

THE ATTRITION AND MIGRATION OF BOHOL ASSOCIATION OF CATHOLIC SCHOOLS TEACHERS OF THE DIOCESE OF TAGBILARAN

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ABSTRACT

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Teacher attrition and migration are common occurrences in educational institutions worldwide. Many people will move jobs within their chosen profession or even leave that profession entirely during their professional lives. When teachers move between schools, it is called migration, and when they leave the teaching profession, the term is attrition. The main thrust of the study is to explore the reasons for teacher attrition and migration among the Bohol Association of Catholic

Schools of the Diocese of Tagbilaran as they attrit to other organizations or migrated from teaching in private to public school institutions. The study employed a qualitative approach and the five OECD evaluation criteria to gather data to solve the research topics. The study was conducted in the selected member schools of the Bohol Association of Catholic Schools of the Diocese of Tagbilaran. The study identified the informants' schools where the teacher-respondents previously taught and likewise identified the public schools and other organizations where the teachers attrit and migrated. The teacher-informants themed their reasons for attrition and migration into



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three, and these are personal motive, financial motive, and future motive. The majority of the five teacher-informants interviewed regarding the reasons for their attrition cited personal motives as the primary cause while four teacher-informants agreed that the financial motive is the main reason they migrated to public school. In terms of relevance, they all feel the relevance of the programs, policies, and benefits from their current past and current organizations. In terms of coherence, most teacher-informants who attrit and migrated claimed the coherence of their decision as most planned to pursue a master's degree. In terms of effectiveness, the decision of teacher-informants to attrit and migrate, all of them agreed that the decision was beneficial at this time. In terms of efficiency, the teacher-informants claimed they were efficient before and much more in their current employment. Lastly, when teacher-informants were asked if the benefits they weighed sustainable when they decided to attrit and migrate, seven out of ten said yes.

INTRODUCTION

Widespread problems in education are teacher migration and attrition. While attrition is when teachers leave the field totally, migration is the process of teachers moving across schools (Ingersoll & Smith, 2003). Equally divided between these two elements, teacher turnover greatly affects school personnel (NCES, 1995).

Originally parochial, the 1946 founding Bohol Association of Catholic Schools (BACS) from the Diocese of Tagbilaran has grown to be a network of 24 Catholic schools. To satisfy rising student enrollment, BACS employs licensed and non-licensed teachers—including individuals from non-education sectors. However, many migrate to public schools because of superior pay and employment stability (Gonzales, 2021), posing ongoing difficulties for private schools. When deciding between public and private schools, teachers balance several considerations. While private schools may have better facilities and a distinctive learning environment, public schools offer higher pay and more perks (Higgins & Abowitz, 2011; Meador, 2019). Notwithstanding these trade-offs, migration's tendency keeps increasing questions regarding teacher supply and retention.

With an annual net loss of 132 instructors recorded by the Philippine Statistics Authority (2018), teacher retention is clearly under increasing difficulties. BACS has seen notable teacher losses over the previous ten years from migration and attrition mixed with rising student enrollment, economic development, and educational reforms. Dealing with teacher shortages calls both deliberate attempts to improve recruitment and retention.

Although studies on teacher migration abound, research particular to BACS is still scant. This paper investigates the complexity of teacher attrition and migration applying the evaluation standards set by the Organization for Economic Co-operation and Development (OECD) Development Assistance

Committee (DAC). Complementing the research objective of the University of Bohol in Human Resource Management, the study seeks to shed light on the elements affecting teacher migration and guide policies meant to increase retention in BACS. The results will be a call to action for officials to carry out focused measures meant to lower teacher turnover and guarantee Catholic schools' sustainable staffing.

Theoretical Framework. The fundamental reasons affecting teachers' choices to either quit or stay in their field of work calls for a multi-theoretical approach when one understands the attrition and migration of teachers inside the Bohol Association of Catholic Schools (BACS). This paper offers a thorough investigation of the reasons, dynamics, and effects of teacher migration and attrition by combining several theoretical points of view.

