



The Life of Teachers Before and After Migration to Public Schools

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ABSTRACT

This study explored the life experiences of teachers in private schools and after migration to public schools, focusing on their lives before migration, reasons for migration, feelings before and after leaving, challenges encountered in the migrated place, and their present life in public schools. The research was conducted in the City Schools Division of Koronadal, with eight teachers participating.

The study used descriptive qualitative research design and the Interview guide to describe the experiences. The themes were analyzed using thematic analysis. The themes identified were professional development, spiritual development, and effective instruction. However, teachers migrated to public schools for financial security. Leaving private schools caused negative emotions and apprehension among teachers. Some teachers faced challenges in the migration process, such as impediments in effective instruction, a different school system, and a poor social climate. Despite these challenges, teachers remained resilient because of their love to the teaching profession.

The findings suggested that private schools provide teachers with development and support, but they still migrate to public schools due to high compensation. The Private schools may revisit salary schemes to reduce teachers' migration. In addition, teachers in public schools spend their own money for their classrooms' improvement, the government may allocate enough budget to support students and the school. Moreover, teachers in public schools were given many auxiliary and administrative works that caused them exhaustion, the government may provide support staff for the teachers.

Keywords: Migration, Private schools, Public schools

Introduction

The economy has taken a downward turn, leaving job opportunities scarce for many; however, there will always be a need for teachers. Teachers, especially with implementing the K to 12 program, have become more in demand. Teaching jobs fall both in public and private schools. However, there is a big difference between teaching in a private school and teaching in a public school. Factors that contribute to these differences are teaching opportunities, class size, disciplinary systems, administrative support, and compensation.

Teachers looking for more significant opportunities and greener pastures will apply or transfer to the public school. The difference in salary is one of the greatest appeals that contributes to the decisions of teachers to work in public schools. Thus, transferring of private school teachers to public schools seems evident. According to the National Center for Education Statistics (NCES), 12.7% of the 307 131 private school teachers had left and transferred to the public school in 2000-2001.

Additionally, private school teachers who transferred to public schools reported that increased salary and benefits played an essential role in their decision to transfer (Luekens et al., 2004). This phenomenon has become a threat to private school institutions. In this kind of situation, where teachers

Transfer from private to public school is commonly known as "migration or turnover." Macy & Mirvis (1976) stated that turnover or migration means "any departure beyond organizational boundaries." They added that turnover has been measured as the most severe and extensive problem many educational organizations worldwide suffer from. Private school institutions find it difficult to retain their teachers. Increasing private schools' tuition fees to cover the salaries of teachers may not even be the best solution because increasing the tuition fee leads to lower enrollment for the coming school year.

However, there are still teachers who stay in private schools due to their love of work and service and other personal reasons. Strunk & Robinson (2006) stated that teachers who have accumulated five to ten years of teaching experience are less likely to leave the profession. Nevertheless, with the increasing demands of society, teachers have to face the hardest decision of leaving the long years that they have rendered to their respective private school institutions to satisfy the increasing needs of day-to-day living. Also, teachers looking to move into administrative roles will find more opportunities in the public schools.

Therefore, this study tries to explore and understand the experiences of those teachers who stayed for five years or more in a private school and migrated to a public school. This study leads us to the understanding of the life of teachers before and after migration.

Statement of the Problem

This study explored teachers' experiences in migrating from private schools to public schools.

Methodology

Research Design

This study utilized a descriptive qualitative research design that explored the teachers' experiences who migrated to public schools after rendering five years of service or more in private school institutions. The research question focuses on the teachers' experiences before and after their migration. The researcher utilized a descriptive approach. This descriptive approach described the teachers' experiences before and after migration.

Locale of the Study

This study was conducted in the selected schools of the City Schools Division of Koronadal. This division is comprised of private schools and public schools. There are 45 public and 32 private Elementary Schools, nine public and 26 private Junior High Schools, and nine public and 22 private Senior High Schools in the said division. With this number of schools, teachers' migration will most likely occur. Based on the gathered data in the City Schools Division of Koronadal, the average number of migrant teachers for the past two years is 139. The schools chosen purposively were Koronadal National Comprehensive High School and Koronadal Central Elementary School II. Marbel-1 Central Elementary School, Morales Elementary School, Marbel-3 Elementary School, Saravia National High School, and San Jose National High School.

Participants of the Study

The participants in this study were the teachers who had stayed in private schools for five years or more and migrated to the elementary and secondary public schools in the City Schools Division of Koronadal. The participants must have served the public school for five years or more. The participants were identified based on the teachers' files and the school principals' recommendations. A purposive sampling was employed to identify the participants based on the profile of the teachers. There were eight participants involved in the study.

Data Gathering Procedure and Data Analysis

The researcher entered the field, looked for the informants, and asked permission from the school principal to conduct the study. The researcher sent an invitation letter to the participants whom the school principals identified. The letter contained the details of the study's purpose and conditions of confidentiality.

