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# Whispers of Wisdom: A Qualitative Dive into Private School Teaching

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## Abstract

This study titled “Whispers Of Wisdom: A Qualitative Dive Into Private School Teaching” aimed to disclose the experiences, perspectives and insights of the retired private school teachers and teachers who are serving the private institution for 15 years and above on why they stayed in the profession and what more could be done to attract and retain teachers. This research was of Qualitative- Phenomenological Type of research which utilized the Narrative Form using the responses of the ten private school teachers in Lucban, Quezon in the Key-Informant Interview conducted by the researcher. The study explored the experiences and challenges encountered by selected retired private school teachers and private school teachers serving the institution for fifteen years and above. As an output of the study, a compilation of inspirational testimonies of teachers about their purpose had been proposed to inspire and motivate other teachers to teach in private school and understand the importance of them for the students’ future private school.

The researcher reflected that the themes mentioned were the teachers’ purpose of staying and teaching in the private school. Regardless of the challenges that the teacher experiences. The private school teachers believed that the essence of joy and happiness was presented as staying and maintaining the profession in private school. Lastly, the positive outcome every teacher provided and given to their students was priceless.

The researcher offers recommendations which are all drawn-out from the findings of the study which will be of big help for the private schools and the teachers as they will always choose a workplace that nurtures.

The study generated the themes: Personal Family Life and Work Balance, Benefits Gained in Work Experiences, Work Environment and Personal Values, and Challenges of Being a Private School Teacher.

## Keywords

Lived Experiences, Private School, Private School Teachers

## INTRODUCTION

Private Education in the Philippines plays a significant role in providing access to education, improving the quality of education and contributing to country’s economy. It contributes to the development of the country’s human capital, and provides employment opportunities for the teachers, administrators, and generates revenue through tuition fees which helps to support the operations of the schools and socio-economic needs of all the people working in the private education sector.

In the Philippines, private schools are recognized and regulated by several laws such as The Education Act of 1982 (Republic Act No. 6655) – this law recognizes the role of private school in providing education and requires them to comply with certain standards and regulations, and The Magna Carta for Private Schools (Republic Act No. 8545) – this law seeks to protect and promote the welfare of teachers in private schools, and establishes standards for their employment and working conditions.

Public and private schools in the Philippines play complementary roles in providing education to Filipinos and both are significant in ensuring that every Filipino has access to quality education. While both types of schools aim to

provide quality education, they do so in different ways and cater to different segments of the populations. In these two separate and varied sectors of education, teachers can practice their profession consequently through distinct grounds. The highly diverse educational framework of these two sectors can dispense teachers the vast opportunities for educational practice to discern what will work for them to establish such longevity and stability taking into consideration the difference of these educational systems in many years.

With regards to this, every teacher aspires to have better careers in education ahead of them in longevity. Most of the problems facing many professionals are employment stability which can be come to terms with the kind of instructional system that we have in the community to let many teachers to engage or disengage with their jobs. One sign of success among teacher professionals is the longevity of service extend or the ability for retention in an institution for a long time without plan to migrate from one system to another, making them predisposed to career growth and achievement of secured employment.

The vast diversity of education from private and public institutions does not restrict licensed professional teachers from succeeding in their respective professions. Both private and public educational sectors assure an offering of abundance and advancement of one's careers in education and lead them to live with their goal. But really, there are vast differences between the two educational systems: public and private.

Public schools in the Philippines are primarily funded by the government and are therefore more affordable than private schools. They are also mandated to provide education to all Filipinos, regardless of their socio-economic status. Private schools in the Philippines, on the other hand, are operated and funded by private individuals or organizations. It caters to students who have the financial means to pay for their education, and who are seeking a more specialized or personalized educational experiences. They operate on a tuition-based system, they are not subject to the same regulations as public schools, but are required to comply with certain standards and guidelines set by the DepEd and other government agencies.

However, private education in the Philippines is not without challenges. The transfer of teachers from private to public schools can create a challenging situation for private schools. The problem of private schools regarding the transfer of teachers to public schools can arise due to several reasons. Firstly, private schools may invest heavily in training their teachers and developing their skills. If the teachers leave the school for public schools, the private schools lose their investment, which can affect the quality of education they offer to their students. Losing even a single teacher can have a significant impact on their ability to provide quality education to their students. Additionally, private schools may not have the resources to replace teachers who leave, especially if they are highly qualified or experienced.

