themes about loyalty. Finally, to safeguard the confidentiality in juxtaposing participant- teachers’ statements, an acrostic coding was also used for the participants’ statements (T1, T2 T3... T10). The whole analysis process involved sorting, categorization (cool analysis) and thematization (warm analysis). Moreover, the inductive and deductive methods (Schadewitz & Jachna, 2007) were also used to ensure the appropriate designation of suitable themes. Finding the central meaning of the phenomenon which is the essence was later uncovered and presented through a table.

## **FINDINGS**

A summary of the findings begins this section as presented in Table 2. The table highlights the emerging factors and the value themes contributing to teachers’ loyalty in their respective schools.

## Summary of Findings

**Table 2**

***Emerging factors and value themes contributing to teachers' loyalty in their respective schools***

<b>RELATION AREAS</b>	<b>Participation</b>	<b>Socialization</b>	<b>Empowerment</b>	<b>Formation</b>
<b>Self</b>	<i>Satisfaction of needs (SN)</i>	<i>Competencies and career path (CCP)</i>	<i>Autonomy and well-being (AW)</i>	<i>Spirituality and meaningful life (SML)</i>
<b>Students</b>	<i>Involvement and interaction (II)</i>	<i>Mutual respect and cooperation (MRC)</i>	<i>Responsible management and discipline (RMD)</i>	<i>Altruistic leadership and love (ALL)</i>
<b>Co-faculty</b>	<i>Acquaintanceship (A)</i>	<i>Belongingness (B)</i>	<i>Friendship and teamwork (F)</i>	<i>Family (F)</i>
<b>Administration</b>	<i>Compliance (C)</i>	<i>Reciprocity (R)</i>	<i>Trust and confidence (TC)</i>	<i>Obedience (O)</i>

## Participation

In the study, it is interesting to note how the teachers shared their views regarding loyalty which boils down to their participation in relation to themselves, their students, their co-faculty and their superiors and/or supervisors.

To last for fifteen years or more in school indicates teacher-participation in activities created for new teachers during their induction period. Teachers find enjoyment in the different activities on how they were welcomed by their leaders. The Catholic leader as the steward and head of the school finds time to introduce the school, the policy, the vision and mission toward a common goal-to be a productive, committed Catholic teacher. As part of the welcoming activity, all the members of staff revisit the PVM of the school during team buildings and summer outings.

During their younger days, teachers experienced satisfying their basic needs even with their meager salary and benefits. As apprentices, there was also involvement and interaction with their students and acquaintanceship with their colleagues. As beginning teachers, they complied with all the necessary requirements asked by their superiors. This include participation in relation to self via satisfaction of needs, participation in relation to



students through involvement and interaction, participation in relation to co-faculty through acquaintanceship, and participation in relation to administration via compliance.

### **Socialization**

As time passed by, through socialization in school, the teachers started mastering the subjects they teach. Weekly meetings, mentoring and coaching done through PLC (Professional Learning Community) help to reinforce and develop the gift, the skills and knowledge of a teacher through the initiative of the administration. The participants believed that they improved their skills through socialization. Such areas of strength show clarity along their teaching career path. In relation to their students, participants experienced mutual respect and cooperation. While with their co-faculty, they experienced a sense of belongingness. Concomitantly, there is now a sense of reciprocity between them and their superiors and not mere compliance with the requirements as boldly shared by the teacher-participant. It includes socialization in relation to self via improvement of one's competencies and clarifying career path, socialization in relation to students through mutual respect and cooperation, socialization in relation to co-faculty through belongingness and, socialization in relation to administration via reciprocity.

### **Empowerment**

When teachers experience autonomy and perceive that they have achieved a sense of well-being, they feel empowered particularly when given designation and assume the leadership track in education. As school managers and/or classroom managers, teachers employ responsible management and discipline with their students. They start to develop strong friendship with their peers as well as trust and confidence with their superiors. It includes empowerment in relation to self through autonomy and well-being, empowerment in relation to students through responsible management and discipline, empowerment in relation to co-faculty through strong friendship and teamwork, and empowerment in relation to administration via trust and confidence.

### **Formation**

The formation of teachers in private Catholic schools stands out among the factors contributing to teachers' loyalty. Teachers chose to stay because they have reached a higher level of spirituality due to the formation provided by the institution. The Catholic leader inspires and motivates every employee to live and be like Christ in dealing with the school community. The activities in the Christian Life Program and the Philippine Catholic School Standards renew and transform every member of the community to be the agent of change in making the community different from the other institution. In their relationship with students, there is the experience of altruistic leadership which redounds to their love of students while their colleagues are treated as a family. Though the vow of obedience is attributed to the religious community, the relationship of teachers with their superior reflects the same candor and grace. It includes formation in relation to self toward spirituality and meaningful life, formation in

relation to students via altruistic leadership and love, formation in relation to co faculty through the value of a family, and formation in relation to administration via obedience (FIAT).