The researcher informed the participants that the interview should be recorded for transcription. Face-to-face in-depth interview was utilized to explore the teachers' experiences on migration. The interview was conducted in the respective schools of each participant.

To analyze the data, the researcher used Thematic Analysis. The interview transcriptions were coded to determine the significant statements. These significant statements were combined into themes or textual descriptions. Next, the researcher regrouped the themes to create a cluster of themes. Lastly, the researcher drew the emergent themes from the textual and structural descriptions. These emergent themes revealed the teachers' experiences. These themes were the result of the analysis. The results were reviewed and verified by the participants of the study.

Ethical Consideration

Before starting the interviews, the researcher conducted a set of interview protocols. As a result, each study participant will be asked for their informed consent and given a letter outlining their choice to accept or decline an interview. It further states that all of their responses—which will only be used for academic purposes—would be handled with the highest confidentiality, their identities will remain hidden, and that code names will be used instead of names.

Result and Discussion

I. Experiences of the Teachers on Migration

A. Teachers' Experiences in the Private School

Table 1. Teachers' Personal Experiences in Private Schools

Clustered Themes	Emergent Themes
Opportunity to grow and develop Rootedness from one's professional growth Motivation to grow and develop Prioritizing teachers' professional growth and development	Professional Development

Develop proficiency in English	
Monitoring of teachers Professional and Technical Assistance	Instructional Supervision
Promotes spiritual growth Appreciation on one's spiritual growth Opportunity to grow spiritually	Spiritual Development
Exemplifies strong relationship among colleagues Promotes Collaboration Good social interactions among colleagues Appreciation of friendly colleagues Collaborative learning among colleagues	Smooth Interpersonal Relationship
Accessible Instructional Materials Facilitate active classroom interaction	Effective Classroom Instruction
Personal struggle in teaching profession	Adjustment

Professional Development

Teaching in the private school is the rudiment of the development of the teachers. Teachers have different experiences that made them grow as professionals and individuals. They underwent different developments that prepared and molded them as teachers. These developments that they experienced gave big impacts and brought changes in their lives. Hence, they owe so much to the private school because once in their lives there was a school that honed them to be who they are and brought them to where they are right now.

One of the respondents shared that her private school experience really mold her as a teacher.

She shared that:

“My private school experience molded me on what I am now as a teacher. My Elementary Training Department molded me fully.” (Anne)

Private schools really focus on the development of teachers because they believe that teachers are their great investments to provide quality education that will help them to achieve what they envision in the future. They spend so much time and money to provide seminars and trainings for them to develop them into competent teachers who will also produce competent learners.

All of the respondents shared that private schools developed them professionally because of the various trainings and seminars that they attended.

“Our professional and personal growth were not taken for granted. They helped us as we teach and children are learning from us because the administrator did not neglect us.” Dianne

One of the respondents also shared that private schools provide various seminars that will help teachers to grow professionally.

“In terms of development, the private schools really provide the teachers to grow with the needs of the time. There are always seminars and in-15service trainings for the development and for the uplifting of the teachers.” (Ean)

Fe also shared that her communication skills were developed.

“Then the training is very extreme, in teaching, then your communication {skills} is being developed when the time I was still in there. Speaking in English is seriously practiced.” (Fe)

Glenn was developed through the many formation trainings that honed him as a teachers

“There are many formations in the private school most especially in teaching. There are seminars and trainings that are programmed. Training wise, it is really good in the private school.”

Through the supervision of the administrator, Havana became effective in teaching:

“My teaching skill was developed in the private school because sister followed me up. Then, there were so many trainings.” (Havana)

Cathy found these seminars very encouraging and exciting because of her willingness to learn from the resource speaker.

“In terms of the seminars, they are very encouraging because in the private schools because they really invite resource persons to conduct such. This is what makes us excited sometimes because we also want to learn.” (Cathy)

Private school is not the only sole provider of the professional development of the teachers. They have partners such as book companies that provide free trainings and seminars to also support also the teachers' development.

Anne and Cathy mentioned that they have attended the seminars and trainings provided by the book companies.

Then the trainings that are given by good book companies and the in-service trainings, then you are being sent to seminars, things like that. "(Anne)

Spiritual Development

Some private schools do not focus only in the professional development of the teacher but focus also on the other dimension of a person like the spiritual aspects. They are considered by schools to be very integral.

Spiritual development is very visible in the Catholic private schools. Religion is the core of their instruction which is anchored to the dogma of the Catholic Church. Unlike in the public schools, Catholic schools have a strong thrust in forming the spirituality of their teachers. Hence, the teachers of the catholic schools must undergo religious formation to take part in this mission. This is supported by the study of Katherind and Naomi (2002), which shows that, Catholic private schools foster religious or spiritual development. One of the school top priorities is the religious development of the teachers. Furthermore, Derybyshine (2005) reported that Catholic private schools supported the spiritual development of the teachers through religious programs such as recollections and prayer rituals. Scheper (2013) added that there are programs in the Catholic schools that develop faith through religious practices.

Some of the respondents shared their experiences on how they were formed by their schools spiritually. Through this, their relationship with God became strong and close.