Second challenge is the financial burden of teacher turnover. Private schools often invest a significant number of resources in recruiting, training, and retaining teachers. If teachers are continually leaving to work in public schools, this can create a financial burden on the private schools, especially if they have to pay for recruitment, training, and other expenses associated with hiring new teachers. When teachers leave for public schools, private schools often face sudden vacancies that can be difficult to fill promptly, leading to disruptions in the learning process. Finding qualified replacements can be costly and time-consuming, involving advertising the position, conducting interviews, and possibly offering higher salaries or benefits to attract candidates.

Moreover, continuity issues arise. Long-serving teachers are familiar with the school's curriculum, culture, and students. Their absence can disrupt the continuity of instruction and negatively affect student learning and school programs. Experienced teachers bring valuable skills and knowledge that are difficult to replace. Their departure can impact the overall quality of education offered by the private school. The transfer of private school teachers may also disrupt the parents' trust and confidence towards the school. High turnover rates can lead to a perception of instability and dissatisfaction among parents, potentially affecting enrollment and the school's reputation. Parents may also worry about the continuity and quality of their children's education, leading them to reconsider their choice of school.

Private schools may offer their teachers' salaries, benefits, and working conditions compared to public schools. If public schools start poaching the best teachers from private schools, it can create a talent drain that can negatively impact the quality of education in private schools.

Overall, the transfer of teachers from private to public schools can have significant consequences for both the private schools and the public schools that receive these teachers. To mitigate this problem, private schools may need to provide their teachers with better incentives and working conditions to retain them. Additionally, private schools may need to explore alternative methods to recruit teachers and maintain the culture and the driving force that the seasoned teachers see in the private institution.

## **MATERIALS AND METHOD**

The research methodology used in the study. It includes the research design, respondents of the study, research instruments, data gathering procedure, and data analysis.

The research design used was qualitative with the phenomenological approach. The primary objective for conducting qualitative research is to take a look at the lived experiences of licensed professional teachers who still stay in a private school set-up and qualified to be admitted in the public school. Qualitative research deals with people make sense out of their lives. The point of view of the subjects of the study is a major concern. With this kind of research, relevant information is drawn about feelings, beliefs, values, and motivations that support behavior. From the phenomenology side, it anchors on understanding human experience.

The research design was applicable to the study since this focus into the lived experiences of the private school teachers in Lucban, Quezon specifically in Lucban Academy and Casa Del Niño Jesus de Lucban, Inc. who are already passers of Licensure Examination for Teachers and are licensed to teach in the public schools favor to stay in the private institutions where they had been teaching for a long time this served as the center of investigations. The said phenomenon had been the concern of this study.

In this study, the researcher made use of purposeful random sampling in choosing the appropriate participants of the study. The participant selected through a purposed random sampling method. This was the most suitable sampling for the study since this regard at a random sample and adds credibility to a sample when the potential sample is larger than one can handle. While this is a type of sampling that uses small sample sizes, its goal is to increase credibility, not to encourage representativeness or the ability to generalize.

The researcher opted to select ten (10) teachers serving the private institution for 15 years and above who chose to serve the purpose.

The researcher employed interviews to collect the necessary information. Interviews were utilized to gain a 'deeper' understanding of phenomena than would be obtained using simply quantitative measures, such as questionnaires. In particular, a semi-structured interview was used in the study, which included many important questions that helped to define the areas to be investigated while also allowing the interviewer and interviewee to deviate in order to pursue an idea or response in further detail.

The advantages of interviews originate from their ability to offer a total portrayal and investigation of a research subject, without constraining the extent of the examination and the idea of the respondent's reactions (Collis and Hussey, 2003; Madziwa, 2016). Interviews are helpful for picking up knowledge and context into a subject. They can give data to which the interviewee was already conscious of, and becoming critical for exploratory research where there the researcher has only surmountable knowledge about the subject (Madziwa, 2016)

In the context of this qualitative study, the open-ended questions for the intensive semi-structured interview were personally prepared by the researchers. These questions addressed the purpose of the research conducted and were further reviewed and authenticated by three selected professionals as validators before the data gathering procedure formally commences. The data gathering procedure encompassed four major steps: permission, appointment, profiling, and intensive interview proper.

Permission started by sending a formal letter addressed to the directress/principal of Lucban, Academy and Casa Del Niño Jesus De Lucban, Inc. asking for their approval before the researchers can proceed with the data gathering procedure within the confines of the academic institution which she currently administers upon.