## **DISCUSSION**

In this study, seasoned teachers shared their perspectives why they remained loyal to the institution. Four factors have surfaced namely: participation, socialization, empowerment and formation. These teachers are not only loyal but also knowledgeable, and possess skills and talents needed in the development of a quality school. These teachers are committed to their profession and through continuing professional trainings and formation, they are mostly empowered as leaders.

A successful school depends upon the commitment and loyalty of its employees (Mohammed, Yusuf, Sanni, Ifeyinawa, Kazeem, 2014). Schools have quality results and well-rounded pupils when the teachers and the teaching and learning process is after the excellence of service for the children (Goodlad, 1984; Hawley & Rosenholtz, 1985). A better learning outcome is expected of learners if they are motivated and influenced by committed teachers (Lortie, 1975). Suffice it to say, highly-experienced and loyal teachers ensure academic quality and excellence (Riaz Khan, et. al 2015).

The participants described the experiences from the time they were hired until the time the study was conducted as memorable and commendable. It serves as source of inspiration that made them stay in their schools. According to Chapman and Green (1986), the working conditions and the relationship of teachers can contribute to their quality of job performance. The experiences of teachers will have lasting effect on their career (Rowe, 2003) that will support not only their career path but also student achievement. The shared experiences of the teachers revealed that there are factors and dimensions that contributed to their reason why they stay loyal to their schools.

The initial experiences, the characteristics and differences of an individual, and the professional commitment of a teacher is strengthened through these dimensions. Loyalty to the institution is evoked. What a teacher feels about the pressure and controlling behavior from the administration leads to the reduction of motivation resulting to unsatisfactory performance inside the classroom and lessen the confidence to work and decide for improvement (Pelletier & Sharp, 2009). There were joyful memories from the time they were interviewed, hired and signed a contract; and the first day of their work experience relating to students, their peers as well as their superiors. Experiencing meaningful relationships affect the teachers' work conditions and their professional view and most especially their sense of loyalty.

The induction process as part of the welcoming activity of an institution encourages participation and active involvement of all concerned. It is here when a new employee discovers, learns and understands the norms and the culture of the working environment. The roles, responsibilities and duties are given and discussed in order to prepare the teacher with the new environment (Vargas-Hernandez, 2016). Such induction program in Catholic Schools must be sustained and enriched with new trends consistent with the vision-mission of the institution.

The relationship starts when they participate in community activities for the first time. A newly hired teacher in the teaching profession has personal needs that are to be attended and to be satisfied. Besides economic, the needs of a teacher as a neophyte on his/her professional growth and skills development are to be considered properly in order to boost his/her confidence and morale. The personal needs caused by internal factors like personal fulfillment and professional recognition and the external factors such as the working condition, compensation, security, and relationship promote well-being and result in better performance of the teacher (Exstrom, 2009). Introspection and assessment of his/her participation is primordial. A friendly working environment contributes to the feeling of security and comfort that will help a teacher carry out duties and responsibilities as a mentor and a facilitator. Moreover, it propels confidence and trust in the teacher.

Many Catholic educational institutions value teachers' feelings (positive emotions and attitudes) and they are given more chances to participate in the process of decision making and formulation of policies and rules to develop their sense of ownership and become more dedicated teachers; and this mostly likely tend to lessen the employee turnover (Franke, et al 2017; Khan, Jan & Saif, 2015).

Teachers' needs vis-à-vis their qualities are indispensable in carrying out their duties and responsibilities as effective and efficient teacher and one quality is how to make pupils involve and interact with one another. A neophyte teacher tries to build rapport among the pupils to win their trust and confidence. A teacher considers the worth of pupils' participation, interaction and involvement as important factor in the teaching and learning process. A teacher makes a remarkable transformation on how they deal and manage their students as learners. As facilitators, they encourage students to learn and work as a team (Maor, 2010). In order to ensure life-long success, every decision and action to be taken must be for the welfare of the learners.

The direct involvement of teachers and their interaction with pupils drives continual process of improvement in terms of teaching learning process. The concerned teacher knows what is needed, what is to be improved and what is to be changed for the growth and development of the learners and for the facilitation an effective and efficient programs (Carl, 2002). Such relationship evokes a sense of loyalty among teachers because of their strong engagement with their pupils.

As new to the profession and in relation to colleagues, a neophyte teacher establishes and builds external harmonious relationship with peers. He/ She tries to introduce himself/herself to few members of the faculty. Getting familiarized with the rest of the faculty is acquaintanceship which aims to build initial trust and elicits connection with the environment by means of warm participation in the activities in the school community. It is also in this stage where the teacher gets acquainted with the objectives and goal of the community. The culture and the social relationship have made the teachers who they are now. Notably, social culture was used to establish, maintain and direct the harmonious relationship among the people in the schools (Theobald, 1990; Bektas & Turan 2013;).

