



Job Satisfaction and Intention to Stay among Selected Private School Teachers: Implication to Educational Policy

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ABSTRACT

Job satisfaction is a very crucial correlate for a teacher to stay in their current teaching assignment. This study looks into the significant factors of job satisfaction and intention to stay of teachers in a private school. In addition, the study also aims to investigate the relationship between job satisfaction and intention to stay among private teachers. Using a complete enumeration process, 34 private teachers were interviewed and primary data were collected from them. Necessary statistical measures were employed to describe the data collected and the Chi-square test for association was used to determine the relationship between the factors of satisfaction and intention to stay. Results indicated that most of the private teachers are just moderately satisfied with their current job and about 55.88% of them are not willing to stay in their job. This implies that working in a private institution is challenging and does not have enough economic security. This Chi-square test revealed that job satisfaction of private teachers is influenced by their civil status and employment status. Additionally, the factors that influence their willingness to stay are their age and employment status. The study suggests that teachers must be given incentives and the right compensation to increase their satisfaction and intention to stay in a private school.

RESUMO

A satisfação no trabalho é um aspecto crucial para que um professor permaneça em seu atual cargo de ensino. Este estudo investiga os fatores significativos relacionados à satisfação no trabalho e intenção de permanência de professores em uma escola particular. Além disso, o estudo também tem como objetivo investigar a relação entre satisfação no trabalho e intenção de permanência de professores particulares. Por meio de um processo de enumeração completa, foram entrevistados 34 professores particulares e dados primários foram coletados. Medidas estatísticas foram empregadas para descrever os dados coletados, e o teste de qui-quadrado foi utilizado para determinar a relação entre os fatores de satisfação e intenção de permanência. Os resultados indicaram que a maioria dos professores particulares está moderadamente satisfeita com seu emprego atual e cerca de 55,88% deles não têm vontade de permanecer em seus cargos. Isso sugere que trabalhar em uma instituição privada é desafiador e não possui segurança econômica suficiente. Este teste de qui-quadrado revelou que a satisfação no trabalho dos professores particulares é influenciada por seu estado civil e situação de emprego. Além disso, os fatores que influenciam sua vontade de permanecer são a idade e a situação de emprego. O estudo sugere que os professores devem receber incentivos e uma compensação adequada para aumentar sua satisfação e intenção de permanecer em uma escola particular.

ARTICLE INFORMATION

Article process:

Submitted: 05/12/2024

Approved: 06/22/2024

Published: 06/22/2024



Keywords:

Education management, teachers' well-being, teachers' retention, private schools, Philippines

Keywords:

Gestão educacional, bem-estar dos professores, retenção de professores, escolas particulares, Filipinas.

Introduction

Job satisfaction encompasses various dimensions that contribute to employees' overall contentment and fulfillment in their roles (Wang et al., 2020). It involves the enjoyment of work, where employees find their tasks stimulating and engaging, leading to heightened motivation and productivity. The fulfillment of job responsibilities plays a crucial role, as employees feel a sense of accomplishment when their contributions align with organizational goals (Groening & Binnewies, 2019).

Positive feelings toward the workplace are influenced by factors such as organizational culture, management style, and physical work conditions, shaping employees' satisfaction levels (Sowjanya & Dubey, 2024). Job satisfaction is influenced by factors such as job tasks, compensation, and benefits. High levels of job satisfaction correlate with enhanced performance, engagement, and reduced turnover rates, highlighting its significance in organizational success (Wikhamn, 2022).

Intention to stay in a job reflects employees' commitment and loyalty to their current employer. This inclination is driven by factors such as job satisfaction, growth opportunities, organizational culture, and the work environment (Chen et al., 2021). A positive organizational culture that prioritizes employee well-being and fosters a sense of belonging contributes to employees' intention to remain with the organization (Pathan, 2022). A supportive work environment that promotes work-life balance and offers opportunities for career advancement also encourages employees to stay. Furthermore, employees' perceptions of alternatives outside the organization influence their intention to stay, with attractive opportunities elsewhere potentially leading to turnover (Alias et al., 2019).

Employees with a strong intention to stay invest their time and skills into their work, resulting in increased retention and organizational stability. Job satisfaction and intention to stay are intertwined concepts crucial for organizational success (Li et al., 2022). Fostering job satisfaction and creating an environment that nurtures commitment and loyalty among employees is essential for promoting engagement, reducing turnover, and achieving long-term sustainability (Gill et al., 2021).