Ean expressed that:

"In the private school, personally, your religious life will be given more focus because the private school where I worked before was a Catholic school. It's like you're nearer to God when you're there." (Ean)

This statement was affirmed by other respondents by mentioning about their formation activities such as retreats and religious rituals which they experienced during their stay in the Catholic schools.

Anne shared that:

"The retreats, of course the, what do you call that. The other aspect in our lives that needs to be developed that is the spiritual aspect of our lives, that's it." (Ann)

Bea and Glenn also added that:

"I'm talking especially of prayer, recollections, and retreats, which you cannot experience in public schools," (Bea)

"There are Spiritual Formations such as prayers, spirituality integration, masses, recollection, retreats, and morning ritulas like praying the rosary." (Glenn)

Fe shared that through these formations, she appreciated to be in a catholic school because she learned how to pray and value the Eucharist.

"Then what I really like the most in Notre Dame is the religious aspect. I have learnt different kinds of prayers and became fast in doing so. Then, the practice of going to church every Sunday and learning about the days of obligations and learning to come early." (Fe)

And lastly, Havana expressed that she only developed her spiritual life in the school where she was working before.

"I only developed my spiritual growth in the private school because back then, I studied in a public school so that's why it was not developed." (Havana)

Smooth Interpersonal Relationship

In a school setting, teachers do not only interact and relate to students but also to their peers who work with them to attain their mission which is to teach. Through my interviews, I found out that most of my interviewees experienced good interpersonal relationship among their peers which they really treasured and remembered. And these experiences brought them a good social climate in their workplace. According to the Council of American Private Education (2014), teachers have positive professional relation with their colleagues. Katherind and Naomi (2002) added that, private schools have positive professional climate, working condition and strong sense of community.

Anne shared that she experienced family spirit in her workplace that made her teach easily because they were helping each other.

"The relationship in ___ is different. It is more like family relationship because everyone is helping each other. Everyone is helping so it is not hard for a teacher to teach in ___." (Anne)

Others also attested that good relationship among peers really exist in the social climate of the private school.

Bea stated that:

“My team building with my peers was really good because our relationships were smooth. Our relationships that time were really very good. My friendships with my co-teachers were, of course, intimate because I find our level of thinking quite alike.” (Bea)

Ean added that in the private school there is a close relationship among colleagues.

“In terms of the co-workers’ relationship, you’re closer with one another. That’s because when there are activities, you’re always working with them—your colleagues. There’s teamwork. There’s no need to check who’s assigned to do a task.” (Ean)

This good relationship did not become apparent outrightly. This was developed because of the activities and experiences bonded them to become close to one another as expressed happily by Bea and Glenn.

“Also, when it comes to our sprees that time, although some elders were with us, we really enjoyed during that time and we forgot to marry. We don’t have boyfriends (laugh). (Bea)

“Then we have programs that develop your relationship as community such as outings, and teambuilding. Hence, our relationship really developed.”(Glenn).

Effective Classroom Instruction

Teachers felt fulfilment in their lesson if the students engage themselves actively most especially during classroom discussion. This active engagement of students may lead to effective instruction. Fe and Ean had experiences with students who were engaging in the classroom discussion by expressing themselves in answering questions. The teachers in private schools engage with students who are willing to learn Scheper (2013).

Fe shared her experience with learners’ fluency in the English language and their eloquence.

“The students also speak English, it is so nice because you communicate with them and throw lots of ideas.” (Fe)

Ean experienced learning engagement and interaction among learners.

“In terms of students in private schools, students are more engaging. They really can carry themselves in terms of communication, in terms of giving their understanding on certain issues especially inside the classroom.” (Ean)

Adjustment

Teachers landed on their first job in the private school. During the early years of teaching, one may encounter adjustment problems. This may be due to new and displeasing experience, or distress due to challenges encountered as a neophyte in the teaching profession. This situation was also experienced by Diane and Fe when they first entered the private school.

“In my experience as a teacher, since it is my first job, of course it is challenging. It seems that you can’t... in my first two years I really felt that I have no ideas at all. I am always asking.” (Dianne)

“So my experience in that school was that in my first few months I wasn’t able to adopt. It seemed that I want to quit. The work was very extreme, the lesson plan is repeatedly done, then after checking you repeat again. It was the same with the test questions you’ll do it repeatedly.” (Fe)

B. Teachers’ Reasons in Migrating to Public School.

Table 2. Teachers’ Reasons in Migrating to the Public School.

Clustered Themes	Emergent Themes
Security of tenure High compensation	Sense of Security
Call of service	Sense of calling

Sense of Security

Private school teachers migrate to the public schools due to salary and benefits offered Luekens, Lyter, and Fox (2004), and teacher salaries are typically higher in the public-sector Gruber et al. (2002). Odden and Kelly (2002) also added that salary really influenced the decision of teachers in entering, staying in or leaving the profession. This is also supported by Goodlad (1984) that salary is the number one reason of teachers’ job satisfaction and also in leaving a school as cited also by Odden and Kelly (2002). These salary and benefits offered by public schools developed the sense of security among teachers. Many of the participants shared the same reason why they migrated to the public school and that is due to financial security.

