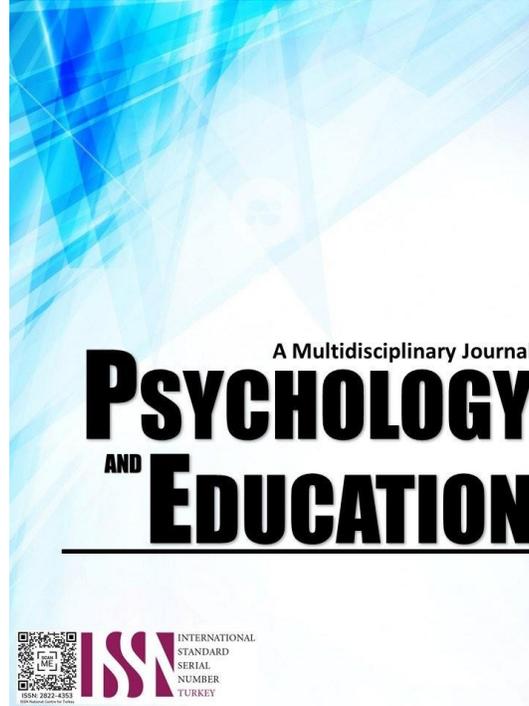


# SEASONED PUBLIC SCHOOL TEACHERS' WISHES AND WANTS (2 WS) ON CAREER ADVANCEMENT



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## Seasoned Public School Teachers' Wishes and Wants (2 Ws) on Career Advancement

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### Abstract

This study investigated the professional development aspirations of the seasoned public elementary school teachers in Tacurong City. From hermeneutic phenomenology, which focused on interpreting the lived experiences of participants, this study probed the lived experiences of ten (10) seasoned teachers who have served in the public school system for 20 years or more. We gathered information through a semi-structured interview and analyzed the data using theme analysis. Findings reveal that seasoned teachers wish to enhance structured career progression, professional growth, work-life balance, career development, and lifelong learning. However, they still have to grapple with evolving curricula, classroom management, adapting to new technologies, and institutional neglect, notwithstanding ample experience. Active participation, mentoring, and supported systems equipped the participants to tackle this. These teachers aim for the future in terms of family life, personal growth, and professional achievements. Recommendations are provided for the policy concerning retirement planning, professional development, and teacher career advancement. Improvements in the Human Resource Development programs of the Department of Education in response to the findings will enable better support for long-serving teachers.

**Keywords:** *lived experiences, seasoned teachers, career progression, lifelong learning, wishes and wants*

### Introduction

Seasoned public school teachers, having dedicated years of service to education, often sought career advancement opportunities that recognized their experience, expertise, and contributions to the profession. However, many encountered institutional barriers such as limited promotion opportunities, workplace politics, and rigid qualification requirements, which hindered their professional growth.

Despite these challenges, seasoned educators aspired to attain leadership roles, gained access to professional development programs, and hoped to receive fair and transparent promotions that aligned with their dedication and accomplishments. Understanding their wishes and wants in career advancement was crucial in shaping policies that supported their growth, enhanced job satisfaction, and ultimately improved the quality of education. By addressing their concerns and aspirations, educational institutions created a more inclusive and rewarding environment that valued and empowered seasoned teachers.

Promotion is the permanent movement of an ongoing employee from one position to another in the teaching service with a higher attainable maximum salary than the employee's substantive position (Victoria State University, 2020). Teacher promotion criteria should always be transparent, equitable, standardized, and tailored to the post. Various promotion criteria exist, including qualifications, seniority or years of experience, and performance (ILO, 2012).

Usually, teachers are promoted to new roles and titles based on their evaluation, with a salary rise attached (IIEP-UNESCO, n.d.). That evaluation criterion should be in line with an appropriate level of difficulty according to teachers' roles and responsibilities at the different stages of the career structure...criteria must be stringent enough to confirm teachers' expectations of the value of moving to a higher position or salary level, yet also attainable so as not to discourage teachers from seeking professional advancement.

Other aspects that should be considered regarding teacher promotion are the number of teachers promoted in each cycle and the system used. With a norm-referenced system, only top performers are encouraged. With a criterion-referenced system, all applicants who meet the criteria are promoted (Tournier et al., 2019).

Research shows that successful education systems value teachers. They consistently attract high-quality candidates, use training to develop teachers' skills, focus on building teacher capacity, and establish career structures that reward good teaching.

Looking into the structures and management of teacher careers lends insight into making the teaching career more attractive. Many governments are investigating ways to diversify teacher career structures and expand career advancement opportunities to attract and retain well-performing teachers. If adequately addressed and managed, policies around teacher careers would enhance quality teaching and learning experiences and remedy the teacher shortage (IIEP-UNESCO, n.d.).

Teacher promotion is an important factor that school administration must address in the field of academic study. Along with promotion, the compensation system is another employee motivational tool often used in business management. This system responds to the variable adjustments in the performance of individual staff members. In the extant education system, pay levels and pay structures are relatively fixed, and the principal has limited opportunities to use the compensation system to motivate teachers. Promotion, therefore, becomes the major reward principals can use.

(Executive Order (EO) No. 174, s. 2022), entitled "Establishing the Expanded Career Progression System for Public School Teachers." This would further buttress the state policy of encouraging professional advancement and career growth for public school teachers and

thereby delineate the career lines of teachers within the public school system. Providing guidelines, rules, and regulations, conditions, and parameters for the establishment and implementation of the ECP (Expanded Career Progression) System for Public School Teachers was to be the major concern. The executive order guarantees that the teachers are upskilled in the right learning and development interventions to enable them to be promoted. The above-mentioned promotion scheme is a means of advancing qualified teachers, deserving of advancement per system standards, who undergo selection processes to pay salaries commensurate to their dignity.

Teachers in this fast-changing technological epoch must urgently update their knowledge, skills, and attitudes to deliver the demands facing 21st-century learners and learning (Nooruddin & Bhamani, 2019). These also are among the criteria for promotion to higher positions in the Department of Education.

For this reason, this study explored the perspectives of golden-year public elementary school teachers in the City Schools Division of Tacurong. The results were used as part of DepEd's enhancement program for their career progression and professional development.

### **Research Questions**

This study explored and described the experiences of golden years teachers teaching in public elementary schools and their wishes and wants for career advancements. It answered the following research questions:

1. What are the wishes and wants (2Ws) on career advancement provided by the Department of Education?
2. What obstacles have they encountered as public elementary school teachers for the past 20 years regarding professional development?
3. How do they overcome the challenges they have encountered in their professional career?
4. How do they view their life after 10 years from this interview?

## **Methodology**

### **Research Design**

This study employed a qualitative approach, specifically hermeneutic phenomenology, which focused on interpreting the lived experiences of participants. Qualitative research was an iterative process that underwent multiple empirical validations, allowing researchers to uncover new insights and meaningful distinctions. As the researcher delved deeper into the topic, he gained a deeper understanding, contributing valuable knowledge to the scientific community (Aspers & Corte, 2019).

The phenomenological method was employed in this study. This research method is predicated on examining personal accounts of events from the subject's viewpoint. This approach involves delving into the deepest aspects of human existence—those that cannot be measured or counted (Fuster, 2019). The participants' lived experiences were examined using this method to understand how they made sense of their experiences.

This approach was applied in the study, as the participants were questioned about their experiences as Seasoned public elementary school teachers. This process helped the researcher step into the shoes of others, seeing the world through their eyes. It gave him a deeper understanding of what it was like to walk in someone else's shoes and experience life from their perspective (Austin & Sutton, 2014).

### **Participants**

The study participants comprised ten (10) bona fide public elementary school teachers in the North Cluster of the City Schools Division of Tacurong. They were classified as seasoned teachers with at least 20 years of teaching experience. They had been classroom advisers or plain classroom teachers in the Department of Education. There were at least 50 and about to retire at 60 to 65.

For qualitative methods, specifically phenomenological research, it is recommended that 5 to 25 participants be sufficient (Creswell, 2013, as cited in Sarfo et al., 2021). Hence, this study included 10 informants. Furthermore, purposive sampling was employed to determine suitable informants who could provide rich and quality information by sharing their experiences as golden years public elementary school teachers.

A panel of validators validated the researcher-made questionnaire regarding content and structure to ensure the study's objectives were achieved after the interviews. These validators were chosen based on their specialization in the study's subject. Their valuable insights and specific suggestions were incorporated into the questionnaire before it was used in the study. The data analyst gathered and interpreted the data to support the research findings.

### **Instrument**

The instrument used to gather the data was a semi-structured, self-made interview questionnaire that underwent a validation process. The self-made questionnaire was composed of five (5) parts. The first part of the interview questionnaire was on the profile of the participants; the second part was on their 2Ws (Wants and Wish); the third part was on the challenges they encountered in their 20

years of government service as classroom teachers; the fourth part was on how they overcame the obstacles they encountered; and the final part was on how they viewed life 10 years after the time of the interview.

The interviews took place at the participants' schools or respective houses where they were comfortable and were captured for research purposes using a phone recorder with paper and pen. The interviews were conducted individually among the participants. Following the interview, the researcher got confirmation from the heads of the schools or the principals to validate the participants' comments.

A panel of validators validated the researcher-made questionnaire regarding content and structure to ensure the study's objectives were achieved after the interviews. These validators were chosen based on their specialization in the study's subject. Their valuable insights and specific suggestions were incorporated into the questionnaire before it was used in the study. The data analyst also collected and evaluated the data to strengthen the research findings.

### **Procedure**

A methodology involving semi-structured interviews was employed to gather data for the study. Formal communication was established through letters seeking permission from the research adviser and the Graduate School Dean of SKSU. Interview participants were carefully identified based on predetermined inclusion criteria upon obtaining the necessary permissions.

Selected individuals received personalized invitation letters and consent forms outlining the study's objectives and ensuring voluntary participation. A set of well-prepared questions guided the semi-structured interviews to facilitate a comprehensive exploration of the participants' experiences. These in-depth interviews were conducted one-on-one using an audio recorder. Each interview was thoroughly reviewed for clarification, and additional information was sought if participants introduced new insights.

The recorded interviews underwent a meticulous review involving multiple playbacks to ensure a nuanced understanding of the participants' narratives. Subsequently, these recordings were transcribed verbatim, faithfully capturing every utterance. To enhance accessibility and broaden the reach of the findings, the transcriptions were meticulously reviewed for accuracy and translated into English by the researcher.

### **Data Analysis**

This study employed a thematic analysis method to analyze the data. Following Giorgi's approach (2009), the method was used to understand the experiences of these seasoned public elementary school teachers. The analysis focused on finding common themes in these teachers' stories. Giorgi's method emphasized putting aside preconceived ideas to fully explore what these experiences meant.

This method helped uncover themes like how these teachers' faced challenges with resilience and managed their wants and wishes. The researcher discovered connections between their experiences by carefully examining their statements, revealing similar patterns and details in their stories. The theme was formed based on the participants' responses to the research problems.

### **Ethical Considerations**

This paper displayed the ethics that have been followed, considering that this study engaged with human participants, including their conceptions, emotions, and experiences. Hence, ethical considerations were implemented to prevent violating the participants' rights.

**Informed Consent.** The participants chosen for this study were given informed consent before conducting the interview. With an informed consent form (ICF) guidance, they were notified of the purpose, methods, risks (if any present risks), and benefits. Additionally, the informed consent form discussed the role and rights of the participants in this study.

**Confidentiality of Information.** To guarantee participant confidentiality, the researcher ensured they consented to participate in the study. The participants were informed that participation was voluntary and that the study was conducted for academic purposes. They also had the freedom to choose not to participate in the interview.

**Approval of the Researcher.** The researcher ensured that this qualitative research study met the requirements for credibility with the help of a trained adviser. The researcher ensured that he was qualified to conduct this study with the help of those above.

Similarly, the researcher participated in several research seminars the institution supported. This indicated that the researcher had the fundamental information and abilities required to conduct qualitative research regarding the basic procedures. The researcher was conscious that knowledgeable researchers around him could cover any gaps in his knowledge.

**Privacy of Information.** The researcher kept participants' names, ages, addresses, and other private information confidential and only disclosed it with their consent. The researcher respected and acknowledged the participants' decisions.

**Equal Measures.** During the interview, the researcher ensured that every participant received the same treatment and had an equal chance to voice their opinions. During the study's member-checking phase, they could also offer comments on the data results, ask questions regarding the research, and rectify the data they had shared.

## Results and Discussion

This section analyzes the implications of the data collected from participant interviews using an interview guide questionnaire and presents the study's findings.

### *Participants' Wishes for Career Advancement*

Figure 1 depicts the themes of the seasoned teachers' wishes for career advancement. Nineteen (19) clustered themes were the basis for formulating the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Self-Fulfillment and Effective Teaching, Institutional Support for Progression, Simplified Career Advancement, and Automatic Structured Career Promotion are the wishes of a seasoned public school teacher regarding career advancement.

### *Emerging Theme 1: Self-Fulfillment and Effective Teaching*

Effective teaching and self-fulfillment go hand in hand for public school teachers in their golden years, allowing them to end their careers with a sense of accomplishment, purpose, and significant contribution. After decades of commitment, veteran educators desire professional recognition, personal fulfillment, and ongoing influence in the classroom and beyond.

One of the most important components of self-fulfillment is the capacity to motivate and guide the upcoming generation of students and teachers. Many older teachers are very satisfied seeing their learners succeed, improving their teaching strategies, and imparting their expertise. They support the long-term development of students and younger coworkers by serving as mentors, instructional leaders, and role models.

This theme is characterized by five (5) clustered themes: Passion and Purpose in Teaching, Mentorship and Knowledge Sharing, Adaptation to Modern Teaching Strategies, Professional Recognition and Career Satisfaction, and Student Engagement and Success. These clustered themes were arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

The career trajectory of seasoned public-school teachers is shaped by passion and purpose in teaching, student engagement and success, mentoring and knowledge sharing, adaptation to modern teaching strategies, and professional recognition and career satisfaction. Passion and purpose lead the way, driving teachers' dedication to student achievement and career advancement. Student success follows closely, as positive outcomes lead to career growth and recognition. Mentoring helps build leadership roles, while adapting to modern strategies ensures relevance and further professional opportunities. Lastly, recognition and career satisfaction are important but often stem from the fulfillment found in teaching and mentoring. In summary, career progression for seasoned educators is driven by passion, student success, and mentorship, with recognition and modern teaching strategies playing supporting roles.

Seasoned teachers describe their Self-Fulfillment and Effective Teaching when they said:

“I hope to feel satisfied and fulfilled by successfully teaching the lesson to the younger students. My desires were contentment and personal fulfillment...” (May)

“Knowing that there are numerous requirements to be ready, I have no aspirations for job advancement” (Ana)

May expressed that she hopes to feel satisfied and fulfilled by successfully teaching the lesson to younger students, emphasizing that her desires are centered around contentment and personal fulfillment. In contrast, Ana shared that, despite knowing the numerous requirements needed to be ready, she has no aspirations for job advancement.

In light of this, Sviderskaya, Shabasheva, and Yu (2021) noted that a teacher's professional self-fulfillment is an essential dynamic feature that reflects their traits in educational activity. The concept of personal self-fulfillment is not restricted to the idea of continuous self-improvement and aiming for a particular ideal; rather, it encourages individuals to comprehend themselves, their goals, their individuality, and their inner potential, which can be realized in any area of development, including their career. As one of the goals and prerequisites for enhancing professional growth and teacher self-fulfillment, their research focused on developing the teacher's "competences of the future.

Career promotion is often seen by seasoned public school teachers as a means of achieving both professional and personal satisfaction. According to research by Aquino et al. (2023), Filipino teachers want to get higher education degrees in order to advance in their careers and secure their financial futures, which they feel would improve their efficacy as instructors and their level of work satisfaction.

However, obstacles include a lack of chances and a mismatch between personal objectives and accessible professional pathways might cause career stagnation, which will affect their teaching effectiveness and feeling of satisfaction (Aquino et al., 2023). Promoting successful teaching and assisting teachers' self-fulfillment require addressing these issues via focused professional development and distinct growth routes.

### ***Emerging Theme 2: Institutional Support to Progression***

Career advancement and institutional support are crucial for seasoned public-school teachers to have a purposeful and happy latter stage of their careers. Senior teachers should have access to leadership positions, career growth possibilities, and robust institutional support that acknowledges their accomplishments and experience after decades of educational commitment.

Establishing organized routes for leadership positions and promotions is one of the most important components of professional advancement. Seasoned teachers' extensive knowledge can benefit curriculum development, policy-making, mentoring, and instructional leadership. Schools should allow them to move into positions like mentors, department leaders, consultants, or teacher trainers to continue contributing significantly without the physical responsibilities of full-time classroom teaching.

This theme is characterized by four (4) clustered themes: Promotion and Leadership Opportunities, Professional Development and Lifelong Learning, Workload Management and Flexibility, and Recognition and Financial Compensation.