Researchers have studied the relationship between job satisfaction and intention to stay among teachers, recognizing the unique challenges of the teaching profession (Nagpaul et al., 2022). Various studies have identified key factors contributing to teachers' job satisfaction, including autonomy, supportive relationships, professional development, recognition, and a positive work environment (Padhi & Sahu, 2020). Job satisfaction greatly influences teachers' commitment to their schools and the profession. Effective school leadership is vital for job satisfaction and retention, as supportive leaders create an environment that promotes well-being and growth for teachers (Koerber et al., 2023). However, high workload and job-related stress negatively impact satisfaction and retention rates. Strategies to mitigate burnout, such

as promoting work-life balance and fostering supportive communities, are crucial (Irfan et al., 2023). These findings highlight the policy implications for education systems, emphasizing the need to invest in improving job satisfaction, working conditions, and teacher well-being to attract and retain skilled educators and ensure long-term stability and success in schools.

The study focuses on factors influencing the satisfaction and intention to stay of private teachers in the education sector. However, there are several challenges and research gaps within this domain. There is a lack of literature specifically exploring private teachers' satisfaction and intention to stay, with most of the research focusing on public school teachers. This gap hampers a comprehensive understanding of the unique factors influencing private educators (Edinsel & Kara, 2023). Private teaching encompasses diverse contexts such as tutoring centers, online platforms, and freelance teaching, each presenting distinct challenges and retention factors (Tram et al., 2023). Identifying the determinants of job satisfaction among private teachers is further complicated by the variability in their roles, including teaching different subjects and catering to diverse student demographics. Therefore, it is important to identify the specific factors that have the most significant influence on their satisfaction and intention to stay (Aktan & Toraman, 2022).

Additionally, while recognizing factors affecting intention to stay is crucial, developing tailored retention strategies for private teachers is equally important. Challenges also arise in accurately measuring job satisfaction and intention to stay due to their subjective nature and potential data collection difficulties (Burhan et al., 2024). Furthermore, external factors such as economic conditions and government policies significantly impact private teachers' job satisfaction and intention to stay, necessitating a comprehensive analysis of their interplay with individual-level determinants (Ewane, 2022).

Conducting a comparative analysis between private and public school teachers could provide valuable insights into sector-specific challenges and benefits, aiding in the identification of areas where private educational institutions excel or fall short in supporting teacher satisfaction and retention (Aytac, 2020).

Addressing these challenges and research gaps would not only enhance understanding in this area but also contribute to the formulation of effective policies and strategies to bolster the private education sector's teaching workforce. Hence, this study aims to explore the correlation between job satisfaction and the intention to remain among private teachers. Investigating the link between job satisfaction and intention to stay among private teachers is crucial for understanding retention and stability in educational institutions. By identifying factors influencing satisfaction and intention to stay, this research informs strategies to improve teacher retention rates and enhance stability. It also highlights the impact of satisfied educators on educational quality and workforce well-being, ultimately contributing to the success of private educational institutions. This exploration is essential for advancing retention, elevating quality, and promoting well-being in these institutions.

Framework of the Study

Job satisfaction is a multifaceted concept that encompasses various aspects of the work environment, including tasks, relationships, compensation, culture, and opportunities for advancement (Brunelle & Fortin, 2021; Johnson et al., 2020). It is influenced by meaningful and challenging work, autonomy, skill development, positive workplace relationships, fair compensation, and organizational culture (Buntaran et al., 2019; Sanner-Stiehr et al., 2021). Organizational cultures that value diversity and well-being contribute to job satisfaction, while toxic cultures breed dissatisfaction (Putra et al., 2024). Additionally, career advancement opportunities and access to training play a crucial role in job satisfaction and motivation. Understanding job satisfaction is essential for creating a positive workplace culture that promotes individual well-being and organizational effectiveness. The intention to stay in a teaching job is a significant factor in teacher retention and turnover rates, impacting educational institutions and student outcomes (Perryman & Calvert, 2020).

It is influenced by job satisfaction, including fulfillment in teaching, positive relationships, and supportive leadership, as well as the work environment, growth opportunities, and recognition (Lantican, 2021).