Cathy shared that the public school can give her a bright future especially to her family because of the big salary difference between the public school and the private school.

Cathy shared that:

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“But if it’s the future that we’re talking about, I mean of course the salary, then there’s really a big difference. Of course what you’re really thinking about are the benefits that you can get when you retire, you’re thinking about the bright future of your family.”

Dianne and Glenn shared Cathy’s sentiments as well. They said:

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“My only main reason and nothing else is the compensation. That’s it. Because my target since I was still single back then, I want to help a little bit more to my family.” (Dianne).

“My main reason and nothing else is the high salary and assurance because you are in the government.”

Bea transferred from private to public school due to security of tenure. She said that

“Because that time we are also looking for a greener pasture because we were getting older.”

Sense of Calling

If other teachers transferred to the public school due to financial security, there are some teachers who have this calling to teach in public school because they believe their services are needed by the government and they wanted to help.

Anne migrated to the public school because she wanted to extend help to the public school.

“I have to transfer to the public school for me to extend more my life to others.”

Ean felt that he is more needed in the public school because of his specialization. He said that:

“Actually my reason is, first, there is that, I feel that I’m more needed in, frankly speaking, I feel that I’m more needed in the public school because of my specialization. During that time, I really felt that I was needed.” (Ean)

C. Feeling before leaving the Private School

Table 3. Feeling before leaving the Private School

Cluster Themes	Emergent Themes
Sadness	Negative emotion
Anxiety	Apprehensive
Fear with the future life	

Negative emotions

Leaving the place that created a big impact on one’s life is somehow difficult. It is sad to leave a place where you have stayed for some long years and where you made many memories that you cherished the most. We become sad every time we remember, the place where we used to go to, and the good times that we had.

The respondents expressed their feelings before they left the private school. They have negative feelings every time they think about when they left their first job.

Many of them shared that they felt sad when they were thinking about transferring to the public schools.

Anna shared that she felt sad when she thought of leaving the school because she will miss her colleagues and the spiritual activities of the school.

She said that:

“I felt sad when I was thinking that I will leave the school. I will be missing the bond with my colleagues, the family spirit and the recollections and retreats.”

This feeling is also felt by Cathy. She felt her sadness because she will leave the school that she loved and she grew up as a person. She uttered that:

“Of course, it is sad and painful because you loved already the school. I learned and grow there as a person and I am attached with the school.”

Though leaving is sad, she should move on because she needed it. This is how Bea shared her feeling about leaving.

“My feeling every time I thought about leaving is sad. My heart is with the school already. I built relationships among my peers. It’s a bit painful but I should overcome it and I did.”

Apprehension

The thought of migrating to the public school fills some of the respondents with apprehension. They became apprehensive with change that often brings the unknown; the unknown that brings fears and the unknown that brings worries. This distressing emotion bothers the minds of the respondents that made them anxious and fearful about their future environment.

Bea was apprehensive because of her “maybes” in migrating to the public school. These “maybes” of hers made her nervous and worried.

Bea said that:

Then I was nervous and worried with what I will face in the public school. Maybe I will not be hired or maybe I will be assigned in the boondocks.

Cathy felt nervous every time she thinks that she will migrate to the public school due to the new environment and the new adjustment period.

She mentioned that:

“I was nervous sometimes when I thought that I will transfer to a new environment. It’s another adjustment.

D. Life after leaving the Private School

Table number 4. Life of the teachers after leaving the Private School

Cluster themes	Themes
Impediment to transfer Struggles in migration	Challenges in migration
Ease in migration Confidence to be hired	Comfort in migration

The life of the teachers after leaving the private school has two faces. Some of them encountered difficulties in their migration process and some did not. To get an item in the public school is not an easy process. Others may have an item immediately while others may wait for a long period of time.

Challenges in Migration

To migrate in the public school is not an easy process. Along migration, you can encounter challenges that sometimes lead you to despair or depression. Some of the respondents were struggling before they were hired in the public school. Some struggled with the requirements and some struggled because they were not hired immediately and waited for a long time before they got an item.

Bea shared her negative experience in applying in the public school. She really struggled to comply with her requirements. She said:

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“Oh, it was a very difficult one! Because that time was a time when we were asked about our PRC license, however, we didn’t have such. That was really the time when we were groping. That was when we looked for people who could help us process our PRC because we cannot be hired without it.”

Dianne shared that she waited for three months before she got hired in the public school. Being jobless made her struggle but she was still hoping to get an item.

She uttered that:

“I was not hired immediately. I was jobless in the months of June, July, and August. It’s difficult to wait but I was still hoping to get a job.”

There is one respondent who shared her struggle that is a bit shocking. She shared that she got depressed for not having a job for a year because she was financially insufficient.