Promotion and leadership opportunities are the primary drivers of career progression for seasoned public-school teachers, who look for positions that will enable them to increase their influence and effect within the school. Since instructors appreciate ongoing development and remaining up to date with best practices, professional development and lifelong learning come next. Flexibility and workload management are also essential for teachers to avoid burnout and preserve a positive work-life balance.

Finally, despite their importance, financial compensation and recognition are seen as secondary to the inherent benefits of leadership positions, career advancement, and reasonable workloads. In general, leadership opportunities, continuous improvement, and work-life balance influence professional advancement, with pay and recognition acting as enabling elements.

Seasoned teachers describe their Career Progression and Teacher Support when they said:

“To increase my pay, I would like to be promoted to the next level of employment. With a prepared, cohesive lesson plan or DLL for teachers, I also hope that the workload of educators is solely focused on instructing and learning students. to further my professional development by attending more seminars, training sessions, and workshops at no cost...” (Luna)

“I hope that the DepEd will devise a plan for us golden year teachers who are still in lesser positions to go to the next level in terms of career advancement...” (Issa)

“Promote Golden Year public school teachers in large quantities” (Jane).

“I hope that golden year public school teachers would be given preference when it comes to promotions...” (Ana)

Luna expressed a desire to increase her pay by being promoted to the next level of employment. She also hopes that a prepared, cohesive lesson plan or DLL for teachers would help focus the workload on instructing and learning students. Additionally, she aims to further her professional development by attending seminars, training sessions, and workshops at no cost. Issa, on the other hand, hopes that the Department of Education (DepEd) will create a plan for seasoned teachers still in lesser positions to advance to the next level in their careers. Similarly, Jane called for the promotion of seasoned public-school teachers in large numbers, while Ana emphasized that seasoned teachers should be given preference when it comes to promotions.

According to Finkelstein et al. (2021), there is general agreement that classroom activities directly influence students' learning. However, there is a dearth of information, particularly information based on teacher observations, indicating whether instructional strategies promote learning in an inclusive classroom. Further study is necessary to determine the optimal way to focus observations of inclusive instructors based on evidence-based guidelines.

Admiraal, Schenke et al. (2021) emphasized that 14 Dutch secondary schools created and executed several interventions to assist the professional development of their teachers. The idea of the school framed these school interventions as a professional learning community. Data was gathered using project materials, interviews with project directors and school administrators, teacher focus groups, and group interviews.

Five groupings may be used to classify interventions: 1) A common school vision for education; 2) Professional development opportunities for all employees; 3) Learning and collaboration; 4) Organizational change inside the school; and 5) Learning leadership. Few interventions were directed at school administrators, team leaders, and teacher-leaders.

The interventions most often highlighted involved formal and informal teacher groups working and learning together. These interventions were part of professional development opportunities and collaborative work and learning clusters. Overall, the researchers concluded that an intervention seemed more durable the more integrated it was into a school's structure and culture.

### ***Emerging Theme 3: Simplified Career Advancement***

Career development for seasoned public-school teachers should be made easier, more accessible, and equitable to ensure their years of commitment and experience are acknowledged and rewarded. Due to strict career frameworks or the prominence of younger instructors, many older educators have few possibilities for advancement. Without needless red tape, a just system should provide clear professional development, mentoring, and leadership paths.

A crucial component of streamlined career advancement is the creation of organized and open promotion processes. Senior teachers must have clear career paths to move into positions like curriculum advisers, instructional leaders, mentor teachers, or administrative consultants without needless formalities or drawn-out procedures. Their experience must be automatically considered a requirement for these positions to reduce needless obstacles.

This theme is characterized by five (5) clustered themes: Structured Promotion Pathways, recognition of Experience and Contributions, mentorship and Coaching Roles, leadership and Administrative Opportunities, and Transparent Promotion Criteria.

The career progression of seasoned teachers is shaped by the themes of Structured Promotion Pathways, Recognition of Experience and Contributions, Mentorship and Coaching Roles, Leadership and Administrative Opportunities, and Transparent Promotion Criteria. At the forefront is Structured Promotion Pathways, as clear, defined career advancement routes are crucial for teachers seeking growth. This is closely followed by Recognition of Experience and Contributions, as seasoned educators value acknowledgment of their expertise and impact. Mentorship and Coaching Roles come next, as experienced teachers often take on these roles, helping to shape the next generation of educators. Leadership and Administrative Opportunities are also significant, providing teachers with chances to influence school policy and lead teams.

Lastly, Transparent Promotion Criteria is important, ensuring fairness and clarity in the promotion process, though it tends to follow the other factors in terms of direct impact. Together, these themes highlight the importance of clear advancement opportunities, recognition, and leadership roles in a teacher's career development.

Seasoned teachers describe their Simplified and Fair Career Advancement for Senior Teachers when they said:

“To put it another way, golden years career advancements will be as simple as eating noodles. Automatic promotion is based on time and grade, similar to the PNP. In other words, if the moment is appropriate for you to be promoted—for instance, every three years—you are eligible for one. As long as the qualifications are met, items are always available for everyone who qualifies. I've noticed that there are a lot of candidates for every open position in the DepEd...” (Kim)

“I would like to attend more seminars and training to further my career” (Sam)

“To earn more money until I retire...” (Joy)

“There are new obstacles in life for career success. As a public school teacher in my golden years, I want to develop, grow, and improve professionally and personally to be ready for new chances...” (Mel)

“I hope it will be simple for golden year teachers to grow in their careers...” (Cha)

Kim suggested that career advancements for golden year teachers should be as simple as eating noodles, with automatic promotions based on time and grade, similar to the PNP system. In her view, as long as the qualifications are met, promotion should be guaranteed, with open positions always available for qualified candidates. Sam expressed a desire to attend more seminars and training to further her career, while Joy simply wants to earn more money until retirement. Mel acknowledged the new challenges in life and, as a golden year public school teacher, emphasized her desire to develop both professionally and personally in preparation for new opportunities. Finally, Cha hopes it will be easy for golden year teachers to grow in their careers.

Wormeli (2023), who asserts that every organization needs a goal to succeed, supports these claims. To do this, the firm must be able to continue operating in the competitive market; it cannot depend just on the advanced infrastructure and technology now in place without the backing of trustworthy human resources. Establishing trustworthy human resources in a business begins with hiring, followed by employee selection, categorization, and placement based on their skills, talents, and career growth. Every employee expects career development to inspire them to perform successfully.

Career development can be defined as an ongoing process in which each person works independently to achieve the objective of personalized career planning and organizational conditions. It improves one's employability to attain the desired job. Career development is more than just giving workers the chance to advance in their careers; it also involves giving them more responsibility and acknowledging their hard work.

Training impacts career growth in addition to organizational elements like company-sponsored rewards. According to Mangkuprawira and Hubeis (in Wormeli, 2023), employee training is a process that imparts specific information, abilities, and attitudes to make workers more competent and capable of doing their duties more effectively in compliance with work standards.

However, issues with employee career growth are probably caused by a lack of training and opportunities for staff development. One technique for improving worker performance is to hold a training program tailored to the demands of the business (Triasmoko et al., 2014). Training is one of the most crucial elements of an employee's professional growth.

#### ***Emerging Theme 4: Automatic Structured Career Promotion***

Career promotion for seasoned public-school teachers should be automatic and systematic to ensure that their years of commitment, experience, and talents are easily acknowledged and rewarded. Establishing a transparent, equitable, and easily accessible progression

structure that recognizes their lifetime service is crucial because administrative promotion procedures impede the career mobility of many senior educators.

Instead of requiring seasoned teachers to complete drawn-out application procedures or obtain extra credentials, an automatic career progression system would guarantee that they advance based on experience, accomplishments, and tenure. For instance, automatic advancement to senior teaching, mentoring, or advising positions following a predetermined number of years would remove needless obstacles and honor instructors' dedication.

This theme is characterized by five (5) clustered themes: Experience-Based Promotion, Leadership and Advisory Roles, Reduced Workload and Flexible Arrangements, and Institutionalized Support and Policy Frameworks.

The career progression of seasoned teachers is shaped by the themes of Experience-Based Promotion, Leadership and Advisory Roles, Reduced Workload and Flexible Arrangements, and Institutionalized Support and Policy Frameworks. At the top is Experience-Based Promotion, as teachers value promotions based on their years of experience and demonstrated contributions. This is followed by Leadership and Advisory Roles, which provide teachers with opportunities to influence school practices and guide colleagues. Reduced Workload and Flexible Arrangements come next, offering teachers a better work-life balance and preventing burnout.

Lastly, Institutionalized Support and Policy Frameworks play an essential role in ensuring that teachers have the necessary resources and policies in place to succeed, although they tend to be secondary to the more direct factors of promotion and leadership opportunities. Together, these themes emphasize the importance of experience, leadership roles, work flexibility, and institutional support in fostering career growth.

Seasoned teachers describe their Automatic Structured Career Promotion when they said:

“To put it another way, golden years career advancements will be as simple as eating noodles. Automatic promotion is based on time and grade, similar to the PNP. In other words, if the moment is appropriate for you to be promoted—for instance, every three years—you are eligible for one. As long as the qualifications are met, items are always available for everyone who qualifies. I've noticed that there are a lot of candidates for every open position in the DepEd...” (Kim)

“I want to develop both professionally and emotionally as a teacher by always refining my methods and learning new things” (Luna)

“I hope it will be simple for golden year teachers to grow in their careers” (Cha)

“I would like to attend more seminars and training to further my career” (Sam)

“To earn more money until I retire...” (Joy)

Kim suggested that career advancements for golden year teachers should be as simple as eating noodles, with automatic promotions based on time and grade, similar to the PNP system. She emphasized that if the qualifications are met, promotions should be available, noting that there are always many candidates for open positions in DepEd. Luna expressed a desire to develop both professionally and emotionally as a teacher by continually refining her methods and learning new things. Cha shared the hope that it would be easy for golden year teachers to grow in their careers. Sam, on the other hand, would like to attend more seminars and train to further her career. Meanwhile, Joy focused on earning more money until retirement.

Mentoring has been acknowledged as a useful development technique and an affirmative action tool that may be utilized to encourage and promote women and groups who have historically been seen as disadvantaged, according to Mcilongo and Strydom (2021). Their research aimed to draw attention to the value of mentoring as a means of career progression for women working in the South African public sector.

To ascertain if there was a statistically significant correlation between mentorship and career progression, the research examined many aspects of mentorship, including leadership development, career assistance, mentoring policy, and female mentors. It then assessed the hypotheses that were put out.

The findings showed that while women in the public sector consider mentoring a crucial component of their professional growth, career success is not always influenced by the mentor's gender. The lack of mentorship support mechanisms in the public sector emphasizes how vital it is for managers to implement mentorship policies.

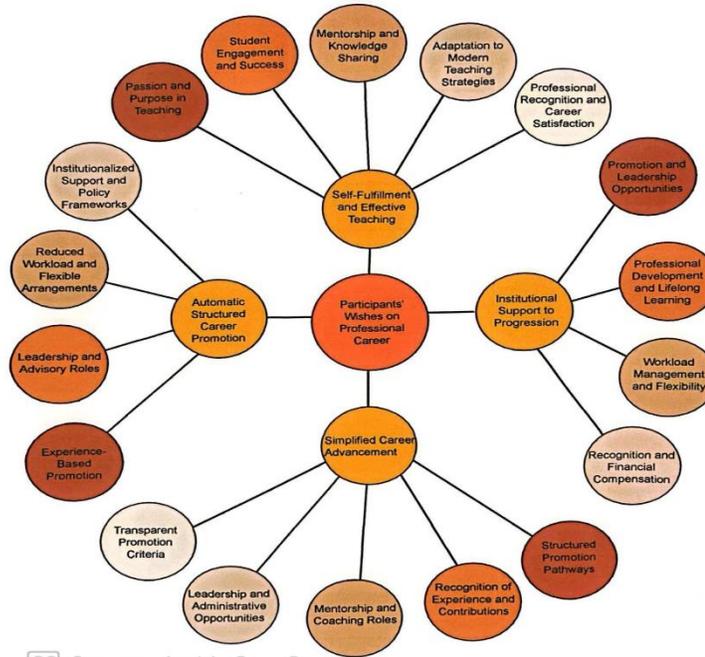
Seasoned public school teachers often express a desire for structured career advancement opportunities that recognize their experience and dedication. The implementation of the Expanded Career Progression System for Public School Teachers, established by Executive Order No. 174 in 2022, addresses these aspirations by introducing additional teaching positions and defining clear career pathways in both classroom teaching and school administration.

This system allows educators to progress from Teacher I up to Teacher VII and from Master Teacher I to Master Teacher V, providing a more comprehensive framework for professional growth. By offering these structured advancement routes, the system aims to enhance job satisfaction and teaching effectiveness among experienced teachers, ultimately contributing to improved educational

outcomes.

Figure 3 presents the participants' responses on wishes for career advancement. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

### *Themes on the Participants' Wishes for Career Advancement*



**Figure 1.** The Simulacrum Diagram on the Wishes for Career Advancement

Figure 2 presents the participants' different responses to their wants regarding career advancement. The reactions are transcribed based on the participants lived experiences.

The themes of wants of seasoned teachers on career advancement are depicted in Figure 4. Eighteen (18) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were career growth and work-life balance, professional growth and leadership development, continuous learning and professional growth, and advocacy for senior teacher promotion and career advancement describe the wants of seasoned public-school teachers on career advancement.

### *Emerging Theme 1: Career Growth and Work-Life Balance*

Career advancement and work-life balance are essential for seasoned public-school teachers to have successful and long-lasting careers. After spending decades molding young minds, these teachers deserve opportunities for ongoing development and a healthy personal life.

As a teacher's career progresses, preserving work-life balance becomes increasingly crucial. Burnout can result from the rigorous workload that public school teachers face, which includes lesson planning, grading, administrative duties, and extracurricular activities. Their schools and education systems should support golden-year teachers through flexible scheduling, lighter workloads, or other roles that let them contribute without undue stress.

This theme was characterized by five (5) clustered themes: Professional Advancement; Work-Life Integration; Fair Compensation and Benefits; Job Satisfaction and Well-being; and Flexible Work Arrangements.

The career progression of seasoned teachers is influenced by the themes of Professional Advancement, Work-Life Integration, Fair Compensation and Benefits, Job Satisfaction and Well-being, and Flexible Work Arrangements. At the forefront is Professional Advancement, as teachers prioritize opportunities for growth and career development. Work-Life Integration follows closely, as teachers seek a balance between their professional and personal lives to avoid burnout. Fair Compensation and Benefits are also crucial, as competitive pay and benefits ensure that teachers feel valued and supported. Job Satisfaction and Well-being are essential, as teachers who feel fulfilled in their roles are more likely to remain committed to their work. Lastly, Flexible Work Arrangements offer teachers the ability to manage their schedules, enhancing the overall work-life balance. Together, these themes underscore the importance of

career growth, balance, fair compensation, and personal well-being in shaping a successful teaching career.

Seasoned teachers described their career growth and work-life balance when they said:

“Better work-life balance, where my services are rewarded with the right compensation, is what I want most from a career growth” (Cha)

“I hope that job growth will become more accessible and attainable given my age and years of service” (Kim)

“If given the chance, I might like to go up one level from where I am presently” (Ana)

“I don't have any personal or professional aspirations to advance at the age of 53. Right now, my primary desire is to help instructors find ways to progress their careers based on their objectives, abilities, and desires by offering my advice and support...” (Jane)

Cha expressed that her primary desire for career growth is a better work-life balance, where her services are rewarded with the right compensation. Kim, on the other hand, hopes that job growth will become more accessible and attainable, considering her age and years of service. Ana mentioned that, if given the chance, she would like to advance to one level from her current position. However, Jane shared that, at the age of 53, she has no personal or professional aspirations for advancement. Instead, her main focus is to help other instructors progress in their careers by offering advice and support based on their objectives, abilities, and desires.

Hence, Franco et al. (2021) contended that teachers and other individuals who fulfill roles in work and family domains must practice work-life balance. According to these researchers, work-life balance and, in turn, teachers' well-being are impacted by gender inequality, workplace stress, and a lack of a healthy work environment.

Seasoned public school teachers often seek career advancement opportunities that not only elevate their professional standing but also support a harmonious work-life balance. Sawchuk, S. (2024, May 10), during the mid-career phase, typically between eight to fifteen years of service, educators may experience shifts in personal roles, such as becoming parents, which necessitate adjustments to their work-life equilibrium. This period can also bring feelings of career stagnation, underscoring the importance of accessible advancement pathways to maintain motivation and job satisfaction. Implementing flexible work arrangements, such as adjusted schedules and remote planning periods, has been shown to improve teachers' well-being and effectiveness. By addressing these aspects, educational institutions can better support the aspirations of seasoned teachers, leading to a more committed and effective teaching workforce

### ***Emerging Theme 2: Professional Growth with Leadership Development***

Professional development and leadership training are essential for seasoned public-school teachers to ensure their knowledge and experience continue to help students and new teachers. After decades of teaching, these seasoned educators should be allowed to develop their careers, assume leadership positions, and contribute significantly to the educational system.