By means of cause identification and evaluation of teacher-informant reactions, the Theory of Change provides the general foundation for understanding teacher attrition and migration. This study underlines the significance of evaluating underlying presumptions, hazards, and contextual elements affecting teachers' choices. This paradigm helps the research to ascertain whether present policies and actions help to reduce teacher turnover, so guaranteeing a more stable and sustainable teaching workforce.

Attraction-Selection-Attraction (ASA) Theory, proposed by Schneider (1987), clarifies the dynamics of teacher recruitment, retention, and turnover. This idea holds that companies draw people with like values and traits, choose personnel depending on perceived fit, and suffer attrition when those who do not match the corporate culture depart. This idea implies that under the framework of BACS teachers, schools usually hire teachers who fit their educational and religious beliefs. Those who discover a discrepancy in expectations, working conditions, or personal fulfillment, however, may decide to leave the field totally or transfer to another university.

Human Capital Theory. According to the Human Capital Theory, people choose their careers depending on the projected financial and non-financial advantages connected with a line of work (Kirby & Grissmer, 1993). Over time, teachers pick up particular skills and knowledge that might help to prevent migration and attrition. Teachers may choose to quit their present jobs, nevertheless, when their expected rewards—such as pay, professional development prospects, work-life balance, and institutional support—do not match. This approach emphasizes the personal and financial cost-benefit studies instructors do in determining whether to pursue chances elsewhere or stay at BACS institutions.

Economic Labor Market Theory of Supply and Demand. The labor market theory clarifies teacher mobility and attrition through supply and demand dynamics (Kenton, 2022). Macroeconomically, national education policies, demographic patterns, and economic conditions all affect teacher supply. Microeconomically, individual educational policies, pay scales, and working conditions influence occupational choices. Emphasizing the economic

factors at hand in teacher migration, a competitive labor market with higher incomes and better benefits in public schools or foreign organizations may encourage BACS teachers to migrate.

Laws of Migration of Ravenstein. Key migratory trends described by Ravenstein (1889) serve to clarify teacher movement. His rules classify migration according on motives (economic possibilities, working circumstances), distance (local, regional, or worldwide movements), and traits of migrants (age, experience, qualifications). Regarding BACS instructors, migratory patterns might be staged, as teachers initially go to surrounding private colleges before moving to public schools or abroad prospects. This progressive migration procedure fits the patterns of teacher mobility as seen.

Push-Pull Theory Push-Pull Theory developed by Everett Lee (1966) offers understanding of both internal and external elements affecting teacher migration. Teachers quit BACS institutions for several reasons including low pay, demanding work, lack of professional advancement, and poor institutional support. Pull factors—such as better pay, job stability, better working conditions, and professional development chances—attract them to other institutions, on the other hand. Migration choices may also be impacted by intervening barriers including personal ties, credentialing requirements, and relocation expenses. Selected Macro, Meso, and Micro theories to provide a theoretical framework of migration in general and teacher migration in particular.

Sustainable Development Goals (SDGs) 4 and 17 emphasize worldwide cooperation to guarantee quality education and enhance human resource development. To solve shortages—especially in developing nations and small island states—SDG 4 emphasizes the need for worldwide cooperation in teacher preparation. Meanwhile, SDG 17 advocates for more alliances to help with issues such as migration and workforce turnover.

Article XIV preserves the right to quality education and professional development for teachers; Article XIII of the 1987 Constitution demands complete protection of labor, therefore ensuring reasonable job conditions and fair compensation. Employment relationships are governed by the Philippine Labor Code, which also guards against worker exploitation. While the Republic Act (RA 4670), the Magna Carta for Public School Teachers, protects teachers' rights and benefits, the Republic Act (RA) 6728, the GASTPE Act, distributes tuition fee increases toward faculty wages and school upgrades.

Furthermore, DepEd Memorandum No. 076 s. 2022 underlines the need to appoint skilled teachers to provide a sufficient workforce. These legislative systems seek to assist and retain teachers, hence addressing issues with attrition and migration.

Related Research Ingersoll (2011) describes teacher turnover as the departure of teachers brought on by promotions, retirements, or job discontent; with employment conditions clearly influencing migration, the North Carolina Department of Public Instruction (2015) classified teacher departures as leavers, movers, and retirees.