Profiling began by assigning pseudonyms for participants and exploring their background information, together with the ideal date and time which they would like the interview to be scheduled, through a given handout which they are supposed to fill-up for easier convenience. The handout was given before the first period in the morning and was collected the following day. Intensive interview proper followed where a series of open-ended questions prepared by the researchers and validated by professionals was asked to the respondents.

The interview to be conducted is one per each respondent. Follow-up questions can be asked by the interviewer, and the whole interview conversation was completely monitored via recorders and keyword note-taking.

The participants were informed that the study was totally voluntary, and that they may withdraw at any time with no consequences to their job performance. All participants signed written consent forms before the interview began. The researcher did every effort to concede and keep the rights, interests, and sensitivities of the participants of the study as part of ethical considerations. Confidentiality was ensured by using code names to replace participant names on transcripts. The audio data was saved on a computer laptop with a password that was kept in a secure folder and only available for the researcher.

Interviews were transcribed verbatim and analyzed using Colaizzi's approach. The analysis based on Colaizzi's method included the following seven steps: (1) reading all the transcripts three to five times to gain an understanding of meanings conveyed; (2) reviewing each description and extracting significant statements; (3) formulating meanings for these significant statements; (4) categorizing the formulated meanings into (5) integrating the findings into an exhaustive description of the phenomenon; (6) returning the exhaustive description to participants for validation of feelings; (7) incorporate relevant data in the final description of phenomenon.

## RESULTS AND DISCUSSION

The researcher interviewed fifteen private school teachers from Casa Del Niño Jesus de Lucban and Lucban Academy (see Table 1). All participants were reminded of the procedures in place to guarantee confidentiality of all the answers during the interview. The researcher began this process in February to March and transcribing the interview responses from March to April.

Number of years rendered by the teachers is an important profile in the study. As shown in the Table I, one hundred percent of the respondents have served the school for more than fifteen years and eight or eighty percent of the respondents stayed and retired as a private school teacher. Thus, retaining teachers in private institution until their retirement calls is something to celebrate on the part of the administrators.

**Table 1** Table of Participants

Participants	Gender	Age	Years in Service	Elementary/ Secondary	School
Teacher A	Female	74	38	Secondary	Lucban Academy
Teacher B	Male	57	25	Elementary	Casa Del Niño Jesus de Lucban, Inc.
Teacher C	Female	60	28	Secondary	Lucban Academy
Teacher D	Female	52	27	Secondary	Lucban Academy
Teacher E	Female	63	43	Secondary	Casa Del Niño Jesus de Lucban, Inc.
Teacher F	Female	62	34	Secondary	Lucban Academy
Teacher G	Female	65	35	Elementary	Casa Del Niño Jesus de Lucban, Inc.
Teacher H	Male	68	30	Secondary	Lucban Academy
Teacher I	Female	77	21	Elementary	Casa Del Niño Jesus de Lucban, Inc.
Teacher J	Female	70	30	Elementary	Casa Del Niño Jesus de Lucban, Inc.

**Table 2** Lived experiences of the seasoned teachers working in a private school for more than fifteen years and above.

Emerging Themes	Responses
Teacher's motivations to work	Working for the Benefit of their Family (3) Motivating Priest Transfer (1) Motivated to Teach after working Abroad (1)
Relationships with employee and employers	Good company or good companionship (4) Dealing with small groups of teachers and staff (2). Sharing same culture and living in one community (2)
Administrative support received in private school	Style of leadership and support to their faculty members. (2) Professional growth and improvement. (3) Needs Satisfaction (2)
Working conditions	Handling multiple subjects (4) Given Ancillary Tasks (2) Given equivalent pay to extra jobs (3) more than the required teaching hours mandated by DepEd (2) Teachers are provided with their own space (2) with Available Learning Materials (3)

Table 2 focused on the lived experiences of the seasoned teachers working in a private school for more than 15 years and above until their retirement.

In the first theme, teacher-participants marked their number one strongest motivating factor in staying in their workplace is their family. Working away from home is very difficult for female teachers specially they have children to take good care of. It is equally difficult working away from their mother and father. Waking up as early 3:00-3:30 in the morning to prepare for long travel to school in San Francisco Quezon is really challenging for teacher even though she has prepared food she is afraid to feel hungry. There is also teacher happen to work in Parochial School in Pagbilao Quezon and when the assigned priest transfer in Lucban, he immediately followed because they found home with their co-worker. Working aboard is also one of the difficult situations for a teacher with family left in the Philippines and when the opportunity to work in their hometown the teacher immediately grabbed it to be with his growing children and family. Working for your family and working with your family is really a win-win situation to maintain life-work balance.