“I was not hired immediately that time. I struggled financially so I was depressed. I was jobless for a year.” (Fe)

Comfort in Migration

If other respondents encountered challenges in the migration process, there are some who did not. Others migrated smoothly or comfortably to the public school. It gave them a positive experience in migration. They did not encounter any struggle on the process of their migration. They were hired immediately and this brought them comfort as they transferred to the public school.

This experience can be testified by Anna. She said that:

“It is just okay and normal. I did not struggle because I was hired immediately in the public school.”

Long experience also really matters when one has a plan in migrating to the public school because it will give him an edge to be hired immediately. Cathy’s experience can attest to this statement.

She said:

"It is just okay because when I applied I was hired immediately due to my experience."

Glenn shared also that he did not encounter challenges in migrating because his specialization was in demand when he applied. He said that:

"I was hired immediately because they really need values education teacher in the public school. So I did not wait too long. I did not encounter any challenges"

Ean also has the same experience with Glenn. This made him confident and optimistic.

He said that:

" It is just okay because that time it was summer so it is just normal that I don't have work."

E. Challenges experienced in the migrated place

Table 5. Challenges experienced in the migrated place

Cluster Themes	Emergent Themes
Low performance of the pupils Pupil's poor foundation Unmotivated learners Insufficiency of learning materials Unconducive learning environment Students poor personal hygiene	Impediments on effective instruction
Different school practices Disorganized school system Seniority rule policy Many workloads	Different school system
Poor group relationship	Poor social climate

Impediments in effective instructions

Teachers were challenged on how to become effective in their classroom instruction. They had experienced different impediments that hinder them to become effective in the teaching and learning process inside the classroom. This made them struggle and it brought them stress and disappointment in teaching their pupils. The Council of American Private Education (2014) mentions that, teachers in the public school experience stress and disappointment involved in teaching,

Based on the shared experiences of the participants, most of them encountered struggles in teaching because of low performing students. The public school teachers encountered students who are less motivated to learn Scheper (2013). Anne shared that she was frustrated with the performance of her students from the lower sections by saying:

"In my lower sections of course, I was frustrated. Like, when you already prepared too much and then when the quiz comes they are still failing. You'll teach the lesson again the lesson."

Bea and Dianne shared their difficulties in teaching as well. They were struggling because of their learner's poor foundation with the basic such as their reading skills.

"Also, I struggle, because although I am a Grade 6 teacher, I teach Grade 3 lessons. Because they cannot read, they cannot understand. That was what gave me headaches during that time. (Bea)

"The hardest part is that all the competencies must be taught so, you need to meet those expectations. But, you won't be able to teach them all of those in every possible way. You can't force a student to learn this because they have not developed even the basics. They don't know how to read, to write, to identify letters." (Dianne)

Glenn and Havana underwent struggles in teaching but for a different reason. They struggled because of insufficiency of materials in teaching. According to Scheper (2013), the teachers in the public school are less provided with the resources especially with the instructional materials.

"It is hard to teach because of lacks of materials and books." (Glenn)

"Then, we lack books that's why you need to reproduce copies" (Havana)

Lack of students' motivation to learn is the struggle encountered by Diane in teaching. She expressed that:

“The fact that you are in the last section, you can tell that you will be challenged in terms of their academics and in terms of attitude in learning, they are not interested.”

Some of the respondents met students with poor personal hygiene.

“In contrast, the children in the private school are fragrant and they’re easy to befriend with. But things are different in public schools. The electric fan has to be focused on you, because if not, you can’t stand teaching them because of their smell.”

Diane also shared her unusual experience with her students as well as the physical climate of the school which is very different from her previous school which made the learning environment un conducive for learning.

“If you see your pupils, you were used to kids wearing shoes, black ones, then here comes the kids wearing slippers and worse, bare-foot. You can smell odorous smell from them even if it is still morning. Some didn’t take a bath. You won’t understand...It seemed that way. It is just far different from what I was used to.”

“When I entered the classroom... my classroom doesn’t look like one. Everything is damaged by termites. The chalkboard looks like it is going to fall. The chair has no... The door closes even it is open because the hinges are loose.”

New School System

Some of the respondents experienced not only challenges in teaching but also with the new system that they are in. As they shared, one will see the dissatisfaction on their facial expressions.

Fe and Glenn have the same experience with regard to their dissatisfaction on the system. They experienced the “Seniority Rule” in terms of distribution of workloads when they were still. According to the Council of American Private Education (2014), teachers in the public school experience stress and disappointment involved in teaching. Another challenges encountered by public school teachers is the many duties and paper works.

“The first thing that I was having difficulties with is the class program. Teachers who are tenured teachers are prioritized in scheduling, their number of sections. Then the remaining is ours.” (Fe)

“In public school, there is a seniority rule. So if you are new teacher, all the works will be given to you.” (Glenn)

Bea and Ean) were dissatisfied also with the many workloads that were given to them when they entered the public school.