Since seasoned teachers are uniquely positioned to coach and mentor younger educators, leadership development is equally crucial. As department leaders, curriculum developers, or instructional coaches, golden-year teachers can share their expertise and help new teachers navigate the difficulties of the teaching profession. By taking on advisory or leadership responsibilities, they lessen their workload in the classroom and help shape the future of education.

This theme was characterized by three (3) clustered themes: Skill Enhancement and Continuous Learning, Career Advancement and Promotion, and Mentorship and Coaching.

The career progression of seasoned teachers is primarily shaped by Skill Enhancement and Continuous Learning, Career Advancement and Promotion, and Mentorship and Coaching. At the forefront is Skill Enhancement and Continuous Learning, as teachers prioritize ongoing professional development to improve their effectiveness and stay relevant. Career Advancement and Promotion follows closely, with teachers seeking clear pathways for growth and leadership opportunities. Mentorship and Coaching comes next, as experienced educators often take on mentoring roles, guiding less experienced colleagues while also fostering their own leadership skills. Together, these themes emphasize the importance of continuous learning, clear career advancement, and the value of mentorship in driving teacher development and career progression.

Seasoned teachers described their Professional Growth and Leadership Development when they said:

“I want to advance into leadership positions, take on new challenges, and keep improving my abilities. I want to develop my teaching skills and make a significant contribution to my organization” (Luna)

“Improving student outcomes and proving to myself that I am deserving of the position are two goals I have for my career as a teacher” (May)

“I would like it to be simpler and more automatic for us to be promoted as Golden Year Teachers...” (Issa)

Luna expressed a strong desire to advance into leadership positions, take on new challenges, and continue improving her abilities. She aims to develop her teaching skills and make a significant contribution to her organization. May, on the other hand, shared that her

goals for her teaching career include improving student outcomes and proving to herself that she is deserving of her position. Issa hoped that it would be simpler and more automatic for Golden Year Teachers to be promoted, reflecting a desire for a more streamlined path to advancement.

Since most successful leaders quickly acknowledge the role of relatively important work and life experiences in developing their leadership ability, researchers have proposed that experience, especially developmental expertise, is a powerful trigger for leader development (Liu et al., 2021).

These researchers believe that leader development is an ongoing process across the entire lifespan. Experience, especially on-the-job experience, has been increasingly acknowledged as needed for leader development. From a life span developmental perspective, however, individuals are exposed to various critical experiences across their life course—from preschool, childhood, through adolescence, emerging adulthood, adulthood, and well into late adulthood. These periods, characterized by specific developmental experiences, serve as potential windows of opportunity for leader development. However, there is little integration of leader developmental experiences that occur before and after adulthood and beyond the workplace (Liu et al., 2021).

### ***Emerging Theme 3: Continuous Learning***

Continuous learning and professional development are crucial for seasoned public school teachers to stay relevant, improve their effectiveness as instructors, and secure a rewarding career in their later years. Despite their extensive expertise, continuing learning is essential to their professional journey because of how education, technology, and student demands are always changing.

Adapting to contemporary teaching methods and technological advancements is one of the main ways that ongoing education helps older teachers. Education has changed due to incorporating digital tools, online learning environments, and creative teaching strategies. Golden-year teachers can improve their abilities and keep up with emerging trends by participating in workshops, training sessions, and professional development programs. This will guarantee that they can effectively engage students in the classroom.

This theme was characterized by four (4) clustered themes: Lifelong Learning and Skill Enhancement, Adaptation to Educational Innovations, Mentorship and Knowledge Sharing, and Leadership and Career Advancement.

The career progression of seasoned teachers is shaped by Lifelong Learning and Skill Enhancement, Adaptation to Educational Innovations, Mentorship and Knowledge Sharing, and Leadership and Career Advancement. At the forefront is Lifelong Learning and Skill Enhancement, as teachers continuously seek opportunities to improve their teaching methods and stay current with educational trends. Adaptation to Educational Innovations follows closely, with teachers embracing new technologies and teaching strategies to stay relevant and effective. Mentorship and Knowledge Sharing comes next, as experienced educators often share their expertise with colleagues, fostering collaboration and growth.

Lastly, Leadership and Career Advancement are key, with teachers aspiring to take on leadership roles and advance in their careers. Together, these themes highlight the importance of ongoing professional growth, innovation, mentorship, and leadership in a teacher's career journey.

Seasoned teachers described their Continuous Learning and Professional Growth when they said:

“I would like it to be simpler and more automatic for us to be promoted as Golden Year Teachers”(Issa)

“In order to advance professionally, I wish to enroll in a PhD program and go to seminars and workshops” (Sam)

“I'm interested in learning more about the newest teaching techniques, tools, and technologies” (Joy)

“I want to keep learning new things and doing things that will help me become a better teacher” (Mel)

Issa expressed a desire for a simpler and more automatic promotion process for Golden Year Teachers. Sam, in her pursuit of professional advancement, hopes to enroll in a PhD program and attend seminars and workshops. Joy is keen on learning about the latest teaching techniques, tools, and technologies, while Mel is focused on continually learning new things and engaging in activities that will help her become a better teacher.

Luneta (2012) supports these claims by arguing that pre-service training is insufficient for long-term professional competence due to social and educational change velocity. Continuous Professional Development (CPD) is crucial for updating and upgrading teachers. A thorough analysis that draws from the teachers' backgrounds in curriculum, instruction, content, and pedagogy must guide the creation of these ongoing professional development programs.

Knowledge bases serve as conceptual frameworks that should be the foundation for professional development. Furthermore, this author argues that studies have shown that instructors who participate in professional development programs perform better.

Seasoned public school teachers often express a strong desire for continuous learning opportunities to facilitate career advancement and enhance their teaching effectiveness. Engaging in ongoing professional development allows educators to acquire new skills, deepen their subject knowledge, and stay updated with the latest educational methodologies, thereby improving student outcomes.

Furthermore, many school districts require teachers to earn Continuing Education Units (CEUs) to maintain their teaching licenses, and such professional development can open doors to career advancement opportunities. By prioritizing continuous learning, seasoned teachers not only fulfill their aspirations for career growth but also contribute significantly to the overall quality of education.

#### ***Emerging Theme 4: Advocacy for Career Advancement***

Despite spending decades molding young brains, seasoned public school teachers often have few job progress and promotion possibilities. To make sure they get the respect, stability, and career fulfillment they are entitled to, it is crucial to advocate for their development and acknowledgment.

Promotion to leadership positions is one of the main focuses of advocacy. Regarding school leadership, veteran teachers' extensive knowledge and experience can be extremely beneficial. Senior teachers can continue their contributions without the physical responsibilities of full-time classroom teaching by moving into positions like mentors, instructional coaches, curriculum developers, or school administrators. It is recommended that educational institutions establish organized routes for seasoned educators to progress into leadership or advisory roles.

Six (6) clustered themes characterized this theme: Recognition and Valuing Experience; Leadership and Mentorship Opportunities; Fair Compensation and Benefits; Professional Development for Senior Teachers; Flexible Work Arrangements; and Policy and Institutional Support.

The career progression of seasoned teachers is primarily shaped by Recognition and Valuing Experience, Leadership and Mentorship Opportunities, Fair Compensation and Benefits, Professional Development for Senior Teachers, Flexible Work Arrangements, and Policy and Institutional Support. At the forefront is Recognition and Valuing Experience, as experienced teachers seek acknowledgment for their contributions and expertise. This is followed by Leadership and Mentorship Opportunities, where teachers are motivated by the chance to guide colleagues and take on leadership roles. Fair Compensation and Benefits are crucial, ensuring teachers feel valued and supported. Professional Development for Senior Teachers is also important, as ongoing growth opportunities are key for career satisfaction. Flexible Work Arrangements help maintain work-life balance, while Policy and Institutional Support ensure that teachers have the resources and backing to succeed. Together, these themes emphasize the need for recognition, leadership, fair compensation, and institutional support in fostering career advancement for experienced teachers.

Seasoned teachers described their Advocacy for Career Advancement when they said:

“I would like it to be simpler and more automatic for us to be promoted as Golden Year Teachers” (Issa)

“I hope that job growth will become more accessible and attainable given my age and years of service” (Kim)

“I want options for career advancement to be made available to people who are still doing well in their older years” (Ana)

“...Particularly for the golden public-school teachers from T-I to T-III, I seek widespread promotion” (Jane)

“...Simplify the requirements and standards for advancement” (Sam)

Issa expressed a desire for a simpler and more automatic promotion process for Golden Year Teachers. Kim hopes that job growth will become more accessible and attainable, considering her age and years of service. Ana also wants career advancement options to be available to those who are still performing well in their older years. Jane seeks widespread promotion, particularly for golden public-school teachers from T-I to T-III. Meanwhile, Sam emphasizes the need to simplify the requirements and standards for advancement.

Seasoned public school teachers often advocate for structured career advancement opportunities that acknowledge their extensive experience and dedication. The National Education Association (NEA) emphasizes the importance of professional growth throughout an educator's career, supporting initiatives that provide clear pathways for advancement and leadership roles.

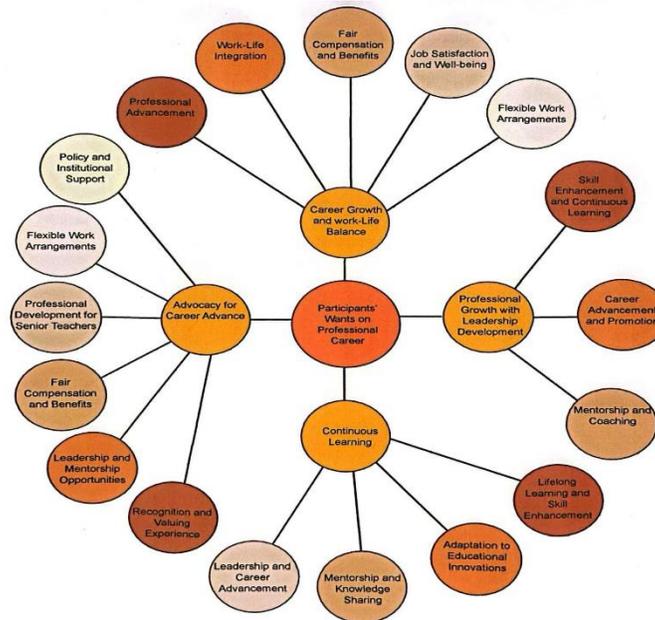
Furthermore, organizations like the National Math and Science Initiative (NMSI) (2023) offer resources to help teachers advocate for high-quality, evidence-based professional development programs, recognizing that such opportunities are crucial for career progression. By engaging in advocacy for these structured pathways, experienced educators can achieve their career aspirations while enhancing their contributions to the educational community.

Consequently, Bull et al. (2025) argued that changes in drivers of academic roles within higher education institutions globally have resulted in increased proportions of academics in Education-Focused (EF) posts. Their research found that EF academics can experience dissatisfaction with career progression and the perceived value of their work, including those in research-intensive universities. They recommended that further enhance the experience and career progression for EF academics; ensure transparency in recruitment into EF posts as to whether career development is possible within that post, the need to continue the sector-wide discussion on the definition of EF roles that recognizes the complexity and diversity of activity and continued work to value and recognize appropriately educational expertise.

Figure 2 presents the participants' responses on wants for career advancement. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents

the fewest.

### Themes on Participants' Wants on Career Advancement



**Figure 2.** The Simulacrum Diagram on the Wants on Career Advancement

Figure 3 presents the participants' different responses to their challenges over the last twenty years. The reactions are transcribed based on the participants lived experiences.

The themes of participants' obstacles experienced of seasoned teachers for the last 20 years are depicted in Figure 5. Sixteen (16) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Challenges in Curriculum Changes, Challenges in Classroom Management, Challenges in Technology Adaptation, and Student and Parental Involvement.

#### **Emerging Theme 1: Challenges in Curriculum Changes**

The education system constantly modifies curricula to enhance learning results and accommodate changing national and international demands. However, these changes can present serious difficulties for golden-year public school teachers, impacting their workload, teaching strategies, and general job satisfaction.

One of the biggest challenges is adapting to new teaching strategies and materials. Over the years, many senior teachers have honed their skills in established curricula and conventional teaching methods. However, abrupt changes can make it challenging for them to unlearn, adapt, and integrate new methods. This can be daunting, particularly if they lack training and assistance.

This theme was characterized by three (3) clustered themes: Adaptation to New Teaching Strategies, Limited Training and Professional Development, and Technology Integration Challenges.

The career progression of seasoned teachers is influenced by Adaptation to New Teaching Strategies, Limited Training and Professional Development, and Technology Integration Challenges. At the forefront is Adaptation to New Teaching Strategies, as teachers need to stay current with evolving methods to remain effective in the classroom. Limited Training and Professional Development follows, as many teachers face barriers to accessing ongoing learning opportunities, hindering their growth. Lastly, Technology Integration Challenges are significant, as teachers struggle to incorporate new technologies into their teaching due to limited resources or training. Together, these themes highlight the importance of continuous professional development, staying updated with teaching innovations, and overcoming challenges with technology integration in a teacher's career development.

Seasoned teachers described their Challenges in Curriculum Changes when they said:

“Curriculum modifications and regular updates in changing educational priorities have been challenges for me in recent years...” (May)

“The challenges I have faced as a teacher include extra administrative work, a shortage of office supplies, trouble adjusting to new pedagogical frameworks, an excessive workload, poor healthcare, emotional tiredness, student behavior, and parental

involvement...” (Cha)

“...For the past 20 years, the overcrowded classroom, scarce resources, and transportation have been my biggest challenges” (Joy)

May has faced challenges with curriculum modifications and regular updates in response to changing educational priorities in recent years. Cha highlighted a variety of challenges, including extra administrative work, a shortage of office supplies, difficulty adjusting to new pedagogical frameworks, an excessive workload, poor healthcare, emotional exhaustion, student behavior, and lack of parental involvement. Joy, on the other hand, shared that for the past 20 years, her biggest challenges have been overcrowded classrooms, scarce resources, and transportation issues.

Accordingly, Jenkins (2020) stated that when educators try to influence or control the curriculum to achieve their intended results, they exercise teacher agency. School leadership, teacher relationships with leaders and colleagues, school operational procedures and culture, and individual motivation all play a significant role in how well teachers implement curriculum changes.

While job stress and frequent curriculum changes raised the frequency of reactive agency, collegiality and feelings of trust enhanced the likelihood of proactive agency. Poor relationships with school administrators, a personal hesitancy to alter the curriculum, or ignorance of school policies all contributed to passive agency.

Seasoned public school teachers often encounter significant challenges when adapting to curriculum changes, which can affect their career advancement aspirations. Frequent modifications to educational standards necessitate that educators continually update their instructional strategies and materials, demanding considerable time and effort. A study by Ullah et al. (2023) highlighted that many teachers perceive these changes as being implemented without sufficient input from them, leading to feelings of frustration and decreased morale. Moreover, the need for ongoing professional development to effectively implement new curricula can strain teachers' schedules, making it challenging to balance existing responsibilities. These factors can hinder experienced teachers' pursuit of career advancement, as they may find themselves dedicating more time to adapting to changes rather than focusing on professional growth opportunities.

### ***Emerging Theme 2: Challenges in Classroom Management***

With decades of expertise, seasoned public school teachers encounter particular difficulties in instruction and classroom management. Although their experience enables them to manage various student requirements efficiently, shifts in student conduct, educational regulations, and instructional strategies provide serious challenges that may affect their productivity and job happiness.

This theme was characterized by four (4) clustered themes: Student Behavior and Discipline Issues, adapting to Modern Teaching Methods, Technology Integration Challenges, and Teacher Burnout and Emotional Exhaustion.

The career progression of seasoned teachers is influenced by Student Behavior and Discipline Issues, Adapting to Modern Teaching Methods, Technology Integration Challenges, and Teacher Burnout and Emotional Exhaustion. At the forefront is Student Behavior and Discipline Issues, as managing classroom behavior remains a significant challenge that impacts teaching effectiveness and job satisfaction. Adapting to Modern Teaching Methods follows, as teachers need to stay current with evolving educational strategies to engage students effectively. Technology Integration Challenges come next, as teachers often face difficulties in incorporating new technology into their lessons due to lack of resources or training. Lastly, Teacher Burnout and Emotional Exhaustion is a significant concern, as the stress from managing multiple responsibilities can affect teachers' well-being and career longevity. Together, these themes reflect the challenges teachers face in maintaining effectiveness and well-being in their profession.