*I chose to teach here because this is where I live. Although I applied as a public-school teacher, I turned it down since I was assigned far away. I didn't want to be away from my family because family is my motivation and priority.*

Second, common answer given by the respondents is good company or good companionship. Dealing with small groups of teachers and staff has a bigger chance to get along with. Sharing same culture and living in one community eliminate envy with one another but instead build friendship and family. Good and positive relationship as a family in their working environment affect their motivation to stay. Teachers felt homely to work in the school because they were treated as a family. Positive interpersonal relationship in their school is very important as they offer affiliation and support (Rhodes et al., 2004). However, there is no perfect relationship, but they can be addressed effectively and professionally in order to achieve their common goal.

*There are only a few of us in the school, and since almost all of us are the same age, we became friends.*

*We are happy. There is no competition and animosity among us. It is a happy working environment.*

The third themes discuss their experiences being handled by different school head. Even though the school principal has different style of leadership both of them support their faculty members. They always asked the teachers what are they need, how the school will help them in their professional growth and improvement. Assistant and support to the school community, faculty needs and development is always been provided to them. Maybe in different ways but always present. Essential factors for teacher's retention are the commitment of school administrator to understand and meet the psychological needs of their employees so that they can successfully direct teachers towards institutional goals. In order to feel successful, teachers need support from their colleagues, and administrators within their work environment (Johnson, 2006). Moreover, relation with employers is important since the employee and employer relationship is an intrinsic element to an institution's success and growth (Craig, 2017).



Lastly, working conditions is a common reason for teacher dissatisfaction. It is very difficult for teacher to pay attention on their job when they are involved in some extra school responsibilities. Teachers from private school handled more than six (6) teaching load plus advisory class. The workloads given to them is more than the required teaching hours mandated by DepEd, however the teachers are asked if they can handle the given loads and most of them answer yes because the same in other school the overload have equivalent pay. According to them teaching for six to eight hours in a day is really energy consuming and tiring. However, to lessen the burden the school head make sure that subject assigned to the teachers are their major or specialization.

When it comes to their workplace facilities in both school teachers are provided with their own space in faculty room when they can work, computer and printer are also available for them to prepare their learning materials, school forms and the like. Talking about security of work that they have students next school year and soon on is always the dilemma of most private school in the Philippines. Private educational institution established for more than a decade contributed a lot to the security of all the employees that the school are stable, will continue to operate and provide work for them. Addition to that the location the schools being accessible and convenient to all both learners and faculties. In the present study workload is positively associated with job satisfaction of the teachers. This result is match to Haq and Hasnain (2014). In addition, most private school teachers have issues on job security. Thus, the management of private school can dismiss the teachers from job at any time. The fear of dismissal of job lead to stress in mind at all time, which cab affect the performance of teachers. In the study job security is significantly affects job satisfaction. This result is match to Molri (2018).

Discussions of their varied experiences teaching in private school that come out during the interview process are happy, memorable and positive experiences. In their stay in private school, they gained many memories that worth to cherish, they feel happy, satisfied and contented in their job.

**Table 3** Benefits that seasoned teachers received during and after their work experiences

Emerging Themes	Responses
Salary/ Compensation	There is a competitive compensation. (2) Flexibility in Pay Structure for Overtime (1)
Fringe benefits	Health and Life Insurance Coverage (1) Retirement Plans and pay (4) Tuition Assistance or Discounts to kids (2)
Professional Advancement and Growth Opportunity	Continuing Education and Specialized Training (3) Professional Associations and Networks (2)
Recognitions, awards and incentives	Provided Performance-Based Pay (3) Excellence in Teaching Awards (1) Tenure Recognition (1)
Promotion Policy	Opportunity for Leadership (1) Merit-Based Promotion (2) Career Pathways (1)

Table 3 discusses the benefits that seasoned teachers received during and after their work experiences. The first theme is about salary/ compensation and according to teacher-participants, they're salary receive is enough for their family needs however limited. Enough because during that time they are able to send their children to college, they can provide to their family needs, and they survive but limited for their wants. Luckily most of the respondents have their spouse who also work and contribute to their family's financial needs. The salary received from private school is good enough that they are able to support their aging parents according to single teacher-participants.