Factors such as high workload and limited advancement opportunities can lead to dissatisfaction, while societal attitudes and policies regarding salaries and benefits shape teachers' long-term commitment (Datnow, 2020). Enhancing job satisfaction, promoting growth opportunities, and advocating for supportive policies can support teachers' intention to stay, ensuring a stable and effective workforce in education. To gain insights into private school teachers' job satisfaction and intention to stay, research is dedicated to exploring the dynamics in this context (Sutcher et al., 2019; Ng et al., 2023).

Understanding teachers' current state of fulfillment and the underlying reasons for their professional satisfaction is crucial (Demir, 2020). By examining the correlation between variables such as job satisfaction and intention to stay, the research aims to uncover the intrinsic motivations and external factors that shape teachers' commitment (Pandey et al., 2024). The findings will provide valuable insights for stakeholders, including policymakers and curriculum developers, to make evidence-based decisions aimed at enhancing the quality of education and professional satisfaction in the private school sector (Kelly et al., 2019). Job satisfaction is influenced by various factors that contribute to individuals' contentment and fulfillment in their jobs. Understanding job satisfaction and intention to stay among private school teachers can inform strategies and policies that promote a positive work environment and enhance teacher retention and satisfaction.

Research in this area aims to uncover the underlying reasons and relationships that shape teachers' professional situations in the private school context, ultimately contributing to the improvement of education outcomes and teacher well-being.

Methods

Research Design. This research paper focuses on describing the teachers' job satisfaction and intention to stay in the private institution as well as their relationship. The study also aimed to determine the different factors (socio-demographic profile of teachers) governing the said job satisfaction and intention to stay using statistical inference. Hence, the research design used in this paper is descriptive-correlational which provides a logical explanation of the cause and effect among variables involved. The statistical calculations were presented in a tabular form for both descriptive and correlational results.

Research Participants and Ethical Process. In the province of Leyte, Philippines, Abuyog, and Jaro are municipalities with highly and dynamic performing private schools. Hence, the study was conducted in selected private schools (PS) in the said municipalities and these are the most known private schools in their area.

However, despite the good performance of the said schools, the teacher turnover rate is relatively high every year. In that case, this study focused on job satisfaction and the intention of the teachers to understand and give remedy to the existing turnover rate at private institutions. Since there are only a few teachers in the said two schools (PS "A" and PS "B"), the study used a purposive sampling process in selecting the research participants.

Hence, this study conducted the said survey during the academic year 2022-2023 which comprises 34 teachers, 22 in PS "A" and 12 in PS "B". Prior to the conduct of the study, the researchers secured a formal letter of consent to the higher authorities and another letter to the teachers informing them that the survey was voluntary. In addition, teachers were informed that no sensitive questions were involved and the information collected from them was for this research only and treated confidential.

Research Instrument and Data Gathering. The research instrument of this study was adapted from the current papers of Malquisto et al. (2023) and Caredo et al. (2022) that deal with job satisfaction and intention to stay, respectively. This instrument contains three parts, the socio-demographics of teachers, job satisfaction, and intention to stay in the current job.

For the socio-demographic of teachers, they were asked in regard to their (1) age in years, (2) gender, (3) marital status, (4) employment status, (5) educational attainment, (6) school assignment, (7) years in service, (8) and monthly salary.

The survey questionnaire for the level of teachers' satisfaction comprised of questions developed by the researchers to assess the satisfaction related to (a) school and administrative policies, (b) supervision, (c) salary and benefits, (d) interpersonal relations, (e) work conditions, (f) work itself, (g) achievement, (h) recognition, (i) responsibility, and (j) advancement.

Table 1 shows a scale ranging from 1.00 to 5.00 for evaluating private teachers' job satisfaction, with each score interval corresponding to a specific response and linguistic

description. Scores between 1.00 and 1.80 indicate "Strongly disagree" and are described as "Very dissatisfied," while scores from 1.81 to 2.60 correspond to "Disagree" and "Dissatisfied." Scores between 2.61 and 3.40 are labeled "Neutral" and "Moderately satisfied," while those from 3.41 to 4.20 lead to "Agree" and "Satisfied" responses. Lastly, scores between 4.21 and 5.00 result in "Strongly agree" and "Very satisfied." This scale offers a structured approach for interpreting job satisfaction levels, facilitating varied understanding and comparison of responses among private teachers.