Seasoned teachers described their Challenges in Classroom Management when they said:

“I faced challenges, particularly when managing various student behaviors, classroom management, a lack of funding and resources, and meeting deadlines and reports as soon as possible” (Luna)

“Over the past two decades, I have faced challenges in managing various students and dealing with their attitudes” (Ana)

“As a teacher, I have had challenges with work-life balance, classroom management, and, of course, students” (Mel)

“Lack of resources, classroom management, student behavior, and ignorance of computer technology are the challenges I have faced as a teacher” (Issa)

“Children's learning styles, discipline, parental attitudes, and school conduct are just a few of the numerous challenges I've faced” (Kim)

“The behavior of the students, parental involvement in school activities, and internet access have been the challenges I have faced in my 20 years as a public school teacher” (Sam)

“The challenges I have faced as a teacher include extra administrative work, a shortage of office supplies, trouble adjusting to new pedagogical frameworks, an excessive workload, poor healthcare, emotional tiredness, student behavior, and parental involvement” (Cha)

Luna shared that she faced challenges particularly in managing various student behaviors, classroom management, a lack of funding and resources, and meeting deadlines and reports quickly. Ana highlighted the challenges of managing different student attitudes over the past two decades. Mel mentioned struggles with work-life balance, classroom management, and student-related issues. Issa pointed out the lack of resources, classroom management, student behavior, and issues with computer technology as key challenges she has faced. Kim identified children's learning styles, discipline, parental attitudes, and school conduct as challenges she has encountered. Sam noted that the behavior of students, parental involvement in school activities, and internet access have been persistent challenges over her 20 years as a public-school teacher. Cha discussed facing extra administrative work, a shortage of office supplies, trouble adjusting to new pedagogical frameworks, an excessive workload, poor healthcare, emotional tiredness, student behavior, and parental involvement as her teaching challenges.

In this light, Jones et al. (2024) stressed that "Comprehensive Classroom Management" helps K to 12 teachers understand and apply the principles of effective classroom management in their classrooms. It offers background, practical advice, and real-life examples to use these principles in your classroom. The emphasis is on creating safe, supportive classroom environments where students are motivated to learn and where classroom behavior standards have been developed with and agreed upon by students.

Furthermore, Wolff, Jarodzka, and Boshuizen (2021) highlighted that one of the biggest challenges for classroom management is navigating the complexity of the classroom and the variety of events that occur in classroom settings. Teachers' perceptions and interpretations of classroom events vary greatly depending on their experience level, which greatly influences their knowledge of processing this complexity. This covers how they keep an eye on things and stay cognizant of what's happening in the classroom. It also influences choices regarding how and when to react to occurrences. Research on classroom management has frequently concentrated on how to deal with typical classroom scenarios; however, it has not offered a theoretical explanation of how experience-based knowledge influences instructors' awareness and classroom management skills.

### ***Emerging Theme 3: Challenges in Technology Adaptation***

Teachers in seasoned public schools who have taught for decades have difficulty adjusting to modern educational tools. The swift transition to digital learning tools, online platforms, and contemporary instructional tactics poses challenges that may impact their confidence and efficacy as teachers despite their proficiency in traditional teaching approaches.

Many seasoned educators began their careers before the development of interactive digital tools, online tests, and learning management systems (LMS). Switching to e-learning platforms like Zoom, Google Classroom, and others can be daunting without the right training. Some elderly educators may find it difficult to upload resources, use online assessment tools efficiently, or navigate digital interfaces.

Four (4) clustered themes characterized this theme: Difficulty in Adapting to Digital Learning Tools; Lack of Comprehensive Training and Support, Increased Workload Due to Technology Integration, and Technological Infrastructure and Accessibility Issues.

The challenges faced by teachers in adapting to digital learning are shaped by Difficulty in Adapting to Digital Learning Tools, Lack of Comprehensive Training and Support, Increased Workload Due to Technology Integration, and Technological Infrastructure and Accessibility Issues. At the forefront is Difficulty in Adapting to Digital Learning Tools, as teachers struggle to effectively use new technologies in the classroom. Lack of Comprehensive Training and Support follows closely, as insufficient training limits teachers' ability to maximize digital tools. Increased Workload Due to Technology Integration comes next, as teachers often face additional tasks and time demands when incorporating technology into their lessons. Lastly, Technological Infrastructure and Accessibility Issues present barriers, as inadequate resources or access to technology hinder effective implementation. Together, these themes highlight the difficulties teachers face in adapting to and utilizing digital learning tools in their classrooms.

Seasoned teachers described their Challenges in Technology Adaptation when they said:

"...Common issues including student behavior, a lack of resources, workloads, and classroom management have been the challenges I've faced" (Issa)

"These are the challenges I have faced in my teaching career: student conduct, workload, time management, and limited internet connection" (Sam)

"Aside from the stress of working outside of your primary role as a teacher, the biggest challenge in my career has been overcoming the learning gaps with kids with learning issues. The way these kids learn is another. They seem to learn things according to their schedule. They take things for granted, and you can't make them learn. Children are taking their education more seriously now than a few years ago. Perhaps the tendency is to blame this on the existence of social media, TikTok, online games, and devices. The discipline is one. Classroom order. How they were raised in their own house. You can't enforce rules. Your parents will turn against you." (Kim)

"Workplace distance, finances and budget, health, safety, work-life balance, resource scarcity, and student conduct are the challenges I have faced" (Luna)

Issa shared that common issues such as student behavior, a lack of resources, heavy workloads, and classroom management have been the challenges she has faced. Sam identified student conduct, workload, time management, and limited internet connection as her main

challenges. Kim discussed the stress of working outside her primary role as a teacher and highlighted overcoming learning gaps with students who have learning issues as one of her biggest challenges. She also noted how these students seem to learn at their own pace, taking things for granted, and emphasized the role of social media, TikTok, online games, and devices in influencing student behavior and discipline. Kim further pointed out the challenge of maintaining classroom order and dealing with the influence of parents, who may not support the enforcement of rules. Luna shared that workplace distance, finances and budget, health, safety, work-life balance, resource scarcity, and student conduct have been her challenges throughout her career.

According to Timotheou et al. (2023), digital technologies have altered the character and extent of education and prompted educational systems worldwide to implement ICT integration strategies and policies. The latter raised concerns about the effectiveness of ICT-based teaching and learning, particularly regarding the comprehension, modification, and design of educational systems by contemporary technological trends.

Specifically, they added that many schools demonstrated a lack of experience and low digital capacity, which resulted in widening gaps, inequalities, and learning losses. Such results have engendered the need for schools to learn and build upon the experience to enhance their digital capacity and preparedness, increase their digitalization levels, and achieve a successful digital transformation. Since integrating digital technologies is a complex and continuous process that impacts different actors within the school ecosystem, there is a need to show how these impacts are interconnected and identify the factors that can encourage an effective and efficient change in the school environments. The study's findings suggest that ICT integration in schools impacts more than just students' performance; it also affects several other school-related aspects and stakeholders. Furthermore, various factors affect the impact of digital technologies on education. These factors are interconnected and play a vital role in digital transformation. The study results shed light on how ICTs can positively contribute to the digital transformation of schools and which factors should be considered for schools to achieve effective and efficient change.

Seasoned public school teachers often face significant challenges when adapting to new technologies, which can impact their career advancement aspirations. A primary obstacle is the lack of adequate training and professional development, leaving educators without the necessary skills and confidence to integrate technology effectively into their teaching practices (Kopcha, 2012). Additionally, inconsistent quality and availability of professional development programs further hinder successful technology adoption (Profuturo, 2023). Limited access to technological resources and insufficient administrative support exacerbate these difficulties, making it challenging for experienced teachers to stay current with evolving educational tools (Tondeur et al., 2017). Addressing these challenges through comprehensive training programs and robust institutional support is essential to empower seasoned educators in leveraging technology for both effective teaching and career progression.

#### ***Emerging Theme 4: Student and Parental Involvement***

Decades of experience have allowed seasoned public-school teachers to observe notable shifts in student conduct and parental participation. Their proficiency in classroom management is still useful, but changing parental responsibilities, disciplinary regulations, and social factors have created new issues that affect their efficacy as teachers and job satisfaction.

Many seasoned educators have noticed a drop in student discipline and difference to authority over time. Disruptive behavior, lack of focus, and resistance in the classroom have increased due to several factors, including social media impact, technology addiction, shifting family dynamics, and less parental monitoring. With school regulations prioritizing gentle, restorative measures over strict penalties, many golden-year instructors discover that traditional methods of punishment are no longer as successful.

This theme was characterized by four (4) clustered themes: Increased Student Discipline Issues, Changing Parental Roles and Expectations, Impact of social media and Technology on Behavior, Difficulty communicating with Parents, and Lack of parental support in Discipline.

The challenges teachers face in managing student behavior and parental involvement are shaped by Increased Student Discipline Issues, Changing Parental Roles and Expectations, Impact of social media and Technology on Behavior, Difficulty Communicating with Parents, and Lack of Parental Support in Discipline. At the forefront is Increased Student Discipline Issues, as teachers struggle with behavior management in the classroom. This is closely followed by Changing Parental Roles and Expectations, as evolving family dynamics impact how parents engage with their children's education. The impact of Social Media and Technology on Behavior comes next, as students' online activities influence their behavior in school. Difficulty Communicating with Parents also poses a challenge, as teachers find it hard to maintain effective communication with parents. Lastly, Lack of Parental Support in Discipline further complicates classroom management, as some parents may not support or reinforce discipline efforts. Together, these themes highlight the complex relationship between student behavior, parental involvement, and the challenges teachers face in maintaining effective classroom management.

Seasoned teachers described their Student Parental Involvement when they said:

“Students' attitudes toward the lesson, absenteeism, a lack of discipline, and parents' lack of participation in school activities are the challenges I have faced” (Ana)

“The pupils' behavior and their reading and writing proficiency are the challenges I have faced” (Joy)

“These are the challenges I have faced in my teaching career: poor student behavior, time management, a shortage of resources, and students that struggle...” (Jane)

“These are the challenges I have faced in my teaching career: student conduct, workload, time management, and limited internet connection” (Sam)

“Workplace distance, finances and budget, health, safety, work-life balance, resource scarcity, and student conduct are the challenges I have faced” (Luna)

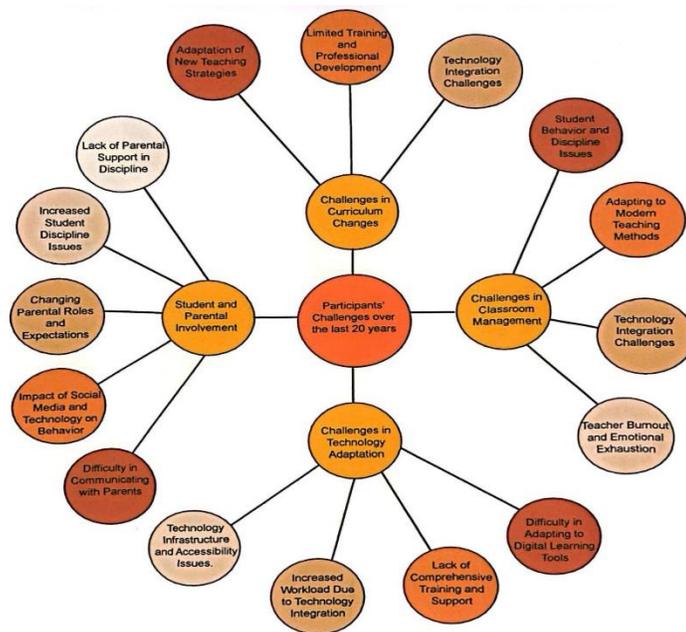
Ana highlighted the challenges of students' attitudes toward lessons, absenteeism, a lack of discipline, and parents' lack of participation in school activities. Joy focused on the pupils' behavior and their reading and writing proficiency as the key challenges she has faced. Jane mentioned poor student behavior, time management, a shortage of resources, and students who struggle as her main challenges. Sam shared similar struggles, including student conduct, workload, time management, and limited internet connection. Luna, on the other hand, faced challenges related to workplace distance, finances and budget, health, safety, work-life balance, resource scarcity, and student conduct.

Subsequently, Monson, Caldarella et al. (2020) argued that social-emotional programs, such as Responsive Classroom, have been observed to positively affect students' academic, behavioral, and social-emotional outcomes and the classroom climate. They examined the relationships between social-emotional learning and student behaviors inside the classroom. Their study shows the positive impact of utilizing Responsive Classroom elements such as the Closing Circle and Morning Meeting on students, teachers, and the classroom environment. This reflective and responsive time of the school day is a sacred time for students and teachers to connect, learn, and grow together.

Experienced public school teachers' goals and prospects for professional progress are greatly influenced by student and parent participation. Epstein (2011) asserts that by creating a positive learning environment, good cooperation between teachers, students, and parents improves work satisfaction and professional development. According to research by Hoover-Dempsey and Sandler (2005), instructors are more motivated and engaged when parents actively participate in their kids' education, and this may help them advance in their careers. Additionally, a research by Ingersoll and Strong (2011) indicates that teachers who have a lot of parental support are more likely to seek leadership positions or additional professional development because they feel validated and encouraged. However, as Lavigne and Good (2015) point out, obstacles including a lack of parental participation or excessive parental expectations may also affect teachers' career goals. As a result, experienced public-school teachers often hope for meaningful and balanced family involvement that minimizes unnecessary stress and advances their professional development.

Figure 3 presents the participants' responses on challenges over the last 20 years. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

**Themes on Participants' Challenges over the last 20 years**



**Figure 3.** The Simulacrum Diagram on Challenges over the last 20 years

### ***Participants' Obstacles Encountered as a Classroom Adviser***

Figure 6 presents the different responses of the participants Obstacles Encountered as a Classroom Adviser. The reactions are transcribed based on the participants' lived experiences.

The themes of participants' Obstacles Encountered as a Classroom Adviser are depicted in Figure 6. nineteen (19) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Work Challenges and Struggles; Student Behavior and Parent Involvement Challenges; Balancing Educational Demands and Teacher Well-being; and Classroom Management Challenges.

#### ***Emerging Theme 1: Work Challenges and Struggles***

For educators in their golden years, who have spent decades molding young brains, retirement is a period of change, introspection, and rekindled passion. Retirement affords a chance to confront and recover from the difficulties and hardships encountered throughout a lengthy career in education, even while it also provides respite from the day-to-day rigors of teaching. Many retired educators find satisfaction in leadership and mentoring roles after retirement, using their knowledge to coach new teachers, mentor students, and promote constructive reforms in the educational system. Golden-year teachers may make their retirement years fulfilling and meaningful by turning previous setbacks into chances for development and influence.

Retirement for seasoned educators is a fresh start full of chances for leadership, mentoring, and personal development rather than just the end of an era. Their professional hardships and obstacles may now be used as instructive and uplifting teachings for others. Retired educators may still inspire and have an impact by mentoring new teachers, supporting educational change, or emphasizing religion and family. They may transform previous hardships into a rewarding and significant retirement by wisely and purposefully embracing this new stage.

This theme was characterized by four (4) clustered themes: Classroom Management; Workload and Burnout; Student Performance and Engagement; Resource and Funding Challenges.

The challenges faced by teachers in their careers are shaped by Classroom Management, Workload and Burnout, Student Performance and Engagement, and Resource and Funding Challenges. At the forefront is Classroom Management, as maintaining a positive and productive classroom environment is crucial for effective teaching. Workload and Burnout follows closely, as teachers often face overwhelming responsibilities, leading to stress and exhaustion.

Student Performance and Engagement comes next, as teachers must find ways to keep students motivated and ensure they succeed academically. Lastly, Resource and Funding Challenges are significant, as inadequate resources and limited funding can hinder teachers' ability to provide quality education. Together, these themes highlight the critical issues teachers face in balancing effective teaching, managing workload, and addressing the needs of their students.

Seasoned teachers described their Challenges in Work Challenges and Struggles when they said:

“Workplace distance, finances and budget, health, safety, work-life balance, resource scarcity, and student conduct are the challenges I have faced” (Luna)

“Classroom management, workload, resource scarcity, student conduct, and work-life balance are the challenges I have faced” (Mel)

“These are the challenges I have faced in my teaching career: student conduct, workload, time management, and limited internet connection. (Sam)

Luna shared that she has faced challenges related to workplace distance, finances and budget, health, safety, work-life balance, resource scarcity, and student conduct. Similarly, Mel highlighted struggles with classroom management, workload, resource scarcity, student conduct, and work-life balance. Sam also pointed out challenges in her teaching career, including student conduct, workload, time management, and limited internet connection.

Research by Strong and Ingersoll (2011), Teachers in their golden years, who are very close to retirement, deal with certain difficulties at work that may affect their happiness and well-being. Excessive paperwork, administrative obligations, and the ongoing need to adjust to changing educational standards are the main causes of burnout for many.

Seasoned teachers often maintain their commitment to their work in spite of these challenges, driven by a sense of purpose and a love for teaching. But without the right encouragement and acknowledgment, these seasoned teachers can find it difficult to manage work and life, which might result in early retirement or lower job satisfaction.