*I am aware that public schools have more benefits and compensation compared to private schools. Salary is the main reason why most of my colleagues choose to work for government schools. Although, I also need money, it is not my priority, for as long as I enjoy what I do and I am able to provide for our needs and for my children's education, I am okay with it. I don't get much, but it is enough to get us by.*

Public and private educational sectors bond an offering of abundance and progression of one's careers in education and help them to live with their purpose. But really, there is big differences between the two educational system in the country. Public schools are administered and funded by the local, state or national government while private school majority of funds is from students' tuition fee and administered by a private body. For year 2019, teachers under DepEd get to enjoy several benefits, allowances and bonuses mandated by the law. The fast migration of private school teachers to public schools can be attributed to such reasons. The main aspect of job satisfaction of teacher is salary that teacher get as a result of providing their services to school. Teachers who have receive higher salary are more satisfied than those who receive low salary. This result is similar to Haq and Hasnain (2014).

*Private school teachers can't demand a higher or the same compensation as the public-school teachers. Teachers' salary in private schools is dependent on the students' tuition fees. The higher the tuition, the better the chance to provide for a higher salary.*

Having an overload or teaching for more than the required hours has equivalent pay and as much as possible the teacher salary will increase if not yearly at least every two years. The teachers see the effort of the administrator on how they can increase the salary of their employee so that they will choose to stay. On the other hands other school offer tutorial services where the teachers are given two or more tutee where they can have an extra pay aside for their monthly salary.

The second theme is fringe benefits which was considered as equally important by the participants. SSS, Philhealth, Pag-ibig are given to the teachers. PERAA is provided to the regular employees in some private school. One school uniform for every start of the school year and annual medical check-up very start of a year are given. 13<sup>th</sup> month pay and bonus given on November or December of the year. Honored service credits from in congressional meet or other sport meet, assigned examiner in National Achievement Test (NAT) as mandated by DepEd and converted into cash. Entitled for five (5) days sick leave and birthday leave and if not used is converted into cash. Teacher Salary Subsidy (TSS) under GASTPE program of the Department of Education provided for the ESC participating private school.

Retired teachers-participant in this study is now enjoying their pension, however the received monthly pension is not enough for their monthly expenses due to high prices of basic goods. A newly retired teacher-participant added that the receives retirement benefits is quite above to her expectation. However, teachers are less likely to resign because of salary when other working conditions are satisfactory. Liu & Meyer (2005 as cited by Kersaint (2007). Therefore, focus on increasing teacher compensation is the main target to keep our teachers, but it maybe also significant to focus attention on providing teachers needed administrative support while focus on increasing teacher compensation.

*It is true that public schools offer more in terms of compensation, but I believe that private school teachers also get enough benefits like SSS, Pag-Ibig, and PhilHealth. Private school also try to provide teachers with their needs like the free annual health check-up and laboratory. Private school listen to the teachers and slowly try to grant their wishes.*

Third theme is professional advancement and growth. Teachers-participant said that they experience and enjoy attending seminars / INSET where in all the expenses from registration, transportation and food allowance are shoulder by the school limited but at least they have. Sometimes book publishing companies extend support to the teacher professional growth in private school. There are private schools offer to its regular employees an opportunity to continue their masters and the tuition fee will be provided to them by the school in condition that the teacher's will serve the school for the next three years.

Teachers find sense of responsibility, ownership and self-satisfaction if they have been part of their student's achievement. Teachers who teach subject they are passionate about have the opportunity to talk about their passion and even to share this passion with their student. The current research relates to the findings of Lie et al, (2000) as cited by Locklear (2010) on the major reasons for choosing a teaching career as the value of meaningful work, love of working with children, and the enjoyment of pedagogy within their specific subject matter.

Fourth theme is about recognition and awards were rated as very important by the teacher participants. Research respondent answer none in this area. During their entire service in private school, they do not have any awards received. Certificate and plaque of recognition is awarded to them during their retirement. According to them since they are working in the small school community where in they feel not to compete to one another they became complacent on their workplace. Simple remark or notes given by their school principal in their submitted lesson plan for the week gives fulfillment because she feels appreciated. Teachers added that during class observation when the school principal is silently clapping at the back of the classroom during her deliver of instruction gives the feeling of achievement.

Recognizing and awarding teachers who have performed well acknowledge and appreciate employee effort they put in the job and the work results they achieved are valued and appreciated. It is well to remember that reward and recognition have great impact on motivation of employees. Danish, R.Q. & Ali, U. (2010)

Lastly promotion policy, promotion opportunities is an important aspect of a worker's career and life. It can have a significant impact on other job characteristics such as responsibilities. Mustapha, N and Zakaira, CZ (2013). Through continuing education, teachers do not only advanced professionally but also constantly improve their skills to become more proficient at their jobs.

