Teacher-Turnover In the Archdiocesan School System: A Basis for Faculty Retention Program

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Abstract

This study conducted an in-depth exploration into the phenomenon of teacher turnover within the nineteen member schools of the Tuguegarao Archdiocesan School System (TASS), focusing particularly on the interplay of motivation and hygiene factors and their impact on teacher retention. Utilizing a descriptive-correlational design and survey data gathered from 139 teachers who transitioned from TASS to public schools during the school years 2020-2021, 2021-2022, and 2022-2023, the research illuminated several critical aspects of the issue. There is a prevailing sense of motivation and satisfaction among TASS teachers regarding various aspects of their professional lives, particularly those linked to intrinsic rewards such as job fulfillment, recognition, and professional development opportunities. Results revealed that TASS schools generally perform well in providing hygiene factors, encompassing areas like working conditions, administrative policies, and interpersonal relationships. However, some areas are requiring significant attention, most notably concerning salary and benefits, suggesting that these factors contribute significantly to teacher attrition. There is a significant positive correlation between motivation and hygiene factors, indicating that enhancements in areas such as salary and benefits could not only elevate teacher satisfaction but also bolster their overall motivation levels. There is interconnectedness of these two factors in shaping the overall teacher experience and retention within TASS. The research proposes a comprehensive Faculty Retention Program tailored to the unique challenges and needs of TASS schools. This program underscores the importance of addressing both motivational and hygiene factors to cultivate a stable, supportive, and rewarding environment for educators within the Tuguegarao Archdiocesan School System.

Keywords: Turnover, Motivation Factors, Hygiene Factors, Archdiocesan School System, Retention Program

1. INTRODUCTION

Teaching is universally regarded as one of the most noble and fulfilling professions due to its profound impact on individual and societal development. Teachers are pivotal in shaping students' futures and, by extension, the nation's progress. However, a significant disparity exists between the remuneration and conditions in private versus public schools, leading to a high turnover rate of teachers from private institutions to public schools, driven primarily by better pay and benefits in the latter. This issue is notably pronounced within the Tuguegarao Archdiocesan School System (TASS), a network of religious schools that has been grappling with the consistent migration of its teaching staff to public schools and other government positions.

TASS, which comprises several clusters of Catholic institutions, including large schools like Saint Joseph College of Baggao Inc., faces a persistent challenge with teacher retention. The turnover rates are alarmingly high, with up to fifty percent of teachers in smaller schools resigning annually. This turnover disrupts the continuity and quality of education, as these schools effectively become training grounds for new graduates who leave after a few years for

more lucrative public sector jobs. The researcher, with thirty years of experience in the institution and having served as part of the TASS Supervisors' team, highlights the shared plight across the nineteen schools within the system.

The high turnover rate in TASS schools underscores the urgent need for a comprehensive faculty retention strategy. This study aims to explore the root causes of teacher attrition and develop a robust Faculty Retention Program tailored to the unique challenges of the TASS schools. By addressing these issues, the research seeks to foster a stable, supportive, and enriching environment that not only mitigates immediate turnover concerns but also promotes the long-term professional growth and commitment of educators within the Tuguegarao Archdiocesan School System.

Statement of the Problem

This study aimed to identify the turnover of teachers in Tuguegarao Archdiocesan Schools System as phenomenon using the lens of motivation and hygiene factors as basis for faculty retention program for TASS schools in order to reduce high turnover rate.

Specifically, it sought to answer the following questions:

1. What is the profile of the TASS school teacher- participants in terms of:

1.1. Age
1.2. Sex
1.3. Civil Status
1.4. Highest Educational Attainment
1.5. Length of Service
1.6. Last Position Held
1.7. Salary/Monthly Income
1.8. Number of Teaching Preparation
1.9. Number of other related task
1.10. Present Plantilla position
1.11. Present Salary in Public School

2. What is the participant's degree of turnover in relation to:

2.1. Motivation Factors
2.2. Hygiene Factors

3. Is there a significant relationship between participants' degree of turnover in terms of motivation factors and their profile variable?

4. Is there a significant relationship between participants' degree of turnover in terms of hygiene factors and their profile variables?

5. Is there a significant relationship between participants' degree of turnover in terms of motivation factors and the hygiene factors?