Table 1.

Private teachers' job satisfaction possible score, and its response and description:

Mean score	Response	Linguistic description
1.00 - 1.80	Strong disagree	Very dissatisfied
1.81 - 2.60	Disagree	Dissatisfied
2.61 - 3.40	Neutral	Neutral
3.41 - 4.20	Agree	Satisfied
4.21 - 5.00	Strongly agree	Very satisfied

Lastly, the third part of the questionnaire is a statement that will evaluate the level of commitment of the teachers, wherein they were asked if they are willing to stay in their current job at the private institution and it is answerable by yes or no. The entire questionnaire has undergone a validity process in which it is evaluated by three experts (PhD holders) in social science who found it valid and captures the overall well-being of private teachers.

Moreover, it is shown in Table 2 that the questions for job satisfaction are reliable using Cronbach's alpha.

Table 2.

Reliability test for the job satisfaction instrument:

Job satisfaction characteristics	No. of Items	Average Inter-item Covariance	Reliability Coefficient
School and administrative policies	8	0.576	0.913
Supervision	5	1.015	0.950
Salary and benefits	6	0.571	0.904
Interpersonal relations	3	0.418	0.767
Work conditions	4	0.650	0.847
Work itself	3	0.537	0.893
Achievement	4	0.433	0.843
Recognition	4	0.781	0.917
Responsibility	4	0.639	0.851
Advancement.	4	0.741	0.872

Data Management and Analysis. The gathered data from private teachers were encoded in Microsoft Excel and were arranged and formatted in the STATA software environment. In each category of the variables, counts and percentages were computed and presented in a statistical table. In determining the relationship between job satisfaction and willingness to stay with private teachers, a Chi-square test for association was employed. Moreover, the Chi-square test for association was calculated to determine the statistical factors

governing the teachers' job satisfaction and willingness to stay, and statistical results were tested at the standard level of significance. All calculations were done using Microsoft Excel and STATA software version 14.0 and necessary interpretations were accordingly made.

Results and Discussion

Table 3 shows a summary of the demographic profile of private teachers based on various categories, including age, gender, marital status, employment status, educational attainment, school assignment, years in service as a teacher, and monthly salary. The data show the counts (n) and percentages (%) for each category. In terms of age, the majority of teachers fall within the 20-30 years old category (82.35%), with smaller proportions in older age groups. In terms of gender, females constitute the largest proportion (64.71%), followed by males (23.53%) and LGBTQi individuals (11.76%).

Marital status indicates that the majority of teachers are single (73.53%), while a smaller percentage are married, widowed, or separated. Employment status shows that most teachers are probationary (61.76%), with the remainder being permanent (38.24%). Educational attainment reveals that all teachers are college graduates. School assignment indicates that a majority of teachers are assigned to Notre Dame of Abuyog, Inc. (NDAI) (64.71%), with the rest assigned to Notre Dame of Jaro, Inc. (NDJI) (35.29%). Years in service as a teacher vary, with a significant proportion having 1-2 years of experience.

Monthly salary ranges are also provided, with the most common range being PhP 10,000 - 12,500 (52.94%). Private teachers' profiles reveal trends in age, gender, marital and employment status, education, school assignments, service years, and salaries. The young workforce suggests turnover rates, career progression, and mentorship needs. Gender disparities reflect societal trends, suggesting the need for equality and support systems (Lucia & Padgett, 2021). Many teachers are on probation, raising job security concerns. Despite typical educational qualifications, diversity questions arise (Courtois & Sautier, 2022).

Differences in assignments and experience levels indicate the need for equal opportunities and support. Salary discrepancies could impact morale and retention. These insights can guide strategies to address challenges, promote diversity, and support teacher satisfaction in private schools, emphasizing evidence-based policies for better outcomes.

Table 3.