Likewise, the process of involvement and interaction improves teachers' welfare, leading to empowerment, commitment, creativity and further enhancing the opportunities for self- development, well-being and intent to stay in the institution (Apostolou, 2000, Powell 2010). Such relationship with peers starts with acquaintanceship.

An interpersonal relationship or acquaintance is an association of two or more people that may last for a short period of time toward a lasting relationship. Becoming acquainted depends on the impression and the previous relationships. The trust and care and the needs that are met will assure continuous commitment toward a strong and lasting relationship. Experiences and connection will end to the realization of self and importance in the group (Berscheid & Pepalau, 1983). An acquaintance is someone in the work place who works similarly for the realization of the common goal –the goal of the school toward excellence in faith and in service. The getting to know stage will be easier when a buddy or a mentor is assigned to every beginning teacher. This is the body-body system. Surviving the feeling of loneliness is crucial during the first year of teaching. Having an acquaintance which will ensure that work relationship would be easier for a new employee to familiarize the culture and may become better and even more responsible and productive beginning teacher.

The faculty staff relationship builds and fosters positive relationship with mutual trust, respect and civility. It means conforming to the given and stated requirements of the institution or organization. The identified requirements are the laws and regulations, the contracts, the policies and the strategies of the institution (Tarantino, 2008; Broady, 2008).

Accordingly, the management of private catholic schools presents these requirements during the induction program of newly hired teachers and ensures the practice to avoid conflicts and misunderstanding. Many private catholic schools' practices that resemble the culture have made a lasting effect on teachers' relationship among their colleagues especially with their administrators. The shared values, philosophies, objectives, goals are the set of direction that make the whole community as one. With this, teachers can interact well, perform better and build a strong relationship for the benefit of the school and thus staying loyal and committed (Khan, 2015). A new teacher complies with these philosophy, mission, vision, goal and core values to be the direction toward a healthy working relationship. It is in this stage when a teacher is oriented on what to do based on the position applied for. A teacher participates in the activities of which are called and asked for knowing the do's and don'ts

based on the policies, rules and regulations of the school. The vision and mission statement together with the policy are the guides of a teacher in performing what is stated in the job description given upon hiring. A compliant teacher participates, responds and complies with the rules implemented and the tendency to change one's behavior is due to the request of the authority (Cherry, 2009).

Participation as the first dimension contributing to loyalty prepares every beginning or new teacher to be more productive and effective member of the institution. The result of productive working relationship of a beginning teacher with the pupils, co-faculty and how to be a compliant employee to the rules and policies would depend highly on the built foundation of well-planned activities of the induction program (the day an employee starts working in the institution). The leadership and management of a Catholic leader may design and propose activities for the induction program that may help in welcoming a new employee to the institution. These activities like meet and greet, school tour, "what I expect of them", 'what they can expect from me' and summer outing as an opening activity for all will be of success if everyone participates and is involved. These activities will be evaluated and documented for feedback on how to improve the program for beginning teachers. The awareness of the whole organization, the norms, the culture, the policy and the vision and mission of the school are all meant in preserving the Catholic Identity of the institution. This has significant effect on the engagement of beginning teachers and may lessen their turn over. The institution would positively form productive and loyal teachers. The management and the administration may serve as guide and mentors in assisting the new employee to be acquainted with the staff and the practices of the community and make everyone involve in all the activities. It would motivate new employees to be compliant to the policy and rules of the school while satisfying the needs in their personal and professional growth.

As participation flourishes with the collaboration and unity of the community, socialization however would further improve and intensify the relationship of all the faculty members. The rapport between the new and the old teachers becomes evident as they perform and work together. The result of an effective induction program would be a better atmosphere within the school community. The continuous mentoring and coaching not only at the start of the school year but throughout the year would form and establish healthy and sound relationship among the faculty. Through socialization, beginning teachers' skills and talents will be improved. With the help of a mentoring team or a group of senior faculty, budding teachers would be helped to be more competent and productive.

Effective schools are institutions that aim not only to develop the learners but also the teachers' individual physical, mental, spiritual, psychological, moral and social aspects (Jamal, 2010). The social skills of the teacher in preparing pupils are expected to be of the acceptable norms and culture (Hussein & Shirin, 2014). The development of the work force via assisting teachers to become skillful increases their efficiency and effectiveness in their work. When a teacher meets people and learns to mingle, in this stage, a teacher in fact develops and starts building and owning his/her school with co-teachers. The developed

relationship helps the teacher to be more socialized with other teachers; and through mentoring he/she starts nurturing career path by not only satisfying needs but also enhancing skills and competencies in teaching. The envisioned goal and objectives become even clearer and are now realized. In this stage, the teacher can now tell that the school that has inspired and motivated oneself in pursuing the chosen career. The teacher can now tell that the working environment welcomes him/her to a brighter future in the community.