Some teachers are reluctant to seek leadership positions because of teacher burnout, which is exacerbated by increasing workload, administrative pressure, and classroom management problems, according to Ingersoll and Strong (2011). In a similar vein, Darling-Hammond (2017) highlights that a lack of professional development opportunities and insufficient support deter seasoned educators from progressing in their professions.

According to Johnson et al. (2012), experienced teachers often find it difficult to strike a balance between their teaching and non-teaching duties, which might lower their desire to pursue advancement or more training. Furthermore, Borman and Dowling (2008) contend that a lack of resources and money in public schools exacerbates teacher annoyance and reduces their desire to take on more work. Many seasoned educators continue to strive for leadership roles, mentorship positions, or specialized training opportunities that would enable them to meet their professional requirements and make a significant contribution to the educational system in spite of these challenges.

### ***Emerging Theme 2: Student and Parental Involvement***

Retirement is a moment for seasoned educators—those who have spent decades molding young brains—to take stock of their contributions to education as well as to relax. Building solid bonds with kids, parents, and the school community is one of the most important facets of a teacher's job. Teachers who have worked for many years have seen personally the impact that parental and student participation can have on education. Through leadership, community involvement, and personal connections, golden-year teachers may continue to play a critical role in mentoring, directing, and strengthening these ties as they enter retirement.

The foundation of education has always been student and parent participation, and golden-year teachers have been instrumental in cultivating these relationships throughout the course of their careers. Through advocacy, leadership, and mentoring, they may continue to have an impact when they retire, ensuring that their knowledge will be useful to next generations of educators, parents, and students. Retired educators may build the foundation of education for years to come by embracing this new chapter with passion and purpose and making a lasting influence outside of the classroom.

This theme was characterized by four (4) clustered themes: Student Engagement and Motivation; Classroom Behavior and Discipline; Parental Support in Education; and Communication Between Teachers and Parents.

The key factors influencing teachers' effectiveness are Student Engagement and Motivation, Classroom Behavior and Discipline, Parental Support in Education, and Communication Between Teachers and Parents. At the forefront is Student Engagement and Motivation, as keeping students interested and motivated is crucial for learning success. Classroom Behavior and Discipline follows, as maintaining order is essential for a productive learning environment.

Parental Support in Education is next, with active parental involvement positively impacting student performance. Lastly, Communication Between Teachers and Parents plays a role in ensuring students' needs are addressed but is often a secondary factor compared to engagement and discipline. Together, these themes highlight the importance of student motivation, effective classroom management, and strong teacher-parent communication in fostering a positive educational experience.

Seasoned teachers described their Student and Parental Involvement when they said:

“Students' attitudes toward the lesson, absenteeism, a lack of discipline, and parents' lack of participation in school activities are the challenges I have faced” (Ana)

Ana shared that the challenges she has faced include students' attitudes toward the lesson, absenteeism, a lack of discipline, and parents' lack of participation in school activities.

(Epstein, 2011), Seasoned teachers often deal with changing student and family participation dynamics, which may bring possibilities and difficulties to their teaching career. Parental expectations have changed over time; some parents are now more involved in their kids' education, while others take a more detached stance, allowing instructors to handle behavioral and academic issues on their own.

Teachers in their golden years who are very close to retirement—have a plethora of expertise that allows them to create efficient plans for dealing with a variety of classroom difficulties. They have improved their classroom management techniques, instructional strategies, and approaches to student involvement over time. But adjusting to changing parental expectations is one of the many challenges kids encounter.

Experienced public school teachers' professional experiences and career goals are greatly influenced by student and family participation. Strong school-family relationships provide a positive learning environment, which may improve teacher job satisfaction and promote professional development, according to Epstein (2011). According to research by Hoover-Dempsey and Sandler (2005), instructors feel more motivated and accomplished when parents actively participate in their kids' education, which encourages them to seek leadership positions or specialized training.

Nonetheless, Lavigne and Good (2015) point out that unreasonably high parental expectations or disengagement might exacerbate teacher stress and perhaps impede professional growth. Teachers who feel appreciated and supported by their parents are more likely to look for professional development opportunities, according to Ingersoll and Strong (2011). All things considered, seasoned teachers want a healthy and significant amount of parental participation that fosters their professional development while reducing excessive pressure, eventually impacting their decisions about career progression.

### ***Emerging Theme 3: Balancing Educational Demands and Teacher Well-being***

Retirement provides seasoned educators—those who have spent decades molding young brains—with an opportunity to consider the

successes and setbacks of their professional journeys. Balancing their own well-being with the demanding nature of the work is one of the biggest challenges teachers confront. Teachers' emotional and physical well-being is often negatively impacted by long workdays, administrative demands, restricted personal time, and emotional commitment in kids.

Not only may these educators regain their health as they enter retirement, but they can also utilize their experiences to coach and advise younger educators who are still dealing with similar issues. In addition to having a satisfying retirement themselves, retired educators may assist the next generation of educators in striking a better work-life balance by providing guidance and leadership.

This theme was characterized by five (5) clustered themes: Workload Management, Mental and Emotional Health, Physical Well-being, Work-Life Balance, and Job Satisfaction and Motivation.

The career well-being of teachers is influenced by Workload Management, Mental and Emotional Health, Physical Well-being, Work-Life Balance, and Job Satisfaction and Motivation. At the forefront is Workload Management, as teachers need to effectively manage their tasks to prevent burnout and maintain productivity. Mental and Emotional Health follows closely, with teachers needing to prioritize their well-being to stay resilient in their demanding roles.

Physical Well-being is also important, as maintaining health supports overall job performance. Work-Life Balance comes next, as teachers seek to balance their professional responsibilities with personal time. Finally, Job Satisfaction and Motivation are crucial, but often stem from the fulfillment found in managing workload, maintaining health, and achieving work-life balance. Together, these themes highlight the importance of managing stress, maintaining health, and finding motivation for sustained career success.

Seasoned teachers described their Balancing Educational Demands and Teacher Well-being when they said:

“As a classroom adviser, the challenges I have faced include extra administrative work, a shortage of office supplies, trouble adjusting to new educational frameworks, an excessive workload, poor healthcare, emotional exhaustion, student behavior, and parental involvement’ (Cha)

Classroom management, workload, resource scarcity, student conduct, and work-life balance are the challenges I have faced” (Mel)

These are the challenges I have faced in my teaching career: student conduct, workload, time management, and limited internet connection” (Sam)

Cha shared that as a classroom adviser, she has faced challenges such as extra administrative work, a shortage of office supplies, trouble adjusting to new educational frameworks, an excessive workload, poor healthcare, emotional exhaustion, student behavior, and parental involvement. Mel highlighted her challenges with classroom management, workload, resource scarcity, student conduct, and work-life balance. Sam pointed out her struggles with student conduct, workload, time management, and limited internet connection throughout her teaching career.

According to (Kyriacou, 2001), Balancing educational demands and teacher well-being is crucial, especially for educators in their golden years who have dedicated decades to the profession. Veteran teachers often face challenges such as increased workload, curriculum changes, and evolving student needs, which can lead to stress and burnout.

Particularly for seasoned teachers who deal with growing workloads, frequent curricular changes, and changing student requirements, striking a balance between educational expectations and teacher well-being is essential. Their well-being and efficacy as teachers may be impacted by stress and burnout brought on by these difficulties. Schools should decrease non-teaching duties, provide pertinent professional development, and create a positive work atmosphere in order to assist seasoned educators. Making teacher well-being a top priority guarantees that educators stay inspired and go on contributing significantly to the field of education.

One important aspect affecting seasoned public school teachers' desires for professional progression is striking a balance between the responsibilities of teaching and their well-being. Day and Gu (2010) state that teachers are often deterred from pursuing leadership positions due to stress and burnout brought on by their growing workload, pressure to achieve academic standards, and administrative duties. Teachers need institutional support, such as acceptable workloads, professional development opportunities, and well-being programs, in order to pursue career progression, according to Hargreaves and Fullan (2012).

Additionally, instructors who are under a lot of stress are less likely to look for possibilities for promotion, according to Skaalvik and Skaalvik (2017), who also discovered that work-life balance is a significant factor in determining job satisfaction. The significance of self-care and mental health assistance in maintaining teacher motivation and engagement is also shown by research by Richards et al. (2018). Therefore, seasoned educators want school settings and policies that support well-being while allowing them to pursue professional growth without sacrificing their personal life or health.

#### ***Emerging Theme 4: Classroom Management Challenges***

Classroom management has been one of the most enduring issues for golden-year teachers—those who have devoted decades to teaching and molding young minds. Effective classroom management requires patience, flexibility, and expertise in order to handle disruptive conduct and retain student participation. Many retiring educators may think back on the many tactics they used to preserve

order, provide a supportive learning atmosphere, and sustain student motivation. Even though retirement signifies the end of daily classroom duties, it also offers golden-year teachers' additional chances to impart their wisdom to younger educators who are still dealing with the same issues. By sharing their knowledge, helping struggling educators, and pushing for improved classroom management techniques in schools, retired educators may influence the direction of education via leadership and mentoring.

This theme was characterized by five (5) clustered themes: Student Behavior and Discipline; Classroom Environment and Structure; Time Management and Lesson Pacing; Diversity and Special Needs Management; and Parental Involvement and Support.

The key factors influencing effective teaching are Student Behavior and Discipline, Classroom Environment and Structure, Time Management and Lesson Pacing, Diversity and Special Needs Management, and Parental Involvement and Support. At the forefront is Student Behavior and Discipline, as maintaining control and a positive classroom atmosphere is crucial for learning. Classroom Environment and Structure follows closely, as an organized and supportive setting enhances student engagement.

Time Management and Lesson Pacing is next, as teachers need to balance lesson plans and ensure effective learning within limited time. Diversity and Special Needs Management come next, as addressing the unique needs of all students is essential for inclusive education. Lastly, Parental Involvement and Support plays a role, as active parent engagement helps reinforce student success but is often secondary to the other factors. Together, these themes highlight the importance of classroom management, organization, time efficiency, inclusivity, and parental support in fostering a productive learning environment.

Seasoned teachers described their Classroom Management Challenges when they said:

“Indeed, there are problems with discipline, crowding, a lack of resources, and unruly behavior in the classroom” (May)

“Students' attitudes toward the lesson, absenteeism, a lack of discipline, and parents' lack of participation in school activities are the challenges I have faced” (Ana)

“The pupils' behavior and their reading and writing proficiency are the challenges I have faced” (Joy)

May acknowledged that there are problems with discipline, crowding, a lack of resources, and unruly behavior in the classroom. Ana shared that she has faced challenges with students' attitudes toward the lesson, absenteeism, a lack of discipline, and parents' lack of participation in school activities. Joy, on the other hand, pointed out the challenges of dealing with pupils' behavior and their reading and writing proficiency.

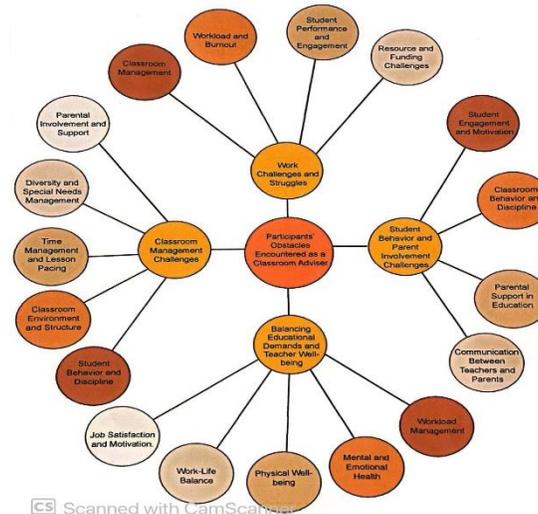
Marzano, Marzano, & Pickering (2003), because they often deal with changing student attitudes, shifting educational regulations, and an increase in administrative duties, teachers in their golden years may find classroom management issues especially taxing. In a time when established techniques are often questioned and new creative approaches are needed to engage students, veteran instructors may find it difficult to maintain discipline.

Although seasoned educators have significant knowledge and experience, it may be difficult to adjust to the demands of the contemporary classroom. Despite ongoing changes in student attitudes, rules, and duties, adaptability, ongoing education, and teamwork are essential for success. Veteran teachers may overcome these obstacles while upholding authority, encouraging student respect, and guaranteeing a healthy learning environment in the classroom by combining conventional disciplinary methods with contemporary engagement tactics.

Doyle (2006) also points out that in order to better meet the varied and changing requirements of their students, seasoned educators often need more professional development in classroom management techniques. Furthermore, Evertson and Weinstein (2013) stress that while maintaining classroom order is an essential teaching ability, managing a diverse student body and evolving educational regulations make it more difficult, which affects instructors' desire to further their careers. In general, seasoned teachers want for more resources, training, and institutional support to manage classes successfully and further their careers.

Figure 4 presents the participants' responses on obstacles encountered as a classroom adviser. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

## Themes on Participants' Obstacles Encountered as a Classroom Adviser



**Figure 4.** The Simulacrum Diagram on Obstacles Encountered as a Classroom Adviser

### Participants' Coping the Challenges Encountered

Figure 7 presents the different responses of the participants Coping the Challenges Encountered. The reactions are transcribed based on the participants lived experiences.

The themes of participants' Coping the Challenges Encountered are depicted in Figure 7. Sixteen (16) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Management Resources, Student-Parental Balance, Personal Obstacles, and Commitment to Education, Faith, and Community.

### Emerging Theme 1: Management Resources

With decades of experience, seasoned public school teachers have seen many changes in the educational landscape. Some of the most urgent issues facing them now include scarce resources, difficulties managing the classroom, and the quick adoption of new technologies. Despite their unwavering knowledge and commitment, these challenges impact on their efficacy as teachers and general job happiness.

This theme was characterized by four (4) clustered themes: Limited Resources, Insufficient Teaching Materials, Increasing Classroom Management Difficulties, and struggles with Technological Adaptation.

The challenges of seasoned teachers face are shaped by Limited Resources, Insufficient Teaching Materials, Increasing Classroom Management Difficulties, and Struggles with Technological Adaptation. At the forefront is Limited Resources, as a lack of essential tools and support hampers teachers' ability to effectively teach. Insufficient Teaching Materials follow closely, as the absence of adequate materials limits lesson quality and student engagement. Increasing Classroom Management Difficulties are next, as handling disruptive behavior becomes more challenging in under-resourced environments. Lastly, Struggles with Technological Adaptation present a barrier, as teachers often face difficulties in integrating new technologies into their teaching due to inadequate training or resources. Together, these themes highlight how resource shortages, classroom challenges, and technological hurdles impact teachers' effectiveness.

Seasoned teachers described their Challenges in Teaching as limited Resources, Classroom Management, and Technological Adaptation when they said:

"The main issues were inadequate materials and scarce funding. Additionally, because of the quick advancement of technology and the growth of several generations, classroom management now involves engagement, incentive, and discipline..." (May)

"Classroom management, a lack of resources, student behavior, and work-life balance are just a few of the many difficulties I have encountered over the past 20 years" (Mel)

"The difficulties I have encountered in my teaching profession include a lack of technology, promotion, and a varied student body" (Joy)

“Over my 20 years as a teacher, I have encountered difficulties with student conduct, workloads, time management, and work-life balance” (Cha)

May identified inadequate materials and scarce funding as the main issues she faced, adding that classroom management now requires engagement, incentives, and discipline due to the rapid advancement of technology and generational growth. Mel highlighted classroom management, a lack of resources, student behavior, and work-life balance as some of the many difficulties she has encountered over the past 20 years. Joy shared that her challenges included a lack of technology, promotion opportunities, and dealing with a diverse student body. Cha, over her 20 years as a teacher, faced difficulties with student conduct, workloads, time management, and work-life balance.

In this regard, Lazarides et al. (2020) mentioned that teacher self-efficacy in classroom management is an important component of teachers' identities, with implications for their teaching quality. Theoretically, contextual variables are important in self-efficacy development and its consequences. However, little is known about the interrelationships of job resources and demands with teacher self-efficacy and the consequences for teachers' professional behaviors.

Longitudinal structural equation models showed that teachers' self-efficacy in classroom management is positively related to aspects of their perceived classroom management, particularly during their early careers. Between early and mid-career, the positive relationship between self-efficacy and classroom management was moderated by excessive demands in the early career. Implications for teacher education and school administration are outlined.

Additionally, Biddle and Berliner (2002) contend that unequal resource distribution leads to unfair teaching opportunities, which affects their drive for professional development. Therefore, seasoned teachers hope for well-equipped schools that provide sufficient managerial resources to support both successful instruction and professional development.

### ***Emerging Theme 2: Student-Parental Balance***

Seasoned public school teachers contribute decades of knowledge, expertise, and fortitude in the classroom. Nonetheless, there are still issues with properly interacting with parents, controlling student behavior, and preserving a positive work-life balance. Effective tactics catered to their changing professional needs can help seasoned teachers maintain their success and job happiness.