6. What are the reasons in exiting from the TASS in relation to motivation and hygiene factors?

7. What faculty retention program may be proposed to address turnover of teachers?

2. METHODOLOGY

This study used a descriptive-correlational approach to explore the relationship between employee turnover in private schools and factors related to motivation and hygiene. Descriptive statistics were used to characterize the demographic profile and turnover rates of the respondents. Correlation analysis was then employed to determine if there were significant relationships between these variables. This method aims to identify and describe associations, rather than establish cause-and-effect connections. The descriptive-correlational approach was well-suited to this study as it sought to gather detailed information on the phenomenon of turnover among private school employees.

The study focused on teaching employees who left the Tuguegarao Archdiocesan School System (TASS) for public schools between 2020 and 2023. All 139 individuals who met this criterion were included in the study. These

participants were previously employed as teachers across the 19 TASS institutions within the five clusters. The following table provides a detailed breakdown of the participant distribution.

The study utilized a modified version of the survey questionnaire based on Herzberg's Two-Factor Theory used by Bulawat (2020). The questionnaire was adapted to fit the local context and validated by experts. It consisted of three parts: Turnover in relation to motivation factors (achievement, recognition, work itself, responsibility, advancement, and personal growth); Turnover in relation to hygiene factors (school administration, supervision, working conditions, salary and benefits, job security, and interpersonal relations); and the reasons for leaving the private school were also considered. Parts II and III utilized a four-point Likert scale (Strongly Disagree to Strongly Agree). Demographic data was analyzed using frequency, percentage, and mean, while turnover in relation to motivation and hygiene factors was examined using weighted mean and standard deviation. The Pearson correlation coefficient was used to assess relationships between demographic variables, motivation factors, hygiene factors, and the reasons for leaving. All hypotheses were tested at a 5% significance level.

Table 1
Distribution of Participants According to Cluster

Cluster	Name of School	No. of Participants
Central Cluster	1. San Jacinto Seminary	4
	2. St. Joseph College of Baggao Inc.	18
	3. Lyceum of Tuao	11
Abulug Cluster	1. Divine World High School-Dana Ili	6
	2. Lyceum of Abulug	5
	3. Our Lady of Fatima Learning Center	4
	4. San Lorenzo Ruiz Educational Institute	6
North Cluster	1. Cagayan Valley Institute (CVI)	5
	2. North Eastern Academy	7
	3. Lyceum of Lallo	6
	4. Lyceum of Camalaniugan	8
Alcala Cluster	1. Lyceum of Alcala	8
	2. Our lady of Victories Academy	9
	3. Our Lady of Snows Academy	7
	4. San Vicente Institute	12
South Cluster	1. Lyceum de Amulung	4
	2. Veridiano Academy Foundation	5
	3. Our Lady of Piat High School	7
	4. Saint Francis Academy	7
Total		139

Table 1 illustrates the distribution of study participants across various schools within the Tuguegarao Archdiocesan School System (TASS), categorized into five distinct clusters. A total of 139 participants were involved in the study.

The Alcala Cluster contributed the highest number of participants (46), followed by the North Cluster with 26 participants. The Central and South Clusters had a comparable number of participants, with 23 each, while the Abulug Cluster had the fewest participants at 17.

Within each cluster, the number of participants from individual schools varied. Some schools, such as St. Joseph College of Baggao Inc., had a relatively high representation with 18 participants, while others, like Divine World High School-Dana Ili, had fewer participants with only 6.

This uneven distribution across clusters and schools may be attributed to factors such as school size, staffing levels, or other elements that could influence teacher turnover rates. It is important to take this distribution into account when interpreting the study's findings, particularly if there are noticeable differences in turnover rates or reasons for leaving between different clusters or schools.

In summary, this table provides valuable context for understanding the study sample and its potential impact on the research outcomes. It highlights the distribution of participants across different schools and clusters within TASS, offering insights that could be relevant when analyzing the factors contributing to teacher turnover in this specific educational context.

Table 2. Scale to describe the turnover of the respondents in relation to their motivation and hygiene factors

Intervals	Interpretation
3.25- 4.00	Strongly agree
2.50- 3.24	Agree
1.75- 2.49	Disagree
1.00- 1.74	Strongly Disagree

Table 2 presents a four-point Likert scale used to measure the respondents' level of agreement or disagreement with statements related to their motivation and hygiene factors and how these factors influenced their decision to leave their previous employment (turnover).