Every institution has its own competent people whose function is to withstand challenges, to maintain and to preserve the culture of excellence along with the value of faith and service (Dreyfus & Dreyfus, 1980). Competencies like efficiency in decision –making, comprehensive planning and the proficiency in management are learned, enhanced and developed for a better and clearer career path especially for the newly hired teachers. According to Perrot, Talya and Roussel, (2012), teachers face challenges and a feeling of uncertainty during the formal practice of the profession. Teachers' trainings, workshops, mentorship of experienced teachers and the interrelation to the people in the community enhancement of employee's competencies for a clearer and more progressive growth towards the realization of goals and objectives. A career path is in progress when the competencies of an employee are developed. A self-motivated employee who is willing to grow and firmly adhere to the values and goal of the institution (Doyle, 2018) successfully achieve a clearer and more define career path.

Faculty members' active participation and cooperation with mutual respect with one another especially in decision-making, formulation of policies and programs and activities designed and centered for learners build lasting loyalty. Such positive attitude, mutual respect and healthy working relationship create and contribute to the academic development of the children (Ursula & Stefan 2010). High expectation for a productive and active pupils come from those who are recognized as part of the learning process and those who are involved in the decision-making. Trust is an expected outcome if the teacher shows confidence and belief to the pupils' potential in every activity. Knowing they are trusted and respected in accomplishing assigned tasks a better output is to be expected. In return of the trust given to pupils, they will also act of what is expected of them. Cooperation of pupils is expected in every activity especially if they are given due respect and recognition for their achievement. The relationship is not acquaintance anymore but a relationship with mutual respect and understanding. More active and meaningful frequent interaction between teachers and pupils become more evident (Quinn et al, 1996).

Teachers as the agent of change in the life of the learners are expected to be responsible not only in preparing pupils' academic performance but also with the way children behave in accordance with the norms and culture of the school and with the society (Hussein & Shirin, 2014). The use of intellect and associated feelings lead to mutual respect and responsible behavior of both teachers and pupils is observed among many catholic schools.

The feeling of acceptance helps teachers act and behave according to the practices and culture of the community. The acquaintance turns into belongingness where

acceptance is felt already and can work together for the common goal and objective. The link between teachers and their institutions assures belongingness to the institution's values and culture with consideration to teacher's needs (Robert, 2009). Many Catholic educational institutions develop programs and activities that can give their employees a sense of belongingness. Recollections and retreats are some of them. As defined by Oxford dictionary, belongingness is the quality or state of being essential or important. It is the feeling of being accepted in the group and be an important part of such organization. The need to belong is a major source of human motivation according to Maslow. The physiological needs, safety and self-esteem and self-actualization when satisfied and met, a teacher can begin loving someone else and start building a relationship with trust (McDonald & Leary, 2005).

According to Baumeister and Leary (1995), human needs like intimacy, affiliation achievement are all driven by the feeling of belongingness. The feeling and the desire to be part of the culture and different people. It is the practice of exchanging things with others for mutual benefit, especially privileges granted by an institution. A teacher hired in an institution performs duties and responsibilities according to the given requirements, hence following the policies, rules and regulations. Ideally, motivation and trust is given by both sides. It is the time when the hired teacher performs an action and the management will evaluate the intention, kindness consequence and value of the action if it is taken accordingly with the requirements presented unto them. The exchange of response between the two parties is reciprocity, the teacher and the management promotes fairness on both sides thus to earn confidence and respect from the affected party, as cited in the study of McCallum and Price (2010, p. 19), "promoting self-awareness of well-being in beginning teachers will contribute to their longevity and productivity". According to Butt and Retallick (2002), school leaders and administrators promote positive identities of a teacher. One of these is loyalty. In many Catholic educational institutions, those who have identified themselves as a member of the work place and have shaped their personal identity with the group and achieved satisfaction and sustainability in their teaching career, can have continuous growth and have a long-term happiness in their work place.

Socialization as the second factor in developing teachers' loyalty may help in improving the relationship of every employee. The experiences provided in all the activities in the induction period will be strengthened through sets of working activities that will not only help in building harmonious relationships among the employees but as well as improve the competencies of the teachers. Socialization may help teachers discover and learn what they can do beyond what is expected of them.

Provided personality development programs and activities, professional trainings and seminars planned by the middle level administrators serve as assistance and support to teachers that would not only increase the level of respect and cooperation among them but at

the same time discover the feeling of belongingness and the sense of ownership in every undertaking.

During orientation, new teachers are given a partner and a coach that guides them in constructing their learning plans, Power Point presentations, their formative and summative assessment and others. The professional learning community will help new teachers lessen stress in fulfilling workloads and other assigned tasks. These are teachers teaching the same subject in the department which is composed of new and old and experienced teachers.

The administration provides activities like team building, Agape, monthly meetings, home visitation that may fill the emptiness of hearts of a member just what the participant have shared. These activities are done not only to achieve excellence but also to reshape the morals and beliefs of teachers. The Catholic leader sees to it that the Catholic identity is not taken for granted while achieving the core value of excellence that every activity is centered on Christ and that values are integrated in all learning areas.