Seasoned public school teachers struggle to manage student conduct, parental involvement, and work-life balance. However, by implementing tried-and-true methods, teachers may improve classroom management, cultivate a good rapport with parents, and strike a healthy work-life balance. Schools must also provide senior educators with administrative support, professional development opportunities, and policies to support them and ensure their continuous success in the classroom.

This theme was characterized by three (3) clustered themes: Managing Student Behavior, Strengthening Parental Engagement, and Achieving Work-Life Balance.

For seasoned teachers, the most prominent themes influencing their career are Managing Student Behavior, Strengthening Parental Engagement, and Achieving Work-Life Balance. At the forefront is Managing Student Behavior, as maintaining a productive classroom environment is essential for effective teaching. Strengthening Parental Engagement follows closely, as involving parents in their children's education significantly supports student success. Achieving Work-Life Balance comes next, as seasoned teachers prioritize balancing their professional responsibilities with personal time to avoid burnout. Together, these themes highlight the importance of behavior management, parent involvement, and maintaining a healthy balance between work and personal life for seasoned teachers.

Seasoned teachers described their Effective Strategies for Managing Student Behavior, Parental Engagement, and Work-Life Balance when they said:

“I recognize the behavior and family history of the students, communicate with their parents or guardians at all times, manage their time well, ask peers for assistance, and maintain a work-life balance...” (Sam)

“I constantly make careful to draw boundaries between my personal and professional lives to deal with the difficulties. Adapt and comprehend time management and the learners...” (Cha)

“I overcame the difficulties by praying and believing in God, maintaining an optimistic outlook, and adopting a positive work-life balance. To my friends, family, and peers for their support as well” (Luna)

“In order to overcome these obstacles, I interact with my students, look for mentorship from my peers and school administrators, and never stop learning” (Mel)

“I used entertaining lessons, clear regulations, and reinforcement for good behavior to deal with these difficulties as a teacher. I also established boundaries between my personal and professional lives and worked on time management.” (Jane)

“I deal by seeking support from friends, coworkers, and my boss...” (Joy)

“To deal with this, I maintain organization, set priorities for my tasks, efficiently manage my time, and welcome the challenges that lie ahead” (May)

“In order to overcome these obstacles, I interact with my students, look for mentorship from my peers and school administrators, and never stop learning” (Mel)

Sam addresses the challenges she faces by recognizing students' behavior and family history, maintaining communication with their parents or guardians, managing her time well, seeking assistance from peers, and striving to maintain a work-life balance. Cha manages her difficulties by setting clear boundaries between her personal and professional lives, adapting to time management, and understanding her learners. Luna overcomes obstacles by praying, maintaining an optimistic outlook, believing in God, and relying on the support of friends, family, and peers while adopting a positive work-life balance. Mel copes by engaging with her students, seeking mentorship from peers and school administrators, and committing to continuous learning. Jane deals with difficulties by using engaging lessons, setting clear regulations, reinforcing good behavior, and establishing boundaries between her personal and professional lives while focusing on time management. Joy seeks support from friends, coworkers, and her boss to manage challenges, while May maintains organization, prioritizes tasks, efficiently manages her time, and embraces the challenges that lie ahead.

In this light, Posey-Maddox and Haley-Lock (2020) examined how parents and educators in a low-income school conceptualize parental engagement and how school, work, and family domains shape these parties' practices and understandings of how and why parents engage.

From interviews with the principal, five teachers, and 17 mothers of children at a Title I elementary school, we observed mothers' varied approaches to juggling employment and caregiving responsibilities with their desire to be involved in their children's education, strategies often unknown and mismatched to the focuses of school staff. The study suggests the value of engagement opportunities tailored to families' unique circumstances and assets.

Furthermore, Lareau (2011) contended that variations in parental involvement across socioeconomic groups made it difficult for educators to manage fair expectations and communication, which complicated their jobs.

### ***Emerging Theme 3. Personal Obstacles***

With their extensive experience, golden-year public school teachers have seen the need for ongoing professional development and the movement toward inclusive education, among other important educational changes. The requirement for lifelong learning, changing teaching methods, and various learning needs present particular difficulties for them, even though their knowledge is still quite important.

Mentoring the upcoming generation of educators and promoting inclusive education are crucial tasks for golden-year public school instructors. However, they have difficulty adjusting to inclusive education and ongoing professional development. Through focused assistance, training, and acknowledgment, educational institutions may guarantee that seasoned educators continue to flourish and contribute their priceless expertise to inclusive education.

This theme was characterized by three (3) clustered themes: challenges in Implementing Inclusive Education, struggles in Professional Growth and Development, and the Balance Between Experience and Change.

For seasoned teachers, the key themes shaping their careers are Challenges in Implementing Inclusive Education, Struggles in Professional Growth and Development, and The Balance Between Experience and Change. At the forefront is Challenges in Implementing Inclusive Education, as teachers work to accommodate diverse student needs in increasingly varied classrooms. Struggles in Professional Growth and Development follow, as seasoned teachers may face limited opportunities for continuous learning or struggle to stay current with new practices. The Balance Between Experience and Change comes next, as experienced teachers must find ways to integrate their valuable experience with evolving educational strategies. Together, these themes highlight the tension seasoned educators face in adapting to new educational demands while managing their expertise and development.

Seasoned teachers described their Challenges in Inclusive Education and Professional Growth when they said:

“The difficulties I have encountered in my teaching profession include a lack of technology, promotion, and a varied student body” (Joy)

“Teaching observations, attending seminars, and integrating technology into the classroom have been the obstacles I have faced over the past 20 years” (Issa)

“Disciplining students, burnout from a lot of paperwork and other unrelated tasks, work-life balance, pressure from school officials, a lack of budget, and developing interesting classes are the difficulties I have faced over the past 20 years...” (Luna)

“Over my 20 years as a teacher, I have encountered difficulties with student conduct, workloads, time management, and work-life balance” (Cha)

Joy shared that the difficulties she has encountered in her teaching profession include a lack of technology, promotion opportunities, and a varied student body. Issa highlighted obstacles such as teaching observations, attending seminars, and integrating technology into the classroom over the past 20 years. Luna mentioned facing challenges like disciplining students, burnout from excessive paperwork and unrelated tasks, maintaining work-life balance, pressure from school officials, a lack of budget, and developing engaging

lessons. Cha, over her 20 years as a teacher, faced difficulties with student conduct, workloads, time management, and work-life balance.

Graham (2020) supports the claim that scholars in the field of inclusive education have been hesitant to define inclusion. Inclusion is often described as a journey, not a destination, process, or place. Furthermore, this author suggests that breaking down barriers is a clear reference to the social model of disability, which views disability as the result of interactions between an individual with a disability and the environmental, social, and political barriers that prevent them from participating and gaining access.

Integrating people with disabilities into mainstream educational institutions provided they can adapt to their standardized needs. Different countries have different histories with inclusive education. Some nations are only now becoming aware of the concept. Since the 1970s, other countries, including the US, the UK, and Australia, have been experimenting with its basic ideas.

Furthermore, Borman and Dowling (2008) contended that these difficulties were made worse by a lack of professional support and mentoring, leaving seasoned educators unsure about their future. Because of this, many seasoned educators hoped for wellness programs, flexible policies, and institutional assistance that tackled personal challenges and allowed them to grow in their jobs without sacrificing their health.

#### ***Emerging Theme 4: Student Learning in Academic Engagement***

Seasoned public school teachers are essential in promoting student learning and academic engagement because of their extensive pedagogical knowledge and years of experience. Nevertheless, new difficulties in maintaining students' motivation and active participation in learning are brought about by changing student interests, technological developments, and curricula. Seasoned educators need to leverage their skills in the classroom and modify their methods to continue having a significant influence.

Seasoned public school teachers continue to prioritize student learning and academic engagement. Their knowledge, flexibility, and dedication to teaching allow them to design meaningful and captivating learning experiences despite the difficulties they face in adjusting to new learning styles, incorporating technology, and sustaining student enthusiasm. With the help of their institutions, opportunities for professional growth, and creative teaching techniques, golden-year teachers can continue to impact student achievement significantly.

This theme was characterized by the six (6) clustered themes: Active Learning Strategies, Student-Centered Teaching, Motivation and Engagement, Technology Integration, Classroom Environment, and Assessment for Learning.

For seasoned teachers, the key themes shaping their teaching approach are Active Learning Strategies, Student-Centered Teaching, Motivation and Engagement, Technology Integration, Classroom Environment, and Assessment for Learning. At the forefront is Active Learning Strategies, as experienced teachers prioritize interactive, student-driven methods to deepen understanding. Student-Centered Teaching follows, with teachers focusing on tailoring lessons to meet individual student needs. Motivation and Engagement is crucial, as teachers strive to keep students actively involved in the learning process. Technology Integration comes next, as educators incorporate new tools to enhance teaching and learning, though it may be less emphasized than the previous strategies. Classroom Environment is important as well, with teachers creating positive, supportive settings for learning. Lastly, Assessment for Learning is a key element, as teachers use assessments to guide and improve student progress. Together, these themes reflect the balanced approach seasoned teachers use to foster effective, engaging, and dynamic learning environments.

Seasoned teachers described their Student Learning in Academic Engagement when they said:

“How to improve my students' intelligence. Getting them more interested in learning new things is a constant problem for me. Instilling a passion for reading, writing, and math in kids should make the teachings easier for them to understand, given their intellect level. How to allow them to acquire the fundamentals that will help them in later grades...” (Kim)

“Over the past 20 years, I have had to deal with several difficulties, including managing my time, work-life balance, disciplining students, a lack of resources, and students that struggle...” (Jane)

“The difficulties I have encountered over the past 20 years include student behavior, lack of communication, workload, and family issues that impact their academic performance” (Sam)

“...Twenty years of DepEd service is extremely difficult and demanding. I faced numerous challenges, particularly when deployed to isolated Sultan Kudarat locations, Lambayong's furthest barangay, which is regarded as the firing line. Workplace distance, finances/budget, health, safety, work-life balance, resource scarcity, and student conduct.” (Luna)

Kim expressed that one of her constant challenges is improving her students' intelligence and getting them more interested in learning new things. She believes that instilling a passion for reading, writing, and math can make it easier for students to understand lessons based on their intellectual level and help them acquire the fundamentals needed for later grades. Jane shared that over the past 20 years, she has struggled with time management, balance of work-life, disciplining students, a lack of resources, and students who struggle academically. Sam mentioned difficulties related to student behavior, lack of communication, workload, and family issues impacting students' academic performance. Luna reflected on the demanding nature of her 20 years of service in DepEd, particularly when

deployed to remote areas in Sultan Kudarat, dealing with challenges such as workplace distance, finances and budget, health and safety, work-life balance, resource scarcity, and student conduct.

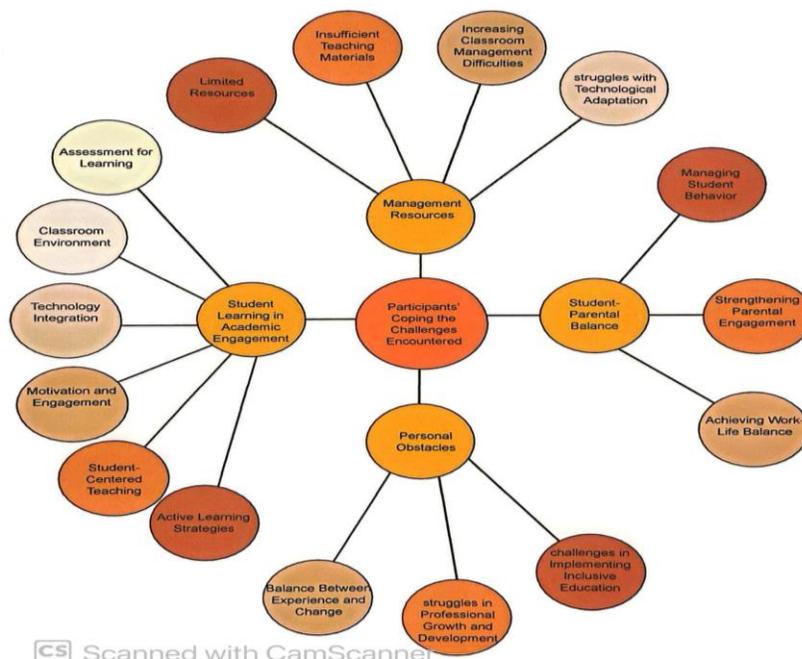
Aware of these claims, Perkmann et al. (2021) contended that academic engagement pertains to knowledge exchange between academic scientists and outside groups. It covers contract research, consulting, informal relationships, and joint research with the industry. They compiled what is known about the institutional, organizational, and individual antecedents of academic involvement and its effects on research, commercialization, and society.

According to their findings, being senior, male, trained locally, having business experience, and being scientifically productive are all personal traits linked to academic engagement. Discipline-specific traits and peer influences also socially condition academic engagement. The subsequent scientific productivity of scholars is positively correlated with their level of academic engagement. They suggested new research topics where the evidence is still equivocal, such as the effects of the individual life cycle, the function of organizational contexts and incentives, cross-national comparisons, and the influence of academic engagement on the caliber of future studies as well as the effects on education, business, and society at large.

According to Fredricks, Blumenfeld, and Paris (2004), learning results and instructors' job satisfaction were strongly impacted by student engagement, which encompassed behavioral, emotional, and cognitive involvement. Teachers felt more accomplished when students were actively engaged in their education, which inspired them to seek professional development or leadership positions as a means of advancing their careers.

Figure 5 presents the participants' responses on coping with the challenges encountered. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

### *Themes on Coping the Challenges Encountered*



**Figure 5.** The Simulacrum Diagram on Coping the Challenges Encountered

### *Participants' Possible Solutions/ Mechanisms to cope with the Challenges*

Figure 6 presents the different responses of the participants Possible Solutions/ Mechanisms to cope with the Challenges. The reactions are transcribed based on the participants' lived experiences.

The themes of participants' Possible Solutions/ Mechanisms to cope with the Challenges are depicted in Figure 8. Twelve (12) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Classroom Management and Support Systems, Proactive Teaching and Collaborative Discipline Strategies, Strengthening Parent-Teacher Collaboration, and Dedication and Commitment to Responsibilities.

### *Emerging Theme 1: Classroom Management and Support Systems*

Seasoned public school teachers still need to be adept at classroom management. However, new approaches and robust institutional support are required due to changing student behaviors, shifting discipline rules, and an increased workload. Schools should prioritize administrative support, training opportunities, workload reduction, and clear discipline procedures to enable senior instructors to maintain an efficient learning environment. With the correct assistance, golden-year educators can continue to offer guidance, structure, and knowledge in the contemporary classroom.

This theme was characterized by three (3) clustered themes: Evolving Classroom Management Strategies, Institutional Support for Effective Teaching, and Workload and Well-Being Support Systems.

For seasoned teachers, the most significant themes influencing their career are Evolving Classroom Management Strategies, Institutional Support for Effective Teaching, and Workload and Well-Being Support Systems. At the forefront is Evolving Classroom Management Strategies, as experienced teachers continuously adapt their approaches to effectively handle diverse student behaviors.

Institutional Support for Effective Teaching follows, with teachers relying on school leadership and resources to enhance their teaching practices. Lastly, Workload and Well-Being Support Systems are critical, as teachers seek support in managing their workload and maintaining a healthy work-life balance. Together, these themes emphasize the importance of adapting classroom management, receiving institutional backing, and ensuring teacher well-being for sustained career success.

Seasoned teachers described their Classroom Management and Support Systems when they said:

“I sought support from peers, family, and friends, made sure the rules are clear and regularly enforced, and involved parents and guardians in dealing with the students' actions...” (Jane)

“Time management, a positive outlook, and work-life balance are some potential ways to deal with the difficulties” (Luna)

“I made careful to prepare ahead and establish boundaries between my personal and professional lives to deal with these difficulties” (Mel)

Jane copes with challenges by seeking support from peers, family, and friends, ensuring that rules are clear and regularly enforced, and involving parents and guardians in addressing students' actions. Luna suggests that time management, maintaining a positive outlook, and focusing on work-life balance are potential ways to deal with difficulties. Mel deals with challenges by preparing ahead and setting clear boundaries between her personal and professional lives.

Weinstein and Evertson (2013), To assist golden-year instructors deal with the difficulties of contemporary education, classroom management and support methods are essential. Although they have a lot of expertise as seasoned teachers, they might find it difficult to adjust to changing student behaviors, new technology, and regulatory changes.

Additionally (Marzano, Marzano, & Pickering, 2003), They may preserve an organized and stimulating learning atmosphere with the aid of efficient support systems including administrative aid, professional development seminars, and mentoring programs.