4. RESULTS AND DISCUSSION

Table 1a
Frequency and Percentage Distribution of Participant in terms of Age

	Frequency (n=139)	Percentage
Age Bracket		
22 years old and below	4	2.9
23-25 years old	28	20.1
26-28 years old	55	39.6
29-31 years old	23	16.5
32-34 years old	11	7.9
35 years old and above	18	12.9
Mean	28.26	
Sex		
Male	44	31.7
Female	95	68.3
Civil Status		
Single	73	52.5
Married	62	42.6
Widow/Widower	2	1.4
Separated	2	1.4
Educational Attainment		
Bachelor's Degree	53	38.1
With MA Units	47	33.8
Masters Degree	33	23.7

With PhD Units	6	4.3

Table 1a reveals that the most common age group for resigning teachers is 26-28 years old, representing almost 40% of those who left. The next largest group is 23-25 years old, accounting for 20% of resignations. The data suggests that younger teachers, particularly in their mid to late twenties, are more likely to leave the private school, with an average age of 28.26 years old. In terms of gender, a significant majority (68.3%) of those resigning are female. This indicates a substantial gender gap in resignations, with female teachers leaving at a notably higher rate than their male counterparts. Regarding marital status, most participants are single (52.5%). Widowed and separated individuals each constitute a very small proportion (1.4%) of the total. In terms of education, the largest group (38.1%) holds a bachelor's degree. The next largest group (33.8%) has completed some master's level coursework but hasn't obtained the degree. Another significant portion (23.7%) holds a Master of Arts or Master of Science in Teaching degree. A small percentage (4.3%) has pursued doctoral studies but hasn't yet earned a PhD. This demonstrates that a portion of the teachers who resigned had invested in advanced education beyond a bachelor's degree. The data highlights a concerning trend of younger, predominantly female teachers leaving the private school, with many having pursued higher education

Table 1b
Frequency and Percentage Distribution of Participants in terms of Length of Service in Private School

Years of Service	Frequency	Percentage
1-2 years	41	29.5
3-4 years	65	46.8
5-6 years	27	19.4
7-8 years	2	1.4
9-10 years	1	0.7
13 years and above	3	2.2
Total	139	100
Mean	3.6	

Table 1b reveals that most participants (46.8%) have been teaching for 3-4 years, with a decreasing number of teachers in longer service brackets. This indicates a trend of teacher attrition over time. While some have stayed with the system for over 13 years, this group is very small (2.2%). The high representation in the 1-4 years categories highlights a challenge in retaining teachers beyond the initial years.

Table 1c
Frequency and Percentage Distribution of Participants in terms of the Last Position Held in Private School

Position	Frequency	Percentage
Nursery/ Kindergarten Teacher	2	1.4
Elementary Teacher	11	7.9
Junior High School Teacher	90	64.7
Senior High School Teacher	17	12.2
College Teacher	7	5
Academic Coordinator	6	4.3
Assistant Principal	4	2.9
Principal	2	1.4
	139	100

As gleaned in Table 1c, Junior High School Teachers make up the largest group among the participants, comprising 64.7 percent of the total. This suggests a higher turnover rate of employees in this position within the Tuguegarao Archdiocesan School System. Academic Coordinators, Assistant Principals, and Principals each represent smaller segments of the participants, with percentages ranging from 1.4 percent to 4.3 percent.

Salary in Private School

Table 1d
Frequency and Percentage Distribution of Participants in terms of Salary in Private School

Monthly Salary	Frequency	Percentage
10,000.00 and below	112	80.6
10,001.00-12,000.00	14	10.1
14,001.00-16,000.00	9	6.5
16,001.00-18,000.00	2	1.4
18,001.00-20,000.00	1	0.7
20,001.00 and above	1	0.7
Total	139	100

Table 1d highlights a concerning salary situation: the majority of participants (80.6%) earn 10,000 or less. This indicates that many teachers within the Tuguegarao Archdiocesan School System receive relatively low salaries. The small percentage earning above 20,000 suggests potential issues with salary competitiveness or disparities. Low salaries can contribute to teacher dissatisfaction and turnover.