Crucially also is the public-private school interaction. While Meador (2019) pointed out that private schools frequently provide better facilities but lesser pay, Higgins and Abowitz (2011) observed that public schools give better pay. In the Philippines, Cabigas (2019) found that primary drivers of teacher turnover were environmental issues, self-perception, and school systems.

Rising turnover costs in the Philippines have led to teacher shortages, which are labeled as a “catastrophe” (Cruz, 2016). According to Ortega-Dela Cruz (2016), high attrition rates impair parental confidence in schools, therefore affecting the influence outside of the classroom. Poor working circumstances, inadequate mental health assistance, and environmental hazards, according to Ganotice et al. (2016), help explain teacher burnout and turnover.

Mason and Matas (2015) suggested a two-pronged method to handle this: first, evaluating the degree of attrition; second, pointing out important retention techniques. The absence of such initiatives threatens ongoing teacher migration and the sustainability of quality education in the Philippines (Cabigas, 2019).

The Problem. The main thrust of the study is to explore the reasons for teacher attrition and migration among the Bohol Association of Catholic Schools of the Diocese of Tagbilaran as they attrit to other organizations or migrated from teaching in private to public school institutions. Specifically, it will try to answer the following sub-questions:

1. What are the reasons for teacher attrition and migration?
2. From the perspective of the teacher-informants, how do they view the decision-making of attrition or migration in terms of:
 - 2.1 relevance;
 - 2.2 coherence;
 - 2.3 effectiveness;
 - 2.4 efficiency; and
 - 2.5 sustainability?
3. What recommendations could be gleaned based on the thematized outcomes of this particular research?

Significance of the Study. Teacher migration and attrition have broad consequences for many different educational system stakeholders. This study seeks to offer insightful analysis that can help solve problems and increase teacher retention, guaranteeing the availability of high-quality education. Teacher turnover can disrupt learning, lower motivation, and adversely influence the academic performance of pupils. This study supports the continuity of great education and emphasizes the crucial part of excellent teachers in determining student performance by looking at the elements affecting teacher retention (Lee, 2018; Jackson, 2018). Conversely, a better awareness of the consequences of migration and attrition helps teachers to make wise career decisions. The study also emphasizes how professional cooperation and skill development

help to promote long-term retention.

Better teacher retention benefits parents since it improves the learning results for their children and fosters parent-teacher interactions. A stable teaching staff can build parental confidence in institutions, therefore enhancing the home-school dynamic by means of increased engagement and support. In the same vein, the larger community is quite important for helping efforts on teacher retention. Communities can help to create a more sustainable teaching profession by increasing knowledge of the difficulties teachers experience.

Dealing with teacher turnover depends mostly on school officials and leaders. Retaining outstanding teachers calls for not only competitive hiring policies but also encouraging working settings that prioritize professional development. The study emphasizes the need for training and mentorship possibilities for teachers, therefore underlining the crucial part of school leadership in preserving a committed teaching force.

Furthermore, the results can be used by legislators to review teacher pay, workload, and resource distribution, reducing excessive loads that support attrition. The report provides a basis for future studies on teacher retention policies, especially in BACS Tagbilaran schools. The results will help the Civil Service Commission and the Department of Education create policies improving working conditions and teacher retention in the public and private sectors.

METHODOLOGY

Using a phenomenological methodology, this qualitative study investigates the lived experiences of former teachers thereby providing a comprehensive knowledge of the elements influencing their choices to quit (Creswell et al., 2007; Moustakas, 1994). Selected BACS member schools participate in the study, which focuses on migration patterns among teachers who have moved to public universities or other careers.

Ten purposefully chosen former professors who left BACS institutions between 2017 and 2022 will be part of the study. Of them, five went to public schools while the other five moved into professions other than teaching. Those who left for health concerns or retirement were not included in order to keep the study focused.

Ethics in Research. Semi-structured interviews based on an empathic inquiry technique were used for data collecting. With phone interviews spanning one to two hours, online surveys and phone interviews let for flexible participation. Participants gave informed consent, therefore guaranteeing ethical integrity; interviews were videotaped under their permission.