The third factor lets employees work on their own. Through the motivation and inspiration of leaders, teachers are encouraged to work confidently and responsibly knowing that their administration believes in them that they can make the right calls and decisions for the community; thus, producing excellent outputs which is strengthened by continuous trust and inspiration from the Catholic leaders who are serving the community as models of transformation and reform.

Life-long learning relationship of teachers that is being an active participant in all the activities of the school aid in developing competence and social skills, thus promoting social and human emotional being (Mc Donald, 2006). The satisfaction of the needs of a teacher especially the freedom in deciding what is best for the learners results in a more confident and trustworthy teacher. The confidence of the teacher is already developed and become more mature. Teachers who have gained self-confidence and the freedom to practice what he/she believes is right and can decide what is best for the school. The positive feeling and the self-esteem of the teacher maintain the harmonious relation not only with some of the staff but with the whole community because of the value of being a teacher- his/her well-being and personal freedom that gives emphasis and importance to their worth as an active member of the community. The experience of self-worth and self-esteem motivates the teacher in fulfilling his/her commitment to his vocation and become a model to the younger and neophyte teachers who are still uncertain in their chosen profession. Through empowerment, the well-being of a teacher is nurtured and the autonomy is practiced and enhanced to the fullest (McCullum & Price, 2010). These are factors to be considered in building teachers' loyalty and that can make them stay in the school as productive member of the institution. The satisfaction and sustainability of a teacher's quality performance depends on different factors. Freedom, empowerment and enhancement activities contribute to the development of professional wellness that involves all the dimensions of well-being referred as the holistic learning (Wilber 2000; Wyn,2009). The whole person of the teacher that puts emphasis on all the positive feelings for a developed and productive environment (Berman, 1989) assures empowered



and happy employees. The ability of teachers to connect, cope and adjust to challenges and opportunities revitalizes their commitment to the whole community. These are the teachers that an educational institutions need, the empowered teachers who are open to innovations and are ready to adopt modifications that can improve the services which can make creativity and dynamism in students (Shauna, Meyerson, Theresa & Kline, 2008). Moreover, many of the loyal seasoned teachers prefer to assume freedom in their work especially in the classroom decision-making and freedom in expressing personal opinions.

A responsible teacher and a good leader leads a more disciplined follower. An outstanding performance of pupils is a result of an established mutual respect and trust among the teachers and the leader who are displaying utmost love and fairness for all. Pupils' individuality is protected and acknowledged. The right to decide without violating the given rules even without reminding them therefore making them more responsible and disciplined resulting to the altruistic love and leadership.

Empowered teachers manage pupils' behavior with complete trust in performing an activity on specific time and date. Pupils are taught to be responsible in any circumstances therefore, teachers are expected to be professional in dealing with them in any kind of situation (Ingersoll, 1996). The mutual respect of both teachers and pupils that lead to responsible management and discipline is achieved by setting rules, guidelines and decisions designed to enhance character with equality and self –control. The empowering language and open communication between teachers and pupils serve as catalyst of becoming more productive, disciplined and responsible member of the school and of the society (Kohn, 1996).

Aside from empowering the pupils' skills and capabilities, teachers in relation to their co-faculty relationship, is also heartened and enriched by means of continuous innovations and involving them in various activities (Meyerson & Kline, 2008). The desire to be part and be accepted by the whole group is now reached by having friends and establishing a mutual relationship. The group of friends can help boost the job satisfaction of a teacher who are always there to give support, compassion and understanding in fulfilling duties and responsibilities for the common mission. The stronger bond is formed by means of communicating and working collaboratively with respect, trust and understanding of every individual needs and desire. Friendship among the staff assures continuous harmonious work that assures and safeguards the interest of the school. Friendship is a stronger form of interpersonal relationship with mutual affection between people (Bremmer 2017). It is characterized by mutual understanding and commitment, love and kindness, virtue, sympathy and empathy, honesty, altruism and love (Zelaso, 2013). A friend is someone who can express one's feeling toward others through interaction and communication, which improves a psychological well- being of a person. A good friend is not afraid to make mistakes without fear of judgment. Workplace friendship has profound effect on the career of each employee. A friend can be source of inspiration and efficiency among the group even at hard times. Feedback, mentorship and proper coaching (Bryant, 2012) enhance and nurture healthy

relationship and help find one self as part of the group. All these characteristics are found in many catholic educational institutions.

Building the trust and confidence of an employee is not earned over night or in a short period of time. It is given to someone who has worked and has established strong bond and healthy working relationship. Trust and confidence plays a vital role in retaining an employee in the institution. It is the obligation in the relationship between an employer and the employee who are considering each other's interest and concern. The confidence and trust of an employee improves when an employee is given the power to do something on his/her own without prejudice (Ingersoll, 2007). Thus, sustaining healthy and sound relationship with the administration.