Some private schools do not have clear guidelines regarding promotion. According to the surveyed teachers during their younger years in service turnover of teachers in not that evident like today. Many teachers really stay in their workplace because they feel no competition at all in work, in position or in title. The lifestyle is very simple that the demand for much higher salary or compensation is not a big deal. What important for them is they are happy, contented and they feel family in their co-worker in the school community.

*Regarding the promotion policy, I don't think I can get a promotion unless I pursue my post graduate education. The promotion policy in public schools is different from private. Although both demand pertinent documents and papers, public schools have well-defined and clearer guidelines in the matter.*

**Table 4** Challenges encountered and how they manage those.

Emerging Themes	Responses
Class size	Classroom Management for Large class (1) Resource allocation due to big class (1)
Parent's Involvement	Time constraints due to Work of Parents (2) Limited Understanding of Parental Roles (1) Varying Expectation of Parents (3)
Relationships with colleagues	Differences in teaching Philosophy (2) Communication challenges with colleagues (1) Some teachers resist to changes(1)
Attitude of management, administrations and school head	Inconsistent implementation of Policies (1) Dissemination of appropriate instruction or information (3)

Table 4 shows challenges encountered and how they manage those.

First themes discuss class size. The number of students in one of the participating schools in this study is not over forty per class room. While on the other participating school the number of students is not over forty-five per class room. According to the second participating school there are school year where they experience handling 53-58 students in a class which is really difficult to handle and manage. Private Education Assistance Committee (PEAC) trustee of the Fund for Assistance to Private Education constantly monitor and visit ESC participating ESC school and the school bind to following the DepEd required numbers of learners per classroom which is 40-45 students only to ensure a compliance within the standard.

Second theme is about parent's involvement. Parents in both school under research are supportive to the school policies, programs and activities. According to teachers-participant majority of the parents are alumni of their respective school wherein they already know, used to and trust the institution. However, there is a chance of conflict and misunderstanding between school and parents it is easily solved and managed.

*The parents and the teachers in private schools generally have a good relationship. Parents are grateful to teachers for teaching and disciplining their children.*

*I haven't experienced any problems when it comes to parent-teacher*

*relationship in private schools. Most parents are supportive and helpful to the school.*

*There are instances when parents demand quality educational services from*

*the teachers. It is understandable since they pay for their children's education. It might be hard sometimes, but it can also be a motivation for teachers to grow and improve.*

Furthermore, another influential stakeholder of education is the parents and guardians. Positive parent-teacher relationships are significant to the success of individual learners and can boost the morale of teachers.

Third theme focus on the relationships with colleagues. In order to feel successful, teachers need support from their colleagues, and administrators within their work environment, Johnson (2006). Respondents common answer is they found friends, *kumare* and *kumpare*, a family within the school community. Adaptation to co-workers' attitude is not an issue since almost all of them are living in one town. According to teacher-participant cooperation within teachers in private school in activity like graduation is one thing she is very proud of. When the teacher is assigned to work in a committee like stage decoration before she can say no to the task her co teachers will immediately response *go tutulungan ka naming* and because of limited school personnel doing different task in one school year, teachers realized that she/he already know how to do letter cutting, stage decoration, documentation, creating a power point presentation, operating the sound system, etc. We are united in all of our tasks. We always help each other out. There is no competition and jealousy among us.

Lastly, attitude of management, administrations and school head are indeed significant in this study. One of the participating schools in the study is a family-owned school the Board of Trustees are conservative to decision-making; they need to consult all their family members in making big decision. The school principal conveyed all the teacher needs, demands and grievances specially in the matter of salary increase. The school board is seldom seen in the school premises only during foundation anniversary and graduation. However, the School Principal guarantee that teachers and employees voice is heard by the Board of Trustees. There are Private Parochial school where they are required to followed order from the Dioceses.

Current research showed that indeed relations with colleagues, students, employers, and parents and guardian were all rated as very important. Success or failure of employee's perception of human resource practices depends on the relationship between organization and employees (Kuvaas, 2008).

## CONCLUSION

Private schools may not be able to compete with public schools in terms of compensation and fringe benefits, but provided that other factors are satisfactorily met, teachers will consign these factors at the bottom in favor of more noble reasons. Teachers may not always seek greener pastures, but they will always choose a workplace that nurtures.

Teachers from private school consider truthfully that being a private school teacher is the same as a public-school teacher. Being a teacher is not about the institution where one is presently working in; but it is about happily fulfilling the mission to teach.

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