Table 1e
Frequency and Percentage Distribution of Participants in terms of number of preparation

Number of Preparation	Frequency	Percentage
1-2	24	17.3
3-4	58	41.7
5-6	35	25.2
7-8	17	12.2
9 and above	5	3.6
Total	139	100
Mean	4.34	

Table 1e shows that 41.7% of participants reported having 3-4 teaching preparations, highlighting a significant workload for many teachers in the Tuguegarao Archdiocesan School System. With nearly 67% handling 3 or more preparations, this heavy workload likely contributes to stress and burnout, potentially leading to teachers leaving the school.

Table 1f
Frequency and Percentage Distribution of Participants in terms of Related Task in Private School

No. of Related task	Frequency	Percentage
1-2	115	82.7
3-4	21	15.1
5 and above	3	2.2
Total	139	100

Table 1f shows that 82.7% of participants handle 1-2 tasks, suggesting a focused workload for most teachers. This may indicate specialization or specific roles within the school system, likely contributing to job satisfaction. However, a small group (2.2%) manages 5 or more tasks, potentially increasing their risk of burnout and turnover. The school system can enhance faculty retention by addressing the needs of these overburdened teachers and maintaining a balanced workload for all.

Table 1g
Frequency and Percentage Distribution of Participants in terms of Present Plantilla in the Public School

Plantilla	Frequency	Percentage
LGU/LSB	31	22.3

Teacher 1	67	48.2
Teacher 2	15	10.8
Teacher 3	26	18.7
Total	139	100

Table 1g shows that nearly half (48.2%) of the participants held the position of Teacher 1. The next largest group (18.7%) were Teacher 3s. While most participants had secured permanent teaching positions, a portion held non-permanent positions such as LSB/LGU paid teachers.

Table 1h
Frequency and Percentage Distribution of Respondent in Terms of Present Salary in Public School

Present Salary	Frequency	Percentage
20,000.00 and below	31	21.6
24,001.00-26,000.00	45	33.1
26,001.00-28,000.00	22	16.5
28,001.00-30,000.00	15	10.8
30,000.00 and above	26	18

Table 1h reveals that most teachers (69.4%) earn between P24,001 and P30,000, highlighting a potential salary issue within the Tuguegarao Archdiocesan School System. While 18% earn above P30,001, the data suggests that salary plays a significant role in teacher turnover. Offering competitive salaries could help retain teachers.

Table 2a
Weighted Mean and Descriptive Scale Distribution on the Participant's Degree of Turn-over in Relation to Motivation Factors

Indicators	Weighted Mean	Descriptive Scale
I find meaning in my teaching career during my stay in the TASS.	3.62	Strongly Agree
I was recognized/ affirmed verbal and non-verbal by the management for the job well done by me.	3.51	Strongly Agree
I was excited going to work because the working environment is not stressful and energy draining.	3.43	Strongly Agree
I felt relaxed because there were fewer works and personnel do not work overtime with overlapping duties and responsibilities.	3.22	Agree
Promotion is offered to deserving employees.	3.29	Strongly Agree
I was given opportunities to take on additional responsibilities or leadership roles in the school	3.42	Strongly Agree
The management and administration were pro-active in enhancing and advancing the teacher's skills with supports given to improve their skills, talent and expertise in order to be abreast with the changing demands in the workplace.	3.5	Strongly Agree
Over weighted mean	3.43	Strongly Agree

Table 2a reveals that teachers in the Tuguegarao Archdiocesan School System (TASS) strongly agree that they find meaning in their teaching career (Indicator 1). This sense of purpose contributes to job satisfaction and retention. However, the lower score for Indicator 4 suggests room for improvement in workload management and reducing overtime.

Overall, the high weighted mean of 3.43 indicates a positive perception of the work environment. This is crucial for teacher retention. However, addressing areas like workload management (Indicator 4) is essential to maintain and improve this positive perception.

The high scores for recognition, growth opportunities, and management support highlight the strengths of TASS. These aspects should be emphasized and maintained to further support teacher retention.