Summary of the profile of private teachers

Profile	Categories	Counts (n)	Percentages (%)
Age (in years)	20-30 years old	28	82.35
	31-40 years old	1	2.94
	41-50 years old	3	8.82
	51-60 years old	2	5.88
Gender	Male	8	23.53

Profile	Categories	Counts (n)	Percentages (%)
	Female	22	64.71
	LGBTQi	4	11.76
Marital Status	Single	25	73.53
	Married	6	17.65
	Widowed	1	2.94
	Separated	2	5.88
	Probationary	21	61.76
Employment Status	Permanent	13	38.24
Educational Attainment	College Graduate	34	100.00
School Assignment	Notre Dame of Abuyog, Inc. (NDAI)	22	64.71
	Notre Dame of Jaro, Inc. (NDJI)	12	35.29
	1 year	8	23.53
Years in Service as a Teacher	2 years	9	26.47
	3 years	2	5.88
	4 years	4	11.76
	5 years	5	14.71
	More than 5 years	6	17.65
	PhP 5,000 - 7,500	1	2.94
	PhP 7,500 - 10,000	6	17.65
Monthly Salary	PhP 10,000 - 12,500	18	52.94
	PhP 12,500 - 15,000	6	17.65
	PhP 15,000 - 17,500	2	5.88
	PhP 17,500 - 20,000	1	2.94

Note: PhP - Philippine Peso (0.017 USD)

Table 4 depicts the various levels of job satisfaction and intention to stay and its relationship among teachers in a private institution. Among the private teachers, 5.88% of them are very dissatisfied with their current job assignment. Most (44.12%) of these teachers are moderately satisfied and about 35.29% of them are satisfied. In addition, 8.82% of them are very satisfied with their job. There are 44.12% of these teachers expressed that they are willing to stay in their current profession and about 55.88% of them are not willing to stay but look for another teaching job outside a private institution.

The Chi-square test revealed that job satisfaction and intention to stay are not correlated ($X^2=1.957$; $p\text{-value}=0.744$) with each other. This implies that teachers are motivated and enjoy working as teachers despite the hardship but not willing to stay because their salary is behind the national living wage.

Hence, the Chi-square test revealed a not significant relationship between job satisfaction and intention to stay since teachers are not properly compensated for their work performance.

Caredo et al. (2022) portrayed that employees are more likely to find another job if they are not satisfied with the salary and benefits. In the study of Casinillo et al. (2022), it is depicted that low satisfaction in the teaching job is caused by low incentives and benefits that

significant associations between various factors and job satisfaction, others reported mixed findings, indicating the need for further investigation.

Table 5.

Chi-square test for the Factors affecting the job satisfaction among private teachers.

Factors of job satisfaction	CHI-SQUARE TEST		
	χ^2 -computed	df	p-value
Age	15.165 ^{ns}	12	0.233
Gender	8.384 ^{ns}	8	0.397
Civil Status	16.297*	12	0.100
Employment status	6.406*	4	0.100
School	3.640 ^{ns}	4	0.457
Years in service	22.357 ^{ns}	20	0.321
Salary	22.415 ^{ns}	20	0.318

*Note: ns - not significant; df - degrees of freedom; *-significant at 10% level.*

It is shown that civil status ($X^2=16.297$; p -value=0.100) is associated with job satisfaction (Table 5). As can be gleaned from Table 6, most single teachers are satisfied with teaching in a private institution. Cross-tabulation analysis shows variations in job satisfaction among private teachers based on civil status, with singles most satisfied, followed by married individuals. Widowed and separated individuals report lower satisfaction. These findings highlight the need for tailored interventions (Fan & Babiarz, 2019).

Addressing individual needs and challenges is crucial for enhancing job satisfaction. Future research can explore how civil status interacts with other variables to influence job satisfaction. Longitudinal studies can provide insights into job satisfaction stability and evolution (Casinillo et al., 2024). Some studies found marital status as a significant predictor of job satisfaction, others reported mixed findings.

Table 6.

Cross tabulation between civil status and job satisfaction

Civil status	Job satisfaction					Total
	Very dissatisfied	dissatisfied	Moderately satisfied	Satisfied	Very satisfied	
Single	2	1	11	9	2	25
Married	0	0	4	2	0	6
Widowed	0	0	0	1	0	1
Separated	0	1	0	0	1	2
Total	2	2	15	12	3	34

Additionally, the employment status ($X^2=6.406$; p -value=0.100) of private teachers is correlated with their satisfaction in their jobs. As shown in Table 7, teachers with probationary employment status are more likely to be satisfied with their current work in a private school. The relationship between employment status and job satisfaction, particularly the impact of job security and stability on employee well-being, has been extensively studied. Researchers

consistently find that job security, advancement opportunities, and fairness perceptions are crucial predictors of job satisfaction (Rogers et al., 2024). Probationary employees, compared to permanent employees, often experience higher levels of job insecurity (Rasmussen, 2019), leading to lower satisfaction. Addressing job insecurity among probationary employees is essential for enhancing satisfaction and retention rates. Organizations can implement strategies such as setting clear expectations, providing feedback, and offering skill development opportunities to alleviate insecurity and improve satisfaction (Irabor, 2019). Stable employment arrangements are vital for satisfaction and commitment, as observed among permanent employees. Prioritizing employee retention and conducting comparative analyses across diverse employment settings can provide valuable insights for creating a positive work environment.