Relevant educational and intellectual authorities approved the study. Participants were promised secrecy, voluntary engagement, and the freedom to stop at any point. After interviewing ten important informants, responses were transcribed, categorized, and thematically examined using a deductive

approach, and data saturation was obtained.

This study aims to guide practical policies enhancing teacher retention and raising the quality of instruction in BACS institutions by revealing the complexity of teacher attrition and migration.

RESULTS AND DISCUSSION

Reasons for Teacher Attrition and Migration. Three main reasons define teacher migration and attrition: personal, financial, and future goals. Teachers' constant mobility both inside and outside of their fields greatly influences institutional stability and workforce makeup (Provasnik & Dorfman, 2005). Personal motives mostly caused Personal Motive Teacher turnover. One LGU San Miguel teacher quit to concentrate on her expanding business and family; another resigned because of religious conflicts with her partner. Originally helping him deal with personal loss, a male LGU Tubigon teacher remarked that he finally pursued another career route. These stories support the conclusions of Cotton and Tuttle (1986) that human circumstances—including family and personal motives—impact job turnover.

Motive in Finance Another major factor contributing to turnover was financial ones. Seeking greater pay, a teacher who switched to IBEX Bohol mentioned the economic disaster the COVID-19 epidemic brought about. Another instructor left for a government post, emphasizing the better pay, benefits, and work stability than private institutions. This backs up Griffeth et al.'s 2000 claim that financial incentives and pay systems affect teacher retention.

Some teachers left their jobs to seek more study or stable long-term employment. One LGU Tubigon instructor changed to a government job for career development and stability; another took a pause to seek a master's degree. One unusual situation, nevertheless, was observed where a young instructor decided to go for more extensive work experience. While Borman and Dowling (2008) stress professional advancement as a typical attrition issue, Donaldson et al. (2012) propose that older teachers are typically less likely to leave the field.

Teacher Migration. *Financial Motive* The primary driver for teacher migration from private to public schools was financial stability. Teachers from Calape National High School, Eugenio V. Amores Memorial High School, and Cawayanan National High School emphasized the higher salary and benefits in public schools. This finding supports Bergas et al. (2020), who identified financial difficulties as a common cause of migration.

Personal and Future Motives Teachers also migrated for personal and future security reasons. Some sought better income to support their families, while others prioritized job security and professional advancement. A teacher from Clarin National School of Fisheries cited family needs as a motivating factor. Gonzales (2021) similarly found that job security and long-term benefits drive

teachers to transition from private to public institutions. Additionally, Simon and Johnson (2015) highlighted the role of professional growth opportunities in teacher migration. An unusual case involved a teacher who transferred primarily for a change in work environment, aligning with Bergas et al.'s (2020) study on non-financial factors influencing teacher movement.

Relevance from Teacher-Informant Perspective. Most teacher-informants said they had no regret about quitting their BACS schools. Although some first regretted their choice, they finally came to enjoy their new positions. Those who moved to public universities particularly appreciated better pay but felt the workload was more taxing. This is consistent with Gonzales (2021), who pointed out that emotional attachments to former colleagues could cause regret but do not always stop migration.

Though teacher informants noted variations in support systems, both BACS and public schools helped professionals grow through training and development. One source underlined that personal effort drives development; others praised their present institutions for aggressively directing professional development.

Regarding employee well-being, both public and private organizations offered health support; nonetheless, difficulties of unsolved problems and feeling ignored were somewhat widespread. Better advantages were provided by public organizations, including extra pay incentives, which are important considering migration (Bulawat, 2020). Nonetheless, one difficulty observed was discrepancies in policy execution in newly established government agencies.

Two important elements turned out to be variations in employment stability and workload. While public school instructors gained from specialization, BACS teachers had more classes to teach. Furthermore, the lack of employment stability in private schools helped explain migration. Furthermore, problems with misunderstanding and unequal resource distribution were brought up.

Though their execution differed, both groups agreed that policies, programs, and benefits were relevant in their respective institutions. While private schools had policies that were not always rigorously implemented, public schools were thought to be more consistent in policy implementation.