The empowered employees are the ones who find and adopt innovations to improve their academic performances in order to produce quality and dynamic results for the realization of the vision-mission and goals of the school. An empowered employee accepts challenges and changes to keep abreast to the competitive world of education (Shauna, Meyerson, Teresa & Kline, 2008), whose total freedom and well-being are considered in the policymaking and who have earned respect and trust from the authority enjoy chances and opportunities to learn from others and to do more and enjoy the power of ownership (Kinsler, 2010); and this situation has lessened the turnover rate of teachers/employees among private educational institution.

Teachers learn best when they do it by themselves. Sharing of thoughts and own perspective may let teachers grow through the mentorship and experiences of one another and tend to develop the friendship among them. Shared learning encourages innovation especially when there is support from the administration. The creativity of teachers as artists in their classroom will help improve their managing skills. In service- training, Professional Learning Community, and other programs provide opportunities for teachers to share their values and knowledge at the same time discover who they are and what they can really do.

The altruistic leadership and love of a Catholic leader empower employees to freely work without the fear of committing mistakes because of the opportunity of working together as a sign of trust, responsible management and discipline. Having meaningful life rooted in the unconditional love of Christ is not easy. Administrators of Catholic schools are to be the models of spirituality and obedience to staff and be effective stewards of all what is entrusted unto them.

Being in a Catholic institution, God is at the center of all the planned school activities. This is not easy to achieve if teachers as stewards of the school are not adopting and obeying Catholic practices while teaching the content of a particular subject and disallowing students understand the theories in relation to the faith, as well as enriching the skills and talents of every learner. A loyal teacher to a Catholic institution considers faith and unconditional love in fulfilling the obligations for the achievement of the common goal. Obedience and

observance of the best practices of Catholic schools makes teachers distinct and different from other teachers in the profession.

The contentment and happiness as a result of healthy relationship built with trust and confidence among the members of the community inspires and motivates young teachers to be part of the group and be one of the active contributors of an empowered community. With the positive and engaging environment, every individual achieves the vision toward excellence and the transformation as a member of the community. The formation and growth of the employee in an institution establish confidence (Senge et al, 1994) with this employee becomes happy and open in giving and receiving feedback (Holton, 2001) as the product of the influence of power, socialization motivation and commitment.

Great and passionate teachers reflect their commitment in everything they do as a sign of their profound love for teaching. They organize their skills, do what is right, believe and know that everything they do is worthwhile (Garrison & Liston, 2004). The spirituality and meaningful life of teachers is reflected in every endeavor when accomplishing one's responsibility. A distinguished character is to be present in every engagement in the profession (Mart, 2013); in this case, as part and a member of a Catholic institution. The mission of Jesus conveyed by his disciples is to promote and uphold his message in every achievement. The missionaries who started the widespread of Catholic Education and being continued by the religious groups who are now appointing lay members as part of a Catholic institution are determined to preserve what was already started (Groome, 1998) and strengthen the defining characteristic of a catholic school (PCSS Handbook, pp. 4-7).

According to Hawker (1985), empowered loyal catholic teachers personally uphold the value and culture of the Catholic school while actively participating in the continuous progress of the institution in meeting the demand of the competitive world (Greeley, 1982). Findings have revealed that loyal Catholic teachers who have found altruistic love and spirituality in their respective schools have showed continuous high quality performance and a productive output from the learners as the top priority of Catholic schools. Catholic teachers whose needs were satisfied are living a meaningful life with the found family among the members of the school equipped with values to face the challenges of their career to the best of their abilities. The challenges on how to improve oneself is overcome and how to be successful and to remain loyal to the chosen career in a Catholic school is faithfully acknowledged. Catholic school teachers find their schools as their own community and their extended family who serve as agent of change for the learners. Finally, they emerged to be more productive as role models of the school, society and of the church.

Teachers as role models encounter God through the learners and with the whole community. The obedience in creating new opportunities in deepening one's faith and finds God as the center of their profession shows that the life of a Catholic teacher is meaningful life and has true and unconditional love. The realization of being a member of a supportive and empowering community with positive, happy and contented attitude inspires all to be one and stay as an active member of the community. The wisdom, respect for every individual's

freedom and needs are considered, thus, producing a meaningful life centered in Jesus Christ. Catholic teachers are driven and inspired to become a modern day Jesus in serving the school the community and the church. A teacher is determined to perform the duty promoting the values of the school and the society and preserving the Catholic Identity of the school.

According to Batson (1991), altruism is a motivational state with the ultimate goal of increasing another's well-being. Selfless love and humane management of a Catholic leader may develop the attitude and behavior of teachers in order to improve his/her whole being for a holistic formation of an individual. Findings have shown that teachers who have experienced altruistic love from his/her leader will also show love as sign of mutuality to everyone and to his/her personal work (Yuan, 2000; Jordan, Hodge & Hunt, 2004).