Table 7.
Cross-tabulation between employment status and job satisfaction

Employment status	Job satisfaction					Total
	<i>Very dissatisfied</i>	<i>dissatisfied</i>	<i>Moderately satisfied</i>	<i>Satisfied</i>	<i>Very satisfied</i>	
Probationary	2	2	11	5	2	21
Permanent	0	0	4	7	1	13
Total	2	2	15	12	3	34

Table 8 depicts that there are statistically significant and non-significant predictors influencing teachers' intention to stay in a private institution. It is shown that age ($X^2=5.752$; $p\text{-value}=0.100$) and employment status ($X^2=3.779$; $p\text{-value}=0.052$) are the only significant factors affecting the job retention of private teachers.

Regarding the non-significant predictors, the following variables are included: (1) gender ($X^2=1.551$; $p\text{-value}=0.461$), (2) civil status ($X^2=3.282$; $p\text{-value}=0.350$); (3) school assignment ($X^2=0.045$; $p\text{-value}=0.832$), (4) years in service ($X^2=5.585$; $p\text{-value}=0.349$), and (5) salary ($X^2=4.255$; $p\text{-value}=0.513$). This implies that teachers' intention to stay in a private school is not dependent on these variables.

The Chi-square test conducted on job retention among private teachers highlights the importance of employment status and the need for job security and stable employment arrangements to improve retention rates (Hungo et al., 2024). While variables such as age, gender, civil status, school, years in service, and salary do not show significant associations with retention, indicating the complexity of retention determinants (Toropova et al., 2021).

The study emphasizes the critical role of job security in retaining private teachers, as insecure arrangements contribute to higher turnover rates. Organizational aspects, including leadership styles, culture, and growth opportunities, along with individual characteristics, influence retention rates. Future research should explore these factors and conduct longitudinal studies to identify specific factors related to long-term commitment and

satisfaction. Educational institutions can develop targeted retention strategies by considering multiple factors, including salary, career advancement, work environment, and organizational culture.

Table 8.

Chi-square test for the factors affecting job retention among private teachers

Factors of intention to stay	CHI-SQUARE TEST		
	χ^2 -computed	df	p-value
Age	5.752*	3	0.100
Gender	1.551 ^{ns}	2	0.461
Civil Status	3.282 ^{ns}	3	0.350
Employment status	3.779**	1	0.052
School	0.045 ^{ns}	1	0.832
Years in service	5.585 ^{ns}	5	0.349
Salary	4.255 ^{ns}	5	0.513

*Note: ns - not significant; df - degrees of freedom; *-significant at 10% level. **-significant at 5% level.*

Table 9 indicates that about half of the teachers aged 20-30 years old are willing to stay in their current job in a private institution, while the other half are not willing to stay in the profession. This suggests that younger teachers are seeking teaching experience and aiming for larger opportunities in the profession. Moreover, younger teachers have a small economic responsibility since most of them are single. Thus, they don't need a higher salary for that moment and choose to focus on teaching experience. However, the older teachers, need more economic compensation that private schools cannot offer.

In the study of Agbator and Olori (2020), it is revealed that younger teachers show a higher frequency of intention to stay compared to older age groups due to financial aspects. This suggests that age may influence teachers' commitment, with younger teachers perceiving their current positions as crucial for career advancement. On the other hand, older teachers, particularly those aged 41-60, exhibit lower frequencies of intention to stay, possibly reflecting factors like job tenure and stability (Sarpong et al., 2021).

Future research should explore factors like job satisfaction and work-life balance to understand motivations and career goals across age groups. Longitudinal studies can provide insights into how intentions to stay evolve over different career stages. Understanding age-related differences is crucial in developing targeted retention strategies for private teachers, considering factors like job satisfaction, organizational commitment, and career opportunities. By catering to the unique needs and motivations of teachers across different age groups, educational institutions can create a supportive work environment that promotes long-term commitment and satisfaction.