Advice from individuals who quit teaching concentrated on solving problems and eradicating student segregation. Those who moved claimed improved cooperation for wage raises, school activity planning, and increased training possibilities. Emphasized also was a more encouraging workplace fostering both physical and mental health.

Teacher-informants generally felt their choices were pertinent, mostly for financial security and career development. Although public education provides employment stability, private universities could boost retention initiatives by means of better rewards and resource distribution. These results support Cruz (2016), who observed that migration is influenced by employment permanence,

stressing the importance of improved working conditions in both sectors.

Coherence. With many intending to earn a master's degree, most teacher-informants who quit or moved institutions said their choices matched their long-term professional ambitions. Several were also mentioned as primary drivers of improved pay and chances for job progression. One informant who moved into the BPO sector stressed financial stability during the COVID-19 epidemic, while another 23-year-old teacher who left for the Department of Education (DepEd) underlined her aim of professional development.

Alignment between present jobs and career aspirations varies. Consistent with the results of the National Center for Education Statistics (2015), which connected public school migrations to higher job satisfaction, those who moved to public schools reported greater professional development opportunities and alignment with their growth trajectories. On the other hand, people who left teaching totally sometimes found their former and present professions to be out of line, even though some reported satisfaction in their new occupations.

Three of the five respondents who left teaching thought they stayed on pace while monitoring their professional development; two struggled because of the pandemic and employment changes. All public school transfers, on the other hand, said they were consistently moving toward their career objectives; one noted that motivation is quite important. Teachers who moved into the public sector tended to have higher degrees of education and experience, according to Ingersoll and May (2011), therefore supporting the theory that well-defined career paths improve retention and satisfaction.

Organizations' support of professional development differed as well. While public school instructors reported thorough training and encouragement to continue postgraduate courses, those who left teaching noted great support from their new companies. For instance, a high school teacher said that her principal aggressively promoted more education, therefore fostering an always-learning culture. When asked for advice, public school instructors stressed the necessity of more discipline and punctuality among pupils; those who left teaching recommended more business and entrepreneurship training for students. The results generally contradict Shah et al. (2010), who claimed that new challenges and professional development discourage teachers from leaving; rather, this study indicated that career happiness, job alignment, and institutional support are more powerful predictors of teacher retention.

Efficiency. Though some suffered financial restrictions in their new roles, all teacher-informants felt that their choices to leave or transfer were wise. Reflecting on the trade-offs involved in career changes, a 23-year-old local government employee expressed worries about low income impacting her ability to pursue additional education.

Achievement of career objectives varies. Of those who quit teaching, two said they had made improvements, while three believed environmental changes had not yet fulfilled their expectations. Citing their capacity to obtain a master's degree, only two public school transfers had entirely fulfilled their

job goals. Mirroring results from the National Center for Education Statistics, which observed that instructors who move to new schools go through a slow adjustment period before attaining complete professional fulfillment, the others were still in transition.

For those who left teaching, postgraduate study and work performance helped to facilitate career mobility; for public school transfers, peer support and organized training proved to be rather important. Echoing a University of California, Berkeley study that revealed teacher collaboration and exposure to varied work situations help to progress careers; a high school teacher acknowledged her education and flexibility as the basis for her success.

The professional development schedule differed. While public school instructors identified a clear professional path, those who left teaching claimed a slower advancement because of occupational changes. About feedback systems, most interviewees mentioned organized assessments; several former teachers felt underappreciated in their new environments. One former instructor said her leaving was driven by lack of recognition.

Variations in career satisfaction levels. Four of every five teachers who departed expressed discontent, explaining this away as uncertainty and workload changes. Except for one who experienced delays in advancement owing to the epidemic, most public school teachers expressed great pleasure. This is consistent with Ahmed's (2019) claim that career retention and work satisfaction depend on institutional support and peer interactions.

Regarding organizational suggestions, individuals who left teaching argued for consistent feedback and workload distribution evaluations to increase workplace effectiveness. A local government official underlined the significance of HR participation in department workload balancing. Conversely, public school teachers recommended lowering too high reporting requirements in public schools and boosting training and professional development opportunities—especially in private schools.