Altruistic love and leadership conveys love for teaching and teaching as a ministry of the faithful. Catholic school teachers desire to continue teaching in a Catholic institution without even considering and paying attention to the low salaries and other benefits given to them (Covey, 1992; Schaub, 2000). Teachers remain and stay loyal to their institution because of their formation as individual towards excellence and service. Teachers' commitment in Catholic schools is to love and accept the entrusted pupils unconditionally like their own children. Security and the feeling of safety of both teachers and pupils will be the source of happiness and contentment even in times of difficulty and trials.

In Catholic school leadership, teachers as well as the needs of pupils are considered in the fulfillment of the goal. Teachers are empowered for the assurance of the full development of the children (Northouse, 2016) as obedience to what is instructed and what is to be accomplished even without complaining to what is assigned unto him/her. Such attitude of becoming obedient to the policies and rules implemented coming from the administration results to loyalty of teachers to their school and to their oath. The total transformation of teachers will be reflected in his/her commitment on their performance in producing quality outputs and how they uphold to the vision of the Catholic Church in preserving the values while achieving excellence inspired by Jesus as the modern day teacher.

Therefore, teachers who are committed and loyal to their oath performs duties and obligations even beyond their working hours as sign of selfless and true love to their work consequently producing quality outputs and performance. The love and motivation of teachers as second parents encourage pupils to perform well and improve one's personal behavior. Pupils who are treated like their own biological child are expected to be productive members of the society who witness the message of Jesus in their lives even after their graduation. Motivation and encouragement improve pupils' attitude to keep on improving toward excellence at the same time of teachers who are empowered and trusted by their leaders. The harmonious relation of teachers with all the people in the community as sign of contentment and happiness while performing his/her duties and obligations without expecting something in return is observed. The interest and welfare of pupils are not solely the priority (Douglas, 2010) in a Catholic institution but also the teachers who direct, conduct affairs and create harmony inside and outside the classroom. The altruistic love of a found family within

the school community plays vital role in managing teachers that help them to decide to remain loyal to the community.

Many loyal participant teachers in Catholic schools have competently developed their skills, talents and have established special and strong bond of friendship built with trust and confidence by means of mentorship and empowering activities given unto them. They share and enjoy culture of oneness guided by the ideal principles of a family. A family that is not only about people related by blood and affinity but also a group of people that encourages personal relationship with sense of community, social security and values. The teachers who experienced the value of family in their work have experienced the aforementioned. The leader or the head of a Catholic school inspires teachers toward success and transformation. The Catholic institution as a family maintains and ensures strong loyalty and respect among others. Each member of the family is accountable in keeping a healthy relationship in the community and is given a sense of ownership in planning and making wise decisions (Miller, 2013).

In addition, according to Burger (2009), people who have power and authority can build the value of obedience. Though sometimes power is being abused, leaders who take and use it wisely and humanely create positive outcomes of being trustworthy and an obedient follower (Avolio, 2003). The leader who motivate and stimulate employee's behavior and attitude (Chemers, 2008) improves the confidence of a teacher to continuously comply and become obedient to the administration.

Therefore, the whole Catholic school community becomes the avenue for growth and development of both learners and teachers who creates one faithful and trustworthy community. The participants who develop loyalty continually observe excellence and service, practice justice, love and care, and courageously face challenges and opportunities (Sergiovanni, 2000) for the fulfillment and satisfaction of their needs for a more meaningful and spiritual life. The administration's expertise, empathy and understanding (Arcadi, 2016) can influence the work atmosphere, motivation, the respect and obedience of the team.

The experiences shared by the participants in their respective school community have showed that loyalty is developed considering different factors that will improve their well-being. Their willingness to accept the norms and culture of their school have improved their perspective about loyalty. The working atmosphere, the motivation, the respect from one another support the growth and development of a teacher. Engaging activities that strengthen the organizational culture hence produce goal-oriented employee, and harmonious relationship between the stakeholders and administrators (Eagly, Johannesen\_chumidt & van Engen, 2003).

Activities such as Christian Life program, The Philippine Catholic School Standards and other activities that enhance and improve oneself are opportunities for renewal and formation of employees' commitment and loyalty; hence, transform them so as to carry name of the school in and out the campus with dignity and are living in a meaningful way.

The involvement and interaction develops the participants sense of belongingness and friendship with trust and confidence. Teachers who have developed their well-being are the living proofs that a Catholic school is not the only home of excellent individuals, but also a place for those who are of service and are faithful to the words and works of God as the loving creator of all.

The total formation of an individual as the most considered important factor in the contributing to the loyalty of every Catholic school member rooted with different aspect in relation to their students, co-faculty, to their administration and on how they find their value and worth in their respective working place. The value of a teacher as an individual who enjoys altruistic love, trust and confidence bring peace and harmony and contentment. Despite difficulties, no member leaves own family in place of material things but stay because of the meaningful and spiritual nourishment. This is a result of the unconditional love that a teacher receives from his/her colleagues, students and administration. Because of altruistic love, obedience is undoubtedly observed when there is something to be done, especially when it is something creative and new for the family. With complete trust to the Lord, a Catholic leader may observe unconditional love and obedience from the whole community, thus continually witnessing the message of Christ anchored on gospel values. Therefore, school administrators must consider developing formation programs to hone the best practices that would foster intrinsic values and strengthen the well –being of teachers especially the apprentices.