“All the works were given to me when I entered the public school.” (Bea)

“In the public school, you have to be working on different areas. You are not only going to write one lesson plan in a certain level, but especially in my subject. I can make that. I can make that as long as I don’t have other work to do. It’s because I have other loads other than the classroom instruction. I have 4-5 “coordinatorship” and those coordinatorships are functional.” (Ean)

Bea was also dissatisfied with the anomalies that she was forced to do it. She discontentedly said this:

“What I don’t want in the public school is to do unrealistic things. For example you will manipulate the data on the pupils’ attendance. You will be scolded if you don’t.”

Anne, Dianne, and Havana testified about their encounters with the different practices of the teachers in the school that they work in.

Anne said:

“The culture is really different from that in the private. For example, during the break time of the kids, instead of fifteen minutes others have it until 30 minutes to 1 hour. But as for me, after recess I go directly to my class.”

Dianne also added that:

“In the preparation of the lesson plans, their format is very different. Your ways of teaching is very different. The concepts are different in Grade 1 from those of the Grade 4. Your lessons are different.”

Lastly, Havana stated that the system in making grades was new to her and made her feel uneasy. She said:

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“I am not accustomed to how they make grades, because in our school before we had Master Grading Sheet first before we will write them on the card. So I made my own MGS.”

She was discontented also with the procedure on the giving and passing of the requirements. This made her conclude that the public school has a poor system.

“Then, the requirements and deadlines will come out abruptly. Unlike in the private school, they have scheduled it ahead of time because they have a system. You are not in a rush, unlike with the public school where you are in a rush to do it. I am not used to theirs.”

Poor Social Climate

Fe, one of the respondents expressed her sentiments about her bad experience with her colleagues in the public school. The teachers were quarelling and throwing harsh words against each other. This poor group relationship displeased her so much. She said that:

The other thing that I don't like is that, conflicts are very rampant, scratching each others back, screaming, and cat fights "

F. Coping mechanisms of the teachers toward challenges in migration

Table 6. Coping mechanisms of the teachers toward challenges in migration

Cluster Themes	Emergent Themes
Flexibility to the new environment	Adaptive
Preparedness	Positive attitude towards challenges
Resourcefulness	
Creativity	
Generosity	

Table 6 shows the coping mechanism of the teachers in migration. There are two emergent themes that sum-up the ways of the teachers on how to deal and overcome the challenges they encountered in migrating from the private school to the public school.

Adaptive

Adaptation is a process of changing to fit some purpose or situation. Hence, through adaptation, the teachers had adjusted themselves to the new environment by being flexible in the situation that they are going through.

Dianne shared how she adapted to her new environment. She became flexible f to adapt to the good practices that she observed. She said that:

"You need to adjust. Whatever language they have you need to speak like them as well. Whatever their culture is, you need to adopt it. It is not necessary that you bring something different. You adjust. You just dance with the music. Just do what others say, whatever you see and hear do it, you adopt the things that you think are sound, right, and feasible. Even if you see it and you think it isn't right, don't adopt it."

Bea added an experience of being adaptive in her new school environment. She added that:

"Of course, as the days pass by, I learned to go with the flow. Everything became a routine. But as for me, it's all about perception." (Bea)

Glenn emphasized in his statement that he adopted only the good practices of their school.

He said that:

"Then, I was just following their good practices in school but I don't observe bthose bad practices."

Positive Attitudes

Having positive attitudes towards the challenges encountered is one of the coping mechanisms of the teachers that I have interviewed. Positive attitudes towards challenges can help us to cope and adjust with the new environment that we have. They shared their actions on how to deal with the struggles that they went through. Their statements manifested different positive values that help them to adjust and overcome them.

The positive attitudes that they exemplified are creativity and resourcefulness.

The respondents have their own ways on how they manifested these attitudes. Cathy shared that she recycled materials for the students to use.

She said that:

"A public school teacher recycles everything that could still be used just so the children could still use them."

Others used techniques for them to manage the difficulties that they faced. Diane and Ean found ways or means to address their pupils' needs in learning.

"There is one pupil who can't write his own name because he can't memorize it. So I made a necklace for him where his name is written and he copies it rigorously" (Dianne)

"Upon finding out that, up to now, that's always my ano, that's always my approach, every time that I'll have my classroom instruction, I see to it that I can give 2 or 3 vocabulary or words that the students will be, what do you call this, familiar with so that that's the big issue in the public school that the students are less communicative because of their vocabulary also." (Ean)

Havana also shared the same experience. She said that:

"Of course, I strategized. I look for means to provide instructional materials so that they can participate as well."

Some respondents also shared on how they cope with their struggles in migration. They became generous by spending money from their own pockets to provide the needs of their learners. This fascinating attitude is worth emulating and is really helping in the midst of struggles.

Cathy committed herself to donate an amount coming from her salary.

She said:

"I really committed, Sir, to donate. I said to myself that I was going to donate a part of my salary since at that time I still didn't have children of my own. I really gave P1000 for my materials. I set this amount aside so that I could supply materials for the students."

Dainne has a similar situation with Cathy. She spent her savings to renovate her classroom. She shared that:

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"I saved money. I did prepare. To be honest, I have Php 41,000 in my ATM when I left the school. All of that amount was spent for my classroom."