The study generally supports the assertion that although career changes might have advantages, their impact depends on financial stability, institutional support, and professional development opportunities. The results also support Nguyen's (2018) conclusion that instructors with qualifications and well-defined career trajectories are more likely to remain in the field.

Efficiency. Teacher-informants offered differing opinions on their performance in prior and present roles. Those who left the classroom said they were effective prior but even more so in their current jobs. A 34-year-old businesswoman responded notably, stressing her improved productivity since she could manage her family and company with more flexibility. Strict monitoring, evaluation, and well-provided learning resources have helped most teachers who moved to public schools report to be more efficient (World Bank, 2021). One source, however, claimed that her former private school improved her efficiency more than her present public school since it had more learning tools.

Both past and present organizations raised efficiency. Those who left the field of education attributed their present companies for allowing freedom in task and time management. Teachers who moved to public schools, on the other hand, saw increases in efficiency resulting from well-organized resources; however, uneven material distribution remained a problem.

With regard to work audits, public schools set rigorous deadlines, whereas private schools tracked teachers via consistent evaluations. Some informants seemed to think that public school evaluations were less interactive, lessening responsibility. Comparisons of operational efficiency found that whereas public schools were seen as bureaucratic but more organized in terms of advantages and compliance, private schools excelled in leadership and cooperation.

Most teacher-informants said their new procedures produced benefits and timely results. While individuals in public schools attributed efficiency mostly to well-organized lesson plans, those who left the field of education appreciated autonomy. Among the recommendations were workload assessments, more rigorous private school supervision, and more public school backing of teacher decisions.

Sustainability. Seven out of ten respondents replied yes when asked whether leaving or migrating would be viable. While all public school migrants agreed their benefits were steady, citing work security, higher compensation, and additional allowances (NEA, 2021), those who left teaching indicated their benefits were not sustainable due to a lack of regular employment. Nine out of ten respondents felt their job changes justified their choices; only one expressed uncertainty because she had not yet achieved her ideal career path. Citing both more responsibility and greater pay, immigrants to public schools found their path rewarding.

While those who left teaching stressed independence and business management abilities, all teacher-informants confirmed that their own development continued. Public school migrants noted changes in both personal and professional spheres brought about by different job settings and responsibilities. Both previous and present institutions helped people grow; some of them credit private schools for providing their fundamental skills.

Different institutional capacities exist; private schools thrive in well-organized programs but trail in benefits. Concerned about decreased enrollment in private schools, some informants worried about possible closures brought on by poor financial viability. Public schools were thought to be more consistent, particularly in pay and perks (Tadle, 2021).

Although public institution bureaucracy often delayed aid, risk management measures in both sectors were accepted. Some schools responded with community projects to challenge this. Informants advised keeping private schools' proactive risk management strategies in place and simplifying public school operations for more quick aid disbursement.

CONCLUSION

The results of the study lead one to infer that a combination of personal, financial, and future objectives clearly influences teacher attrition and migration inside the Bohol Association of Catholic Schools. Teachers emphasize the need of personal circumstances in their decision-making process since many of them quit their jobs for personal reasons connected to family, health, and professional happiness. Financial incentives are quite important since many professors migrate to public universities in search of better pay, perks, and work stability, therefore highlighting the competitive character of employment in the education field.

Furthermore, the study implies that focused plans need to be implemented among educational institutions addressing these several reasons if they want to improve teacher retention. This plan covers providing flexible working schedules, competitive pay scales, chances for professional growth, and a friendly workplace that promotes employment happiness. Both public and private institutions can create a more steady and dedicated teaching staff by appreciating and acting upon the many needs and goals of instructors, therefore helping to produce better educational results for the students.

To guarantee the continuity of quality education within the Bohol Association of Catholic Schools and beyond, a comprehensive approach that includes the personal and professional elements influencing teacher conduct is, therefore, necessary to reduce attrition and migration.