Table 9.*Cross-tabulation between age and intention to stay*

Age	Intention to stay		Total
	Yes	No	
20-30 years old	15	13	28
31-40 years old	0	1	1
41-50 years old	0	3	3
51-60 years old	0	2	2
Total	15	19	34

As can be gleaned from Table 10, more teachers with probationary status are willing to stay in their work at private schools. However, most of the teachers with permanent status are not willing to stay in their current jobs. This indicates that new teachers with less experience are the ones who are willing to stay in private institutions, while older teachers want to seek greater opportunities to increase their salary and professional growth.

Older teachers have a more economic cost of living compared to younger teachers, hence, they are more likely to look for greater opportunities and salary increases. In fact, studies have identified job satisfaction, economic security, awards and benefits, organizational commitment, and perceived career opportunities as significant predictors of intention to stay in a job (Caredo et al., 2022; Casinillo et al., 2022).

Analyzing cross-tabulation, probationary employees exhibit a higher frequency of intention to stay compared to permanent employees among private teachers (Shen et al., 2024). This highlights the importance of employment status in retention intentions, calling for tailored strategies. Providing clear career paths, professional development opportunities, and a supportive work environment can benefit retention rates for both employment statuses (Carver-Thomas & Darling-Hammond, 2019).

Factors such as job security and establishing oneself in the role may influence probationary employees, while permanent employees may consider career advancement or organizational culture. Organizational factors shape retention intentions, emphasizing the role of culture, leadership, and support systems.

Further research can explore these dynamics through longitudinal studies to better understand the relationship. Understanding these factors can inform proactive retention initiatives for private teachers, fostering long-term commitment and satisfaction.

Table 10.*Cross-tabulation between employment status and intention to stay*

Employment status	Intention to stay		Total
	Yes	No	
Probationary	12	9	21
Permanent	3	10	13
Total	15	19	34

Conclusion

This study examines the critical factors influencing job satisfaction and intention to stay among teachers in a private school. Additionally, it seeks to investigate the relationship between job satisfaction and intention to stay among private teachers. The findings revealed that the majority of private teachers report moderate levels of job satisfaction, and approximately express a lack of willingness to stay in their current positions. The Chi-square test revealed that job satisfaction among private teachers is influenced by their civil status and employment status. Furthermore, the factors that influence their willingness to stay include their age and employment status. However, several intriguing issues emerge from the findings.

1. The moderate satisfaction levels among private teachers raise questions about the specific factors contributing to their satisfaction or dissatisfaction. Exploring these factors in more detail could uncover nuances in the teaching environment that influence job satisfaction
2. The significant percentage of private teachers not willing to stay in their current jobs indicates potential systemic issues within the profession. Understanding the root causes behind this high turnover intention is crucial for devising effective retention strategies and ensuring the stability of the teaching workforce.

The moderate satisfaction levels among private teachers emphasize the importance of exploring the specific factors influencing their job satisfaction or dissatisfaction. Further investigation into the teaching environment is crucial to uncover the nuances that contribute to job satisfaction. By gaining a deeper understanding of these factors, educational institutions can implement targeted interventions that enhance job satisfaction among private teachers. Additionally, the significant proportion of private teachers expressing a lack of willingness to stay in their current jobs raises concerns about systemic issues within the teaching profession. To address this, it is essential to identify the root causes behind this high turnover intention through comprehensive research. This will enable the development of effective retention strategies and ensure the stability of the teaching workforce within the private teaching sector.

This knowledge can inform policy decisions, organizational practices, and professional development initiatives aimed at improving the overall well-being and retention of private teachers. By identifying influential factors such as civil status, age, and employment status that impact job satisfaction and willingness to stay, organizations can prioritize interventions and allocate resources effectively. However, it is important to acknowledge the limitations of the study. The findings may be limited by the sample size and demographic characteristics of the participants, cautioning against generalizing the results to the broader population of private teachers. The cross-sectional nature of the study design also limits the establishment of causality between variables, highlighting the need for longitudinal studies to gain more

insights over time. Additionally, there may be other unmeasured variables that influence job satisfaction and retention among private teachers, underscoring the importance of future research in exploring these additional factors.

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