Table 2b
Weighted Mean and Descriptive Scale Distribution on the Participant's Degree of Turnover in Relation to Hygiene Factors

Indicators	Weighted Mean	Descriptive Scale
The management and administration consult the teaching and non-teaching personnel in the formulation of school policies.	3.51	Strongly agree
The teaching and non-teaching personnel receive support from their administrators in every decision and action they make and take.	3.38	Strongly agree
Employees were provided with materials and equipment they need to accomplish work easier and faster.	3.33	Strongly agree
Salaries of employees are fair enough to meet the needs of the employees.	2.99	Agree
Benefits both material and financial are given to employees.	3.21	Agree
The school is not biased in hiring, retaining, and promoting employees.	3.36	Strongly agree
Collaboration and cooperation are practiced between and among all employees in getting the work done.	3.56	Strongly agree
Overall Weighted Mean	3.33	Strongly agree

Table 2b highlights the factors influencing teacher retention in TASS schools. The highest-rated factor is teamwork and collaboration, indicating a strong sense of support and cooperation. However, salary satisfaction is the lowest-rated factor, suggesting a potential area for improvement to reduce turnover. Overall, the average rating of 3.33 signifies that employees generally agree with positive statements about the work environment and administrative support. This points to overall job satisfaction, a key factor in retaining staff. In conclusion, TASS has a positive work environment with strong collaboration and management support. However, addressing salary concerns should be prioritized to further enhance faculty retention. By building on strengths and improving weaker areas, TASS can develop a more effective strategy to reduce turnover and retain valuable staff.

Table 3
Test of Relationship between Participants' Degree of Turnover in terms of Motivation Factors and their Profile Variables

		Motivation Factor	Decision
Age	Correlation Coefficient	-0.064	Accept Ho
	p value	0.456	
Gender	Correlation Coefficient	.181*	Reject Ho
	p value	0.033	
Civil Status	Correlation Coefficient	0.113	Accept Ho
	p value	0.187	
Highest Educational Attainment	Correlation Coefficient	-0.163	Accept Ho
	p value	0.055	
Length of Service	Correlation Coefficient	0.023	Accept Ho
	p value	0.784	

Las position held	Correlation Coefficient	-0.007	Accept Ho
	p value	0.939	
Monthly Salary	Correlation Coefficient	0.071	Accept Ho
	p value	0.406	
No. teaching preparation	Correlation Coefficient	0.149	Accept Ho
	p value	0.08	
Number of other related task	Correlation Coefficient	-0.045	Accept Ho
	p value	0.598	
Plantilla Position	Correlation Coefficient	0.026	Accept Ho
	p value	0.765	
Salary	Correlation Coefficient	0.041	Accept Ho
	p value	0.634	
N=139			
** Correlation is significant at the 0.01 level (2-tailed).			
* Correlation is significant at the 0.05 level (2-tailed).			

Table 3 reveals that among various factors analyzed, only gender showed a statistically significant correlation with motivation. Specifically, there was a weak positive correlation between female gender and motivation, suggesting that females may be slightly more motivated than males in this context. However, this could also be influenced by the fact that there are more female teachers in TASS.

Other factors, including age, civil status, educational attainment, length of service, and various job-related variables, did not significantly correlate with motivation. This finding aligns with a previous study by Bulawat (2020), which also found no significant link between demographic factors and motivation or hygiene factors.

In conclusion, this study suggests that personal characteristics and job-related factors have limited impact on teacher motivation in the TASS context. The only exception is gender, where a weak but significant correlation was observed. These results support the acceptance of the null hypothesis, which stated no significant relationships between these variables.

Table 4
Test of Relationship between the Participants' Degree of Turnover in terms of Hygiene Factors and their Profile Variables

		Hygiene Factors	Decision
Age	Correlation Coefficient	-0.133	Accept Ho
	p value	0.119	
Gender	Correlation Coefficient	0.112	Accept Ho
	p value	0.189	
Civil Status	Correlation Coefficient	0.15	Accept Ho
	p value	0.077	
Highest Educational Attainment	Correlation Coefficient	-.244**	Reject Ho
	p value	0.004	
Length of Service	Correlation Coefficient	0.076	Accept Ho

	p value	0.374	
Las position held	Correlation Coefficient	0.077	Accept Ho
	p value	0.367	
Monthly Salary	Correlation Coefficient	0.123	Accept Ho
	p value	0.15	
Number teaching preparation	Correlation Coefficient	0.12	Accept Ho
	p value	0.161	
No. of other related task	Correlation Coefficient	-0.079	Accept Ho
	p value	0.354	
Plantilla Position	Correlation Coefficient	-0.138	Accept Ho
	p value	0.106	
	N	139	
Salary	Correlation Coefficient	-0.118	Accept Ho
	p value	0.165	
N=139			
** Correlation is significant at the 0.01 level (2-tailed).			
* Correlation is significant at the 0.05 level (2-tailed).			