This is the main reason why teachers choose to stay even they receive low salary and meager benefits. Teachers opted to stay because they have found a family who offers altruistic love to all and empowering attitude of their leader like the great shepherd to his/her flock. The genuine leadership and love of a leader would help to inculcate enduring values to teachers such as having deep faith and loyalty and an experience of meaningful life with their family in the school best result to achievement of the mission.

This the reason why Catholic leaders serve as agents of transformation of the entire community and the whole institution. The administration who plays the lead role in preserving the Catholic identity of the community motivates and inspires every employee to engage in the realization of objectives based on the strategic plans as well as specific programs and activities. Genuine Catholic leaders are catalysts in developing all members of the community to possess deeper faith and responsibility in becoming servants of the church and of the community. Many of them are deep spiritual leaders who conscientiously engage employees and staff to becoming obedient members of the family; and who lovingly understand and commit to a holistic and meaningful development of the person. Those engaged Catholic school administrators listen, learn and live a meaningful life with the whole staff; and find altruistic love and meaningful relationships with one another through their participation, socialization, empowerment, and formation.

The experiences of the loyal teachers are vividly described by the aforementioned four factors and value themes. The fourth which is formation is the most essential among the factors affecting loyalty; and it helps to ensure teachers' loyalty to the school and to their profession. It is the formation of every Catholic teacher where premium leadership in terms of loyalty stands out. With the experience of happiness brought by healthy community relationships, such formation would prove to be enduring and lasting.

It is therefore concluded in this study that teachers' loyalty is formed through the four factors or dimensions (Participation, Socialization, Empowerment and Formation of a teacher) in reference to the four relationships (relation to self, to students, to co-faculty and to the administration). PARTICIPATION as the first among the four predicts low factor in turn out of loyal teachers. SOCIALIZATION however, strengthens such loyalty only up to a certain extent, while EMPOWERMENT magnifies loyalty of teachers through the delegation of power and the obvious significant effect on the attitude of empowered teachers in their respective school community. Indeed, a challenging mission on the part of a Catholic leader to always be a source of inspiration and great example to a teacher. It is FORMATION the highest and the most important dimension among the four factors differentiates a private catholic schools from other public school in terms of commitment and perspective of service and excellence. Notably, total inner conversion and transformation is experienced by teachers in private catholic schools through their spiritual activities and programs on Catholic spirituality. Such formation program cements the inner loyalty of teachers.

It is proven that the administration that provides nourishment of spirituality, of norms and values of a professional teacher characterized a transformed community along with the intellectual and emotional aspect of becoming a Catholic teacher. Their lived experiences of everyday activities especially among the teachers and pupils centered in the Gospel message evoke their personal views of being a Catholic teacher, therefore having a renewed faith as Catholic teachers. They have experienced to be a listening and learning community who live faithfully toward excellence and lived accordingly to the institutions' vision-mission, goals and objectives.

The participation and socialization is insufficient in enriching an employees' trust to the administration. The sense of ownership of an employee during the empowerment stage will certainly lead to the transformation of the teacher as the results showed that the relationship of the three dimensions in relation to students, colleagues and to the administration and most especially to oneself is intrinsically related and essentially connected. The dimension of participation of the teachers supported by their socialization and empowerment as well as their formation intensifies their sense of loyalty. In the study, of the four dimensions, formation plays the most significant role in keeping an employee loyal to the institution since it has a transcending effect beyond material needs. The spiritual awareness and sense of mission of the leader in engaging the staff transform the totality of an employee into having a greater satisfaction and commitment to what is given and entrusted unto them

even to the point of limiting themselves from enjoying better financial support that may be offered by external opportunities.

Based on the findings and conclusions of the study, the following are recommended: (a) The effective induction programs of Catholic schools must be sustained and be enriched with new trends and with consistent emphasis on the inherent philosophy, vision, mission, principles and objectives of Catholic formation so as to have a clearer and defined path for new teachers toward loyalty; (b) The school administration of any Catholic school may consider developing more formation programs and honing the best management practices that would foster intrinsic values and strengthen the well-being of teachers especially the newly hired who are still in search of their own identity on how to be happy effective and efficient members of the institution; (c) The administration/management of Catholic private schools may adopt the four dimensions in promoting loyalty so that teachers would perceive work not just as a job but a mission of continually witnessing the message of Christ anchored on gospel values; and, (d) in order to shed empirical information, a future study on the four dimensions or factors contributing to the loyalty of Catholic school teachers using quantitative approach to test which relationship in every stage may be pursued.



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