RECOMMENDATIONS

1. Based on the reasons for attrition cited by the teacher-informants, it is recommended that schools and educational institutions consider implementing strategies to address their teachers' personal, financial, and future motives. For personal motives, schools can provide support and flexibility to accommodate the individual circumstances of their teachers, such as allowing them to take leaves of absence or providing alternative work arrangements. For financial motives, schools can explore ways to improve their teachers' compensation and benefits packages, such as offering retention bonuses or salary increases. For future motives, schools can provide opportunities for professional development and career advancement, such as offering graduate programs or leadership positions within the school. Additionally, it is vital for schools to recognize that attrition from teaching is influenced by various personal and professional factors that vary along teachers' career trajectories and to develop targeted retention strategies that address their teachers' unique needs and motivations.
2. Based on the information provided, it is recommended that the

government and private schools should review their compensation and benefits packages to ensure that they are competitive with those offered by public schools. This will help to retain highly qualified teachers and reduce the number of teachers who migrate from private to public schools for financial reasons. Additionally, schools should consider providing professional development opportunities and a supportive work environment to help retain teachers who may be considering leaving for personal or environmental reasons. Finally, schools need to prioritize the needs of their teachers and provide them with the necessary resources and support to ensure their success and well-being.

3. Based on the findings of the study, it is recommended that both BACS schools and public schools should prioritize the well-being and professional growth of their teachers. This can be achieved by providing adequate training and seminars, as well as ensuring that policies and benefits are relevant and sufficient to the needs of the teachers. Additionally, it is important to address any concerns or misunderstandings immediately to prevent future regret or dissatisfaction among teachers. Furthermore, it is recommended that schools should avoid discrimination and segregation among students, as this can negatively impact the learning environment. Collaboration and proper coordination should also be encouraged to avoid meeting cramming and ensure that activities are well-planned and executed. Lastly, both BACS schools and public schools should strive to create a pleasant work environment that promotes healthy relationship among the employees.
4. Based on the responses of the teacher-informants, it is recommended that organizations, both previous and current, should prioritize the professional growth of their employees. This can be done through various means such as offering training and seminars, encouraging post-graduate studies, and providing support for career advancement. It is also important for organizations to provide proper guidance and discipline among students, as this can greatly affect the learning environment and the overall success of the institution. Additionally, students should be trained in practical skills such as managing a business, which can greatly benefit them in their future careers. Overall, organizations should prioritize the growth and development of their employees and students to ensure success and progress in the long run.
5. Based on the responses of the teacher-informants who attrit and migrate, it is recommended that organizations provide constant feedback and evaluations to their teachers to ensure their professional growth and development. This should be done in both previous and current organizations. Additionally, workloads and assignments

must be well delegated among different departments and employees to avoid overburdening a single department or employee. For BACS schools, more training and seminars should be provided to make them more effective. Finally, in public schools, DepEd should not give too many reporting assignments and should give opportunities to teachers who have abilities and potentials, not just those who are popular or known. By implementing these recommendations, organizations can ensure the professional growth and development of their teachers, which will ultimately benefit everyone.

6. Based on the responses of the teacher-informants, it is recommended that organizations, both in the private and public sectors, provide their employees with the necessary tools and resources to improve their efficiency. This includes technology materials like laptops and TVs, as well as learning materials like lesson plans and videos. Additionally, organizations should conduct regular evaluations and monitoring to ensure that employees are meeting their deadlines and delivering quality work. Rewards and recognition should also be given to employees who excel in their work. Finally, organizations should provide support to their employees, especially in terms of decision-making, to help them function well and improve their efficiency.
7. Based on the responses of the teacher-informants, it is recommended that BACS schools focus on improving their benefits to make them more sustainable for their employees. This will help retain their talented teachers and prevent attrition. Additionally, BACS schools should continue to prioritize their well-organized programs and events, which are highly valued by their teachers. For public schools, it is recommended that DepEd streamline their processes and cut down on bureaucracy to provide immediate help and assistance during times of risk. This will help ensure the safety and well-being of their teachers and students. Finally, both BACS schools and public schools should shift their mindset from aid programs to livelihood programs to promote self-sufficiency in their communities. This will help create a sustainable future for all.

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