Seasoned teachers need classroom management and support methods to handle today's educational obstacles. Despite their expertise, they could find it difficult to keep up with changing rules, technology, and student behaviors. Burnout and work discontent may occur in the absence of adequate support. In order to ensure that senior teachers continue to be successful and involved in influencing student performance, schools may provide mentoring, professional development, and digital tools.

### ***Emerging Theme 2: Proactive Teaching and Collaborative Discipline Strategies***

Teachers at public schools in their golden years have years of expertise in managing classrooms and interacting with students. However, in light of shifting student behaviors, changing discipline rules, and rising needs for teamwork, traditional disciplinary methods might need to be supported by proactive teaching and collaborative techniques. These techniques ensure that discipline enhances learning rather than interferes with it by maintaining orderly but student-centered classrooms.

This theme was characterized by three (3) clustered themes: Teaching Strategies for Classroom Management, Collaborative Discipline Approaches, and Institutional Support for Effective Discipline Management.

For seasoned teachers, the most significant themes related to discipline management are Teaching Strategies for Classroom Management, Collaborative Discipline Approaches, and Institutional Support for Effective Discipline Management. At the forefront is Teaching Strategies for Classroom Management, as experienced educators continuously refine their approaches to maintain a productive and respectful classroom.

Collaborative Discipline Approaches follow, with teachers working together to develop consistent strategies for handling student behavior. Lastly, Institutional Support for Effective Discipline Management is key, as teachers rely on school policies and leadership to reinforce discipline strategies. Together, these themes highlight the importance of adaptive teaching techniques, teamwork, and strong institutional backing in managing classroom behavior.

Seasoned teachers described their Proactive Teaching and Collaborative Discipline Strategies when they said:

“Recognize the issues and take prompt action. Find ways to make learning as simple as possible for them. Fill in the spaces. Establish the disciplinary objectives at the start of the course. Establish the benchmarks. Speak to the children. I will also speak with the parents at the first homeroom meeting. Inquire about their methods for disciplining the children. Let them choose how they want to speak to their children. Place the cards on the table. Meet halfway and do what you want to happen...” (Kim)

Kim addresses challenges by recognizing the issues and taking prompt action to make learning as simple as possible for her students. She emphasizes the importance of filling in gaps, setting disciplinary objectives at the start of the course, and establishing clear benchmarks. Kim believes in engaging with the students directly and involving their parents, speaking with them during the first homeroom meeting. She inquires about the parents' methods for disciplining their children, allowing them to share their preferred approach. By placing all the cards on the table, Kim aims to meet halfway and work together to achieve the desired outcomes.

(Wong & Wong, 2018), these techniques may ease stress and improve work satisfaction for seasoned teachers, freeing them up to concentrate on relevant instruction rather than continual behavior control. According to research, senior instructors who use these strategies report more student involvement and fewer disciplinary difficulties, which makes their last years of employment more satisfying.

Additionally, instructors who used proactive and collaborative disciplinary techniques reported increased work enthusiasm and were more likely to pursue professional advancement, according to Lewis, Romi, Qui, and Katz (2005). In order to provide a healthy classroom environment and further their professional development, seasoned educators thus hoped for institutional help in putting these techniques into practice.

For seasoned educators, these strategies may dramatically lower stress and improve work satisfaction by reorienting their attention from ongoing behavior control to efficient teaching. Proficient educators may establish a more favorable learning environment by using proactive disciplinary measures, developing strong student connections, and putting systematic classroom management strategies into practice.

Seasoned teachers who use these tactics report more student involvement and fewer behavioral issues, according to research. Later in their career, they will have a more satisfying teaching experience as a result. Improved classroom dynamics free up seasoned educators from the ongoing stress of disciplinary problems so they may focus more on providing meaningful education, coaching new teachers, and enjoying their work. As they get closer to retirement, these strategies ultimately help teachers have a more fulfilling and stress-free teaching career.

### ***Emerging Theme 3: Strengthening Parent-Teacher Collaboration***

Seasoned public school teachers are essential to promoting successful learning because of their extensive experience and profound knowledge of student development. However, improved student support networks and parent-teacher collaboration are necessary due to shifting family dynamics, various student needs, and changing educational policies. By enhancing these collaborations, we can ensure that kids get the support, inspiration, and tools they need to thrive academically and personally.

This theme was characterized by three (3) clustered themes: Parent-Teacher Communication, Strengthening Student Support Systems, and Institutional Support for Effective Parent-Teacher Collaboration.

For seasoned teachers, the most important themes influencing their practice are Parent-Teacher Communication, Strengthening Student Support Systems, and Institutional Support for Effective Parent-Teacher Collaboration. At the forefront is Parent-Teacher Communication, as ongoing dialogue between parents and teachers is crucial for supporting student success.

Strengthening Student Support Systems follows, with teachers focusing on building resources and networks to meet students' diverse needs. Lastly, Institutional Support for Effective Parent-Teacher Collaboration is essential, as schools must provide structures and resources to facilitate strong partnerships between parents and teachers. Together, these themes emphasize the need for open communication, robust support systems, and institutional backing to enhance student outcomes.

Seasoned teachers described Strengthening Parent-Teacher Collaboration when she said:

“Quarterly homeroom parent-teacher conferences, home visits, student counseling, symposium attendance, and time management are all things I should be doing” (Sam)

Sam believes that quarterly homeroom parent-teacher conferences, home visits, student counseling, symposium attendance, and effective time management are important actions she should be taking to address challenges in her teaching career.

(Epstein, 2011), strengthening parent-teacher collaboration is especially beneficial for golden-year teachers, as it fosters a supportive learning environment and alleviates some of the challenges associated with classroom management. Effective communication with parents helps establish a shared responsibility for student success, reinforcing positive behaviors at home and in school.

Teachers were better supported by schools with organized parent involvement initiatives, which lowered burnout and encouraged them

to assume leadership responsibilities, according to Ingersoll and Strong (2011). Experienced educators thus hoped for institutional rules that fostered robust parent-teacher partnerships, guaranteeing teacher professional development opportunities as well as student achievement.

Strengthening parent-teacher collaboration benefits golden year educators by easing classroom management and fostering a supportive learning environment. Open communication with parents reinforces positive behaviors at home and in school, reducing disciplinary issues. This shared responsibility allows seasoned teachers to focus more on instruction, making their final years in the profession more fulfilling and less stressful.

#### ***Emerging Theme 4. Dedication and Commitment to Responsibilities***

Seasoned public school teachers have shaped young minds for decades, exhibiting persistent dedication and commitment to their duties. Despite changing problems in the field, their extended tenure in the educational system is a testament to their passion, tenacity, and strong sense of duty.

This theme was characterized by three (3) clustered themes: Commitment to Quality Teaching and Student Development, Dedication to School and Professional Responsibilities, and Overcoming Challenges with Resilience.

For seasoned teachers, the most significant themes shaping their careers are Commitment to Quality Teaching and Student Development, Dedication to School and Professional Responsibilities, and Overcoming Challenges with Resilience. At the forefront is Commitment to Quality Teaching and Student Development, as experienced educators prioritize delivering effective instruction and fostering student growth.

Dedication to School and Professional Responsibilities follows, with teachers maintaining a strong sense of responsibility toward their school community and professional duties. Lastly, Overcoming Challenges with Resilience is key, as teachers navigate obstacles in their careers with perseverance and adaptability. Together, these themes highlight the core values that drive seasoned teachers to excel and persist in their roles.

Seasoned teachers described their Dedication and Commitment to Responsibilities when they said:

“I made care to complete the assignments diligently” (Issa)

“As we progress with the students, I have to get to know them better and observe their behavior to the point where I can relate to them. As we become older, we also adapt to the students we have” (Ana)

“Getting more training and growth in education through seminars and trainings is, in my opinion, one of the potential remedies...” (May)

Issa makes sure to complete her assignments diligently, focusing on her responsibilities. Ana believes that as she progresses with the students, it is important to get to know them better and observe their behavior to relate to them. She also notes that as they grow older, teachers adapt to the students they have. May suggests that one potential remedy for addressing challenges is to pursue more training and growth in education through seminars and training.

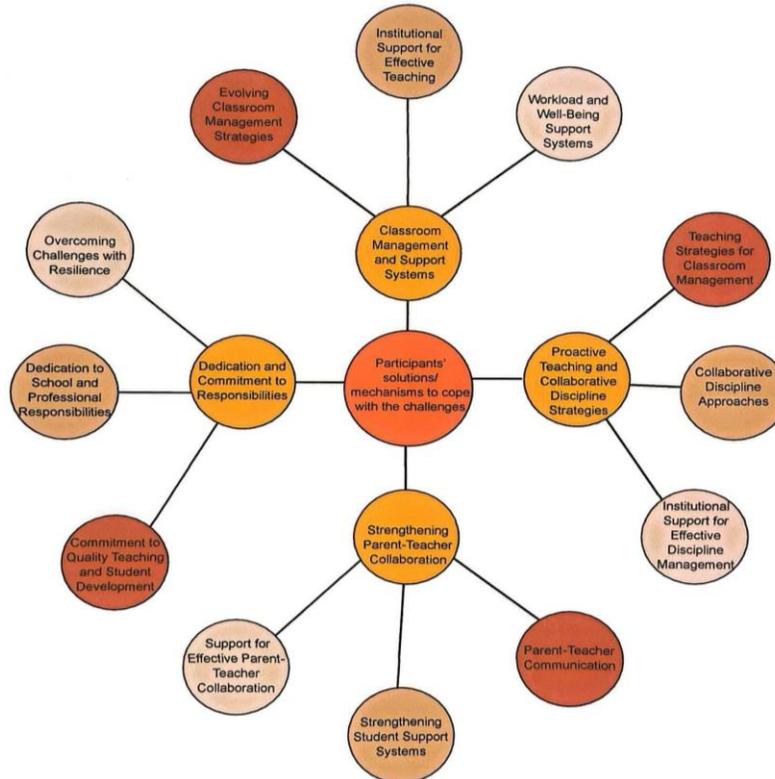
Agayon et al. (2022) support these arguments. Their study aimed to determine Filipino teachers' challenges in the new normal and their coping mechanisms. It employed a qualitative inquiry to resolve the challenges faced and coping mechanisms used by teachers amid modular instruction. Ten teachers from five secondary schools in the Philippines participated voluntarily. Data was gathered through a written narrative from each participant and analyzed thematically.

Furthermore, Ingersoll and Merrill (2012) discovered that schools that honored and assisted committed educators by offering chances for professional development, such as leadership courses and mentorship programs, helped maintain their dedication while promoting advancement. Because of this, seasoned teachers wanted institutional support that valued their commitment and offered opportunities for professional growth without sacrificing their well-being.

Themed findings showed that these teachers are greatly challenged regarding learning quality transfer, module distribution and retrieval, students' difficulties in following instruction, power disruption, internet connection, and health risks posed by the pandemic. Nevertheless, these teachers dealt with these difficulties by employing their coping techniques. Teaching can be challenging and frustrating, especially in these difficult times, but as these teachers demonstrated, everything is possible. Hence, educators must be ready for any situation that may arise. This situation is unlikely to get better anytime soon; teachers will need to adjust to and accept this reality.

Figure 6 presents the participants' responses on possible solutions/mechanisms to cope with the challenges. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

### Themes on Possible Solutions/ Mechanisms to cope with the Challenges



**Figure 6.** The Simulacrum Diagram on Possible Solutions/ Mechanisms to cope with the Challenges

#### Participants' Wishes and Wants in 10 Years

Figure 9 presents the participants' responses to their wishes and wants 10 years after the date of the interview. The reactions are transcribed based on the participants' lived experiences.

The themes of wishes and wants of golden year teachers in 10 years are depicted in Figure 9. Thirteen (13) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Career, Faith and Retirement Goals, Career Fulfillment, Family, Entrepreneurship, and Peaceful Retirement, and Commitment to Education, Faith and Community.

#### Emerging Theme 1: Career, Faith, and Retirement Goals

Seasoned public school teachers naturally anticipate their future professional routes, religious fulfillment, and retirement goals after spending decades molding young brains. When they move from active teaching to a satisfying life after retirement, their experiences, values, and personal objectives all play a role.

Seasoned public school teachers' goals for their future careers, religion, and retirement are closely linked to their beliefs, personal fulfillment, and life's work. Beyond their years in the classroom, these educators seek meaning, happiness, and a lasting legacy, whether through faith-based work, more study, or a quiet retirement.

This theme was characterized by four (4) clustered themes: Future Career Aspirations Beyond Teaching, Religious Aspirations, Retirement Aspirations, and Personal Fulfillment.

For seasoned teachers, the key themes influencing their career outlook are Future Career Aspirations Beyond Teaching, Religious Aspirations, Retirement Aspirations, and Personal Fulfillment. Future Career Aspirations Beyond Teaching, as many teachers begin considering opportunities outside the classroom for further personal and professional growth. Religious Aspirations follow, as some teachers look to incorporate their faith into their career or future endeavors. Retirement Aspirations come next, with teachers planning for life after teaching and considering their financial and personal goals. Lastly, Personal Fulfillment is important, as seasoned educators seek to find meaning and satisfaction both within and outside their careers. Together, these themes reflect the evolving aspirations of experienced teachers as they look beyond their teaching roles.

Seasoned teachers described their Future Career, Religious, and Retirement Aspirations when they said:

“I’m currently 47 years old, and ten years after this interview, I’m 57 years old. I’m still working for DepEd, but I’m hopeful the Senate will raise the retirement age to 55. I’m hoping my employment will improve my health and energy levels so I won’t have to worry about my kids’ tuition anymore.” (Luna)

“...After ten years, I envision myself as a retired educator who serves God by teaching Sunday classes and going about my daily business.” (Jane) “I will have already retired by then. I pray that the Lord will give me a longer life so that I can enjoy it...” (Kim)

“Ten years from this interview, my goals are to be stress-free, enjoy my retirement benefits, and give myself time to unwind” (Cha)

“In ten years, I might see a happy, contented individual who does his best to educate children...” (May)

Luna, currently 47 years old, hopes that by the time she is 57, the Senate will raise the retirement age to 55, allowing her to continue working for DepEd while improving her health and energy levels. She also hopes that her job will alleviate her concerns about her children’s tuition. Jane envisions herself as a retired educator, serving God by teaching Sunday classes and enjoying her daily life. Kim, looking ahead ten years, prays for a long life so she can enjoy her retirement after retiring from teaching. Cha, in ten years, hopes to be stress-free, enjoying her retirement benefits, and taking time to unwind. May sees herself as a happy, contented individual who continues to do her best in educating children.

In this context, Steiner and Amabile (2022) emphasized that retirement entails giving up the career-dependent meanings and everyday structure that labor delivers in life narratives. Therefore, the transition to retirement may involve thinking about using one’s newly freed daily time and how retirement may affect one’s life story.

(Day & Gu, 2010), experienced public school teachers’ professional journeys were significantly shaped by their retirement plans, religion, and career ambitions. Before retiring, many seasoned educators saw job progression to contribute to the educational system and have a long-lasting effect on students

They investigated how American professionals view their careers and retirement. They found two orthogonal dimensions—global and quotidian life, contrasting with these areas of life and four fundamental ways of thinking resulting from differences between them. They developed a theoretical model explaining how perceptions of working life influence perceptions of retirement life, which in turn affects the retirement experience. Their research contributed to the literature on retirement transitions, the meaning of labor, narrative psychology, and construal-level theory.

### ***Emerging Theme 2: Career Fulfillment***

Public school teachers in their golden years have devoted their careers to teaching, influencing young people’s thinking, and making important contributions to society. As they approach the end of their teaching careers, they feel more professional fulfillment, impact, and personal development. Decades of dedication, tenacity, and lifelong learning are reflected in their journey, guaranteeing that their impact goes beyond the classroom.

Seasoned educators benefit from decades of teaching in public schools through personal development, impact, and career fulfillment. Because of their commitment, impact, and growth-oriented nature, they are important members of the academic community who leave a legacy of knowledge, insight, and motivation for future generations.

This theme was characterized by three (3) clustered themes: Achieving Career Fulfillment, creating a Lasting Impact in Education, and Personal Growth and Self-Development.

For seasoned teachers, the primary themes shaping their career journey are Achieving Career Fulfillment, Creating a Lasting Impact in Education, and Personal Growth and Self-Development. At the forefront is Achieving Career Fulfillment, as experienced educators seek satisfaction and purpose in their work. Creating a Lasting Impact in Education follows, with teachers aiming to leave a meaningful legacy through their influence on students and the education system. Lastly, Personal Growth and Self-Development is important, as teachers continuously strive for self-improvement and expanding their skills. Together, these themes highlight the importance of finding fulfillment, making a difference, and pursuing personal growth in a seasoned teacher’s career.