Table 4 reveals a moderate negative correlation between educational attainment and hygiene factors. This means that teachers with higher educational levels tend to be less satisfied with hygiene factors like salary, working conditions, and job security. This correlation is statistically significant, highlighting its importance.

Other factors, such as age, gender, civil status, length of service, and job-related variables, showed weak or no correlations with hygiene factors. These correlations were not statistically significant, indicating no strong relationships.

In conclusion, only educational attainment significantly impacts hygiene factors among the participants. This suggests that addressing hygiene factors, particularly for highly educated teachers, is crucial for improving job satisfaction and reducing turnover. The null hypothesis, stating no significant relationships between demographic/job-related variables and hygiene factors, is accepted except for educational attainment.

Relationship between the Motivation Factors and the Hygiene Factors

Table 5
Test of Relationship between the Motivation Factors and the Hygiene Factors

		Hygiene Factors	Decision
Motivation Factors	Correlation Coefficient	.770**	Reject Ho
	P value	<.001	
	N	139	

The data shows a strong positive correlation (0.770) between motivation and hygiene factors, meaning they tend to increase or decrease together. This confirms previous research on teacher turnover, suggesting that higher motivation is associated with greater satisfaction with hygiene factors. Therefore, we reject the null hypothesis (Ho) that there is no relationship between these factors.

Table 6

Frequency and Rank for Reasons of Exiting the Private School

Item	Frequency	Rank
Lack of recognition and appreciation	9	9
Limited opportunities for growth and development	20	5
Limited autonomy and yet so many responsibilities	16	7
Ineffective or unsupportive administrators	6	11.5
Unhealthy culture	6	11.5
Lack of student progress and challenging classroom behavior	10	8
Inadequate salary and benefits,	105	1
Excessive workload, including lesson planning, grading, and administrative tasks	19	6
Insufficient teaching materials, outdated facilities, and overcrowded classrooms	22	3
Insecure job conditions such as short-term contracts or constant fear of lay offs	21	4
Long working hours, including extra-curricular duties and weekend works	30	2
Lack of effective communication, feedback, or recommendations for improvement	8	10

Table 6 highlights that inadequate salary and benefits are the primary reason for teachers leaving private schools, specifically within the TASS system. This aligns with findings from Aduna et al. (2020) and other research, emphasizing the critical role of compensation in teacher retention. While factors like unsupportive administrators and unhealthy culture also contribute to turnover, they are less prominent compared to financial concerns. This underscores the need for schools to prioritize competitive salary and benefits packages to attract and retain qualified teachers.

5. CONCLUSIONS

The findings suggest that TASS teachers are generally motivated and satisfied due to factors like job fulfillment, recognition, and growth opportunities. This indicates TASS has created a positive environment conducive to reducing turnover. Additionally, TASS schools generally perform well in areas like working conditions and administrative support. However, there's room for improvement in salary and benefits, which could further enhance teacher satisfaction and decrease turnover. The strong correlation between motivation and hygiene factors highlights the importance of addressing both to improve overall teacher retention within TASS.

6. RECOMMENDATIONS

Based on the study's findings, several recommendations are proposed. The TASS Board of Trustees is advised to establish clear policies that promote faculty retention, encompassing competitive compensation, professional development, work-life balance, and a supportive atmosphere. Regular appraisals and feedback sessions are recommended to understand faculty concerns and needs. Additionally, the implementation of mentorship programs can aid new teachers in navigating their workload and responsibilities. Recognizing and rewarding excellence through formal programs and incentives is also encouraged to foster motivation and a culture of appreciation. Teachers themselves are encouraged to actively seek professional development and mentorship. Furthermore, the study findings should be presented to the TASS Board of Trustees to inform policy decisions aimed at retaining faculty members. The proposed Faculty Retention Program is recommended for dissemination and implementation. Lastly, further research is encouraged to delve deeper into other potential factors contributing to teacher turnover. This multi-pronged approach aims to address the complex issue of teacher attrition and create a more supportive and fulfilling environment within the TASS.

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