Glenn likewise expressed his experience that:

"I am spending from my own pockets to provide their needs in the classroom."

(Teacher Quality: NCES, 1999) stated that teachers' feeling of preparedness through long experiences in teaching and participation in formal professional activities are important indicators that will make them confident in facing the challenges in the school environment. Being prepared helps one to anticipate the future challenges that will come his way. This statement is attested by some of the teachers who have gained experience and development in the private school that honed them and made them prepared. Moreover, Dunn (2008) cited on her study that teachers with long experience in teaching have more tendency to be resilient amidst the difficulties they encountered.

Bea shared that life in public school is easier already due to her acquired experiences in the private school. She uttered that:

"When you work in a public school, it seems easier because you've already had experiences in the private one. Being in the public school seems OK. It's like you're still showing off your skills and trying to get the commendation of those around you, because of your previous environment in the private school."

Cathy was so thankful because she has a long experience in private school that made her ready in all the challenges she will meet in the public school. She stated that:

"That's what I was trying to say, Sir, that I am grateful that I experienced to work in the private school for a number of years. That's because when I got in the public school, I said to myself, "Oh, I expected these already", that is, talking about the paperwork." (Cathy)

G. Present life of Teachers in the Public School

Table 7. Present life of teachers in the public school.

Cluster Themes	Emergent Themes
Contentment in teaching Happiness in teaching Financial stability Adapt with the environment	Sense of Contentment
Sense of calling to teach Motivated to teach	Love of work
Impediments in teaching Discontentment with the system Distress in work	Challenges in the teaching profession

Sense of Contentment

Despite the many challenges encountered in migrating to the public school and the clamors that caused them dissatisfaction, some of the teacher-respondents feel the sense of contentment in their present life in the public school. Meriam-Webster Dictionary defines contentment as the state of being happy and satisfied. This contentment is felt due to their enjoyment, happiness and stability in their life as public school teachers

Bea and Glenn expressed their contentment through their happiness and enjoyment in teaching.

"Well, I am contented, happy and satisfied. I enjoy teaching. Maybe this is my life, life as a teacher." (Bea)

"I enjoy my life in the public school. I have already adjusted." (Glenn)

Cathy shared that being financially stable gives her satisfaction in the public school and she is just waiting for her tenured period.

She said that:

"As of now, I am stable already. I am just waiting for my tenured period."

Then my financial status is a bit okay."

Love of Work

Teaching is both vocation and mission. It is more fulfilling and rewarding no matter what the odds may be (Bilbao, Corpuz, Llagas, & Salandanan, 2012). Even if the teachers encountered difficulties and challenges in the process of migration, still they love their work; they love their profession. Being persevering and resilient despite the challenges they encountered made them pursue what they promised to the country. But what made them stay being a teacher is not of the salary but their love to children who needed them the most by being a torch on the children's future. Teaching in public schools can be challenging but despite the challenges that a public teacher encounters every day, there are still teachers who love to stay in the public school. As stated by Ongkiko (n.d), the teachers wake up call to school are the eager faces of the students wanting to learn. It is also stated that the teacher thinks of her students even if they are away for a year attending lectures and the teacher could not help but to care for her students. The teacher also stated that it becomes overwhelming.

This can be testified by Havana. She shared that she is still pursuing her profession despite the many works because she loves the children.

"It's tiresome. Yes, there are many paper works but I chose this profession and I love the children, so I still continue." (Havana).

Glenn showed his love of work by being inspired to teach because of his students who are willing to learn.

He said that:

"... at the same time I am inspired to teach because the children are striving to learn. They walk to school just to study. So, thinking that they want to study so, I want to teach also."

Cathy also added that she feels that she is needed in the public school. It is a mission to be fulfilled. She said with pride that:

"I felt, Sir, that the public school children need me more compared to those in the private school. Anyway, in my 10-year stay in the private, I think I've already helped enough. Just help, Sir, service, that is. In the public school, they really need me and I can say that being here is my Mission."

Challenges in the Teaching Profession

After a long process of migration by the teachers from the private school to the public school they still encountered challenges in the teaching profession- challenges in terms of work and system. According to (American Psychological Association, 2017), everyone encountered challenges in the workplace. Any job can have stressful elements, even if one loves he is doing. Some of the respondents clamored about the many works that they have such as doing many reports and other auxiliary works. These caused them exhaustion and tiredness that may sometimes compromise the learning of their students. Council of American Private Education (2014) mentioned that the teachers in public school

experience stress and disappointment involved in teaching. Another challenges encountered by public school teachers were many duties and paper works.

Anne expressed her sentiments about her work right now. She said:

"The demand for teachers nowadays is tiresome. You will do the lesson plan and DLL everyday. The reports that are required to the teachers are many. The work demands other than teaching are so many so it is so tiresome."

Ean stated that he is also tired with his situation right now. He stressed out that he is not tired of being a teacher but he is tired of doing auxiliary works.

He said that:

"Now, this year I really feel tired of my being a teacher. No, not being a teacher but doing auxiliary works other than teaching. I'll not be tired in teaching but working on things than what I'm supposed to be doing. That makes me, what do you call this, stressed and tired of working."

Some of the respondents experienced distress due to the system of the public school. This experience gave them dissatisfaction and made them compare and yearn for their life in the private school.

Dianne is dissatisfied because of the bulk of works and the many roles given to her in the public school. She uttered that:

"I like my life before. I like it because you are focused. In the private, you will be focused, you know your target, and your pupils are your top priority. In DepEd, they force to you to give priority to pupils. You teach them what they need to learn. They have a vision of a product. Then, you are bombarded with different reports, different programs. You never had the time to teach. Everything is yours. Everything. You are the nurse, you are the prefect of discipline, the guidance counselor, the registrar, the guard, the parent."

Bea complained also about the reports that she is doing and finding this useless,

She said with force that:

"Ay! Sometimes they make us work on useless things. Useless in the sense that these things seem to be for accomplishment reports only because they do not even evaluate what they let us do. Let's say for instance those reading programs. They let us do a lot of unnecessary things that, in the end, do not have outcomes actually. That is what's maddening sometimes. But since we're only employees, we just obey."

Havana also expressed her dissatisfaction with the system in the public school. She said that:

“But if given a chance that the salary in private school will increase, when it will be? The system in the private school is better compare to the public.”

Conclusion

This study on the teachers' migration from the private school to the public school primarily aimed to explore the teachers' experiences towards migration.

Teacher migrants had a great experience in the private school. The private school provided different programs that developed them professionally and spiritually. The school honed and equipped them with the skills to become effective and efficient teachers. These developments that they benefited from in the private school helped them prepare for their future endeavours in the public school.

But despite these benefits that they enjoyed from the private school, teachers still migrated to the public school. Based on the exploration results, the main reasons for teachers' migration from private to public school are the high compensation and benefits. Teachers need high compensation for them to survive and to have a better and secure future. We cannot deny the fact that sufficient money is essential for survival in the world nowadays.

During the process of migration, teachers encountered many challenges and struggles. These challenges affect their attitude towards work and impede them from becoming effective in instruction. Teachers were distressed with many works given to them in the public school. These heavy loads of work cause them exhaustion and affect their teaching performance, which also affects the learners. The students' low performance and lack of motivation to learn also hinder them to perform well in teaching.

Furthermore, teachers encountered challenges because of the system in the public school. The system they experienced in the public school differs from their experience in the private school. Having a disorganized system caused them dissatisfaction towards work and may have affected their performance, too.

Even though teachers faced challenges and struggles during the migration process, they tended to cope and adjust to address these challenges. Teachers became adaptive and exemplified positive behaviours toward challenges. These two are the emergent themes of teachers' coping mechanisms for migration. Teachers tried to adapt to the new place and situation to survive. But they always consider the things that they should adapt, things that will benefit them, and things that they thought were good and following their personal beliefs. Other than being adaptive, teachers showed.

Positive attitudes. Teachers become creative, resourceful, and generous to overcome the challenges that affect them as a teacher. They augmented the insufficient supplies in the public school by getting some amount from their own pockets even if they needed the money too. They became creative and resourceful to find all the means to address their needs and student needs. With these, teachers endured all the challenges and adjusted to their new environment.

After the long migration journey, teachers are still pursuing their profession even if they still experience challenges in their present life as teachers. Teachers now in the public school still have this contentment even if they face many challenges in their profession. They also have this love of work that makes them pursue their chosen profession. This love won't fade even if they encounter many hindrances and challenges towards this mission - a mission to teach the young and a mission to make a difference.

Implications

This study revealed the experiences of teachers who migrated from the private school to the public school. Based from the results of the study, it is implied that:

1. Despite the fact that private schools provide development among teachers and provide them with their needs in teaching, teachers still migrated to the public school because they give more weight on the compensation being received. This may serve as a wake-up call to the private school administrators to revisit their salary scheme for teachers that may help them lessen the number of teachers migrating to the public school.
2. Teachers encountered the same problem in their early years in the public school until now. They are given many auxiliary works and reports that exhaust them. This problem might affect their performance in teaching which will affect the learners as well. The Department of Education may put into consideration with regard to this problem and might find alternatives to lessen teachers' work by providing a supporting staff to the lessen teachers' work.
3. The migrant teachers exemplified the value of generosity in coping with their challenges. They supplied materials for the learners and provided the needs in their classroom by getting an amount from their own pockets. This situation may indicate that there is a need for the government to allocate enough budget to supply the needs of the children and the school or to check the budget management of the school principal.
4. Teachers encountered many challenges and struggles in migration and until their present life in the public school, but teachers remain resilient and steadfast to their profession. They manage to cope with the challenges and they consider teaching as a mission to serve the children no matter what the odds may be. Thus, teachers might be given due recognition and compensation for them to be motivated to give their best in rendering their service in the Department of Education.

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