Seasoned teachers described their Career Fulfillment when they said:

“My dream job would be one where my ideas are valued and have a significant influence” (Mel)

“After this interview, I see myself in ten years traveling overseas to see my kids and running a business” (Issa)

“In ten years, I see myself as successful in the career I have chosen” (Ana)

“After ten years, I envision myself as a retired educator who serves God by teaching Sunday classes and going about my daily business...” (Jane)

“I will have already retired by then. I pray that the Lord will give me a longer life so that I can enjoy it...” (Kim)

Mel envisions her dream job as one where her ideas are valued and have a significant influence. Issa, after this interview, sees herself in ten years traveling overseas to visit her children and running a business. Ana hopes to be successful in the career she has chosen in ten years. Jane, on the other hand, imagines herself as a retired educator, serving God by teaching Sunday classes and going about her daily business. Kim also anticipates being retired by then and prays for a long life so she can fully enjoy her retirement.

Principi et al. (2020) used a dynamic resource theory method to investigate the impact of planning and plan fulfillment on retirement satisfaction. Interviews were done on the eve of retirement and then one- and two-years following retirement as part of a three-year qualitative longitudinal design. Retirement pleasure was found to be correlated with plan realization.

However, many retirees adapted effectively to retirement without prior planning or when plans were derailed. Occasionally, retirement did not meet expectations even when plans were fulfilled. Regardless of planning, resilience and psychological resources were important aspects of enjoyment.

Furthermore, they concluded that social integration, assuming new social roles, and having possibilities to be active both inside and outside of the private sphere—like volunteering or taking part in clubs or activities focused on leisure—were all linked to retirement pleasure. They underlined that family bonds were a significant factor in determining whether or not people were satisfied with retirement, regardless of planning.

### ***Emerging Theme 3: Family, Entrepreneurship, and Peaceful Retirement***

After years of devoted work in the field, teachers in their golden years in public schools look forward to a well-earned retirement emphasizing family, enterprise, and tranquil living. Their desire for relaxation, self-actualization, and fulfilling work outside of teaching is reflected in their departure from the classroom and entry into a new stage of life.

Retirement for seasoned public-school teachers is about more than just leaving the workforce; it's about embracing family, starting your own business, and leading a tranquil life. Emphasizing meaningful connections, financial independence, and personal well-being guarantees a happy and successful life after teaching while leaving a legacy of knowledge and commitment.

This theme was characterized by three (3) clustered themes: Strengthening Family Bonds and Relationships, Entrepreneurship and Pursuing Passion Projects, and Peaceful and Fulfilling Retirement Lifestyle.

For seasoned teachers, the key themes shaping their post-career aspirations are Strengthening Family Bonds and Relationships, Entrepreneurship and Pursuing Passion Projects, and Peaceful and Fulfilling Retirement Lifestyle. At the forefront is Strengthening Family Bonds and Relationships, as many teachers prioritize spending quality time with loved ones after years of dedicating themselves to their careers. Entrepreneurship and Pursuing Passion Projects follow, with some teachers exploring business ventures or personal projects they are passionate about. Lastly, the Peaceful and Fulfilling Retirement Lifestyle is important, as teachers plan for a comfortable and meaningful retirement, focusing on relaxation and enjoyment. Together, these themes reflect the personal aspirations of seasoned educators as they transition beyond their teaching careers.

Seasoned teachers described their Embracing Family, Entrepreneurship, and Peaceful Living in Retirement when they said:

“As a full-time housewife, I will allow myself time to unwind and cherish each day with my family after I retire” (Cha).

“I intend to care for my grandchildren while traveling the nation” (Joy).

“I want to travel, run a little business, be a full-time housewife, and be more involved in church...” (Luna).

“My goals are to spend time with my family, attend religious activities, and start a business” (Sam).

After retirement, Cha plans to unwind and cherish each day with her family as a full-time housewife. Joy envisions caring for her grandchildren while traveling the nation. Luna hopes to travel, run a small business, be a full-time housewife, and become more involved in church. Similarly, Sam's goals include spending time with her family, attending religious activities, and starting a business.

Liu, Bai, and Knapp (2021) bolster these claims by pointing out that the aging of the population and the lengthening of retirement years make it more important than ever to maintain health and well-being in later life. Planning for retirement can help improve post-retirement results and increase confidence and readiness for retirement.

Moreover, Klassen and Chiu (2011) also pointed out that teachers who were getting close to retirement often wanted a smooth transition, focusing on stress management, well-being, and institutional support. Experienced educators thus chose career paths that promoted their long-term goals of family stability, business endeavors, and a peaceful retirement in addition to promoting professional development.

The study's objectives were to investigate the multifaceted retirement planning activities of Hong Kong's aging adults, their retirement confidence, and how retirement confidence mediated the associations between retirement planning and subjective well-being (i.e., life satisfaction, physical health, and depressive symptoms).

The findings demonstrated that retirement confidence, physical health, and depressive symptoms were all impacted by retirement preparation, both directly and indirectly. Out of the four planning subdomains (financial, health, social life, and psychological planning), only social life planning affected depressive symptoms through retirement confidence. In contrast, health, social life, and psychological planning positively affected physical health and life satisfaction through elevated retirement confidence levels.

Financial planning for retirement could directly improve life satisfaction, but it was not connected with retirement confidence. The results showed that policymakers and service providers must enhance public education to increase future retirees' understanding of the value of retirement planning and encourage retirement planning activities, particularly social life planning.

#### ***Theme 4: Commitment to Education, Faith, and Community***

Seasoned public school teachers have devoted their lives to educating children, upholding moral principles, and promoting community growth. Their love of learning, religion, and service is integral to who they are, even as they approach retirement. Their dedication is evident outside of the classroom, impacting the lives of students, other educators, and the community.

Seasoned public school teachers embody a lifetime dedication to education, religion, and community. When they retire, their enthusiasm for mentoring, educating, and helping people doesn't diminish; rather, it evolves into new avenues for leaving a lasting impression. Their commitment continues to be a potent force for good through community work, faith-based endeavors, and mentoring.

Three (3) clustered themes characterized this theme: Continued Dedication to Education, Strengthening Faith and Spiritual Growth, and Community Engagement and Service.

For seasoned teachers, the primary themes shaping their post-career focus are Continued Dedication to Education, Strengthening Faith and Spiritual Growth, and Community Engagement and Service. At the forefront is Continued Dedication to Education, as many teachers remain committed to supporting learning, whether through tutoring, mentoring, or volunteering in educational initiatives. Strengthening Faith and Spiritual Growth follows, as some teachers seek to deepen their spiritual life, integrating faith with their personal journey. Community Engagement and Service comes next, with many teachers continuing to contribute to their communities through various service-oriented activities. Together, these themes highlight the ongoing commitment of seasoned educators to personal development, community involvement, and education.

Seasoned teachers described their Lifelong Commitment to Education, Faith, and Community when they said:

“I intend to pursue my education, serve God, invest in financial security, and give back to the community to fulfill my desires” (Jane)

“After I retire, I want to serve God and give back to the community to fulfill my desires” (Mel)

“Appropriate investment or project planning with family and participation in organizations that can increase my productivity” (Sam)

“With the help of the all-powerful God, I will gradually and gently acquire these desires and goals to stay on course and concentrate on my long-term or time-bound objectives...” (May)

Jane plans to pursue her education, serve God, invest in financial security, and give back to the community to fulfill her desires. Similarly, Mel also wants to serve God and contribute to the community after retirement to fulfill her aspirations. Sam focuses on appropriate investment or project planning with her family and participation in organizations that can enhance her productivity. May, with the help of God, intends to gradually and gently achieve her desires and goals, staying focused on her long-term or time-bound objectives.

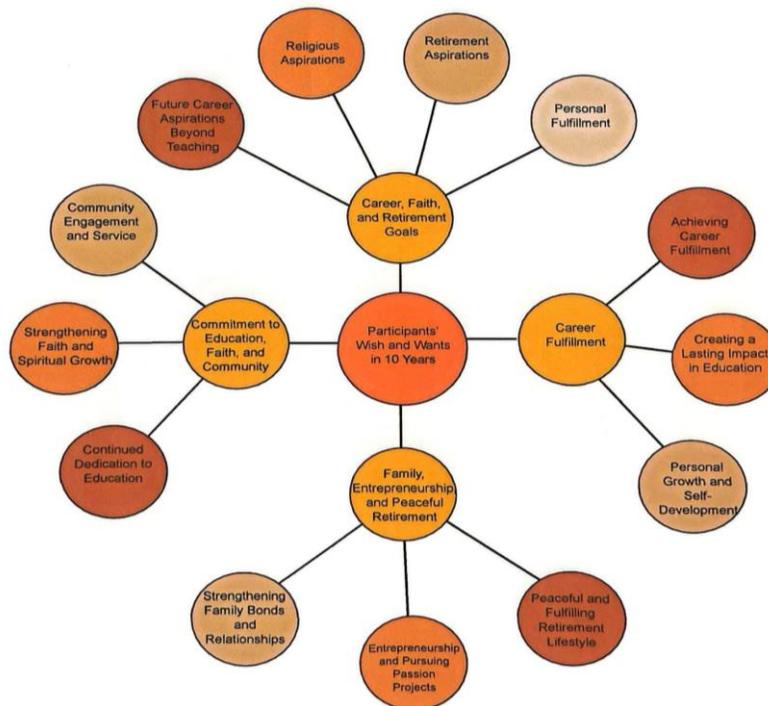
Considering these claims, Demir (2020) contended that teachers who believe in their abilities are more likely to support one another's growth in areas like improving innovative teaching techniques. According to this author, teachers at schools with high levels of self-efficacy have a significant role in supporting students' beliefs in their abilities.

Furthermore, research by Hargreaves and Fullan (2012) highlights that teachers who actively engage with their communities build stronger relationships with students and families, enhancing both classroom dynamics and career fulfillment.

This study aimed to ascertain how self-efficacy is related to motivation, job involvement, organizational commitment, and job satisfaction. The findings showed that teachers' motivation, job involvement, organizational commitment, and job satisfaction rose proportionally to their self-efficacy views. Both organizational commitment and job satisfaction somewhat mediated the association between instructors' motivation and sense of self-efficacy. Self-efficacy beliefs positively impacted teachers' job involvement through the mediation effect of motivation and job satisfaction. Organizational commitment and motivation mediated the association between teachers' self-efficacy and job involvement.

Figure 7 presents the participants' responses on wishes and wants in 10 years. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

### Themes on Participants' Wishes and Wants in 10 Years



**Figure 7.** The Simulacrum Diagram on participants' wishes and wants in 10 years

#### Participants' Other Plans After Retirement

Figure 8 presents the participants' responses to their other plans after retirement. The reactions are transcribed based on the participants' lived experiences.

The themes of wishes and wants of golden year teachers in 10 years are depicted in Figure 10. Fifteen (15) clustered themes served as bases to formulate the four (4) emerging themes after a thorough data analysis and interpretation process.

It reveals that the emerging themes were Post-Retirement Mentorship & Leadership, Personal Goals & Life After Teaching, Spiritual Fulfillment & Post-Retirement Goals, and Entrepreneurship, Faith & Family in Retirement.

#### **Emerging Theme 1. Post-Retirement Mentorship & Leadership**

Retirement marks a significant transition in the life of a teacher, signaling the end of daily classroom instruction but not the end of their influence in education. For golden-year teachers, those who have dedicated decades to shaping young minds—retirement presents an opportunity to continue their impact through mentorship and leadership. While they may step away from full-time teaching, their wealth of knowledge, experience, and wisdom remains invaluable to students, young educators, and the broader community. Post-retirement mentorship and leadership provide golden-year teachers with a renewed sense of purpose, allowing them to stay engaged in education and contribute meaningfully to the next generation.

A teacher's influence does not cease with retirement; rather, it ushers in a new era when leadership and mentoring may influence education in new but no less significant ways. Even after quitting full-time teaching, golden-year teachers may still lead, motivate, and assist others because to their extensive expertise. Their job is still crucial, whether they are mentoring new teachers, sitting on school boards, pushing for legislative reforms, or continuing to teach via community initiatives. By accepting leadership and mentoring roles after retirement, they not only improve the lives of others but also satisfy their own lifetime enthusiasm for education.

This theme was characterized by four (4) clustered themes: Personal Growth & Legacy; Community Engagement & Social Impact; Leadership & Influence; and Work-Life Balance & Well-being.

For seasoned teachers, the key themes shaping their career and post-career focus are Personal Growth & Legacy, Community Engagement & Social Impact, Leadership & Influence, and Work-Life Balance & Well-being. At the forefront is Personal Growth & Legacy, as many teachers aim to have a lasting impact on both their students and the education system while continuously seeking self-improvement. Community Engagement & Social Impact follows, with teachers dedicating themselves to making a difference in their communities. Leadership & Influence comes next, as experienced educators often take on roles that allow them to shape educational practices and mentor others. Lastly, Work-Life Balance & Well-being is crucial, as teachers prioritize their health and personal time,

ensuring a sustainable and fulfilling career. Together, these themes reflect the holistic aspirations of seasoned teachers, blending personal fulfillment with broader societal contributions.

Seasoned teachers described their Post-Retirement Mentorship & Leadership when they said:

“After I retire, I want to keep mentoring my former students by serving as an example for them. A role model who leads by example, exhibits positive attitudes and behaviors, and inspires and motivates others.” (May)

“After I retire, I want to take some time to unwind, get involved in religious activities, start a business, and continue to learn.” (Ana)

“After I retire, I want to continue my education, start a business, travel, and get involved in church activities.” (Jane)

“Following retirement, I plan to take some time to unwind, engage in church activities, start a business, travel, and continue my education.” (Mel)

After retirement, May hopes to continue mentoring her former students by serving as a role model who leads by example, exhibits positive attitudes and behaviors, and inspires and motivates others. Ana plans to unwind, get involved in religious activities, start a business, and continue learning. Similarly, Jane envisions continuing her education, starting a business, traveling, and engaging in church activities. Mel also intends to unwind, engage in church activities, start a business, travel, and pursue further education following retirement.

Forbes (2024) claims that mentorship programs facilitate easier leadership transitions and help maintain institutional expertise. This is especially important in the field of education, where seasoned instructors are essential in guiding new teachers.

Additionally, Wang and Odell (2010) highlighted that structured mentorship programs benefit both novice and retired educators by fostering professional collaboration and preserving institutional knowledge. Post-retirement mentorship and leadership opportunities significantly influenced the career aspirations of seasoned public-school teachers.

For golden-year teachers, who have a wealth of knowledge that may influence the next generation of educators, post-retirement mentoring and leadership are particularly important. As seasoned experts, retired educators may provide early-career educators with significant advice on curriculum creation, classroom management, and student engagement.

### ***Emerging Theme 2. Personal Goals & Life After Teaching***

For teachers in their golden years, retirement is more of a transition than a destination, despite the fact that it is often seen as the end of a long and devoted profession. Retired teachers have a lot of knowledge and experience that may continue to serve society after decades of influencing young minds, mentoring pupils, and motivating future leaders. The years after teaching provide a chance to reevaluate personal objectives, take on new leadership and mentoring responsibilities, and discover satisfaction outside of the classroom. Golden-year teachers may enjoy fulfilling lives after teaching by participating in leadership, mentoring, and personal growth.

Retirement is a chance to rediscover purpose and keep changing the world, not a sign that a teacher's impact is over. Golden-year teachers have the ability to train and lead new teachers, assist pupils, and influence educational policy. At the same time, a happy and balanced retirement is guaranteed by establishing personal objectives and enjoying life's joys. Life after teaching is about moving into other jobs that provide personal fulfillment and contribute to society, not about walking away from influence. Retired teachers may have a full, fulfilling, and meaningful golden age by enthusiastically welcoming this new chapter.

This theme was characterized by four (4) clustered themes: Self-Discovery & Personal Growth; Community Involvement & Volunteerism; Travel & Leisure; and Financial Stability & Retirement Planning.

For seasoned teachers, the key themes shaping their post-career aspirations are Self-Discovery & Personal Growth, Community Involvement & Volunteerism, Travel & Leisure, and Financial Stability & Retirement Planning. At the forefront is Self-Discovery & Personal Growth, as teachers seek to explore new interests and continue learning beyond their careers. Community Involvement & Volunteerism follows, with many teachers dedicating time to making a positive impact in their communities. Travel & Leisure comes next, as seasoned educators look forward to exploring new places and enjoying more personal time. Lastly, Financial Stability & Retirement Planning is essential, as teachers ensure their financial security and plan for a comfortable retirement. Together, these themes highlight the balance between personal development, community engagement, leisure, and financial planning in the lives of seasoned teachers.

Seasoned teachers described their Personal Goals & Life After Teaching when they said:

“I want to travel, run a little business, be a full-time housewife, and be more involved in church.” (Luna)

“After ten years, I envision myself contentedly spending time with my loved ones, doing activities without stress, and enjoying my retirement. occupying myself with activities I had never done before. such as traveling, running my own business, participating in social activities, fulfilling my obligations as a private citizen, watching movies, reading books, practicing

Zumba, working a full-time job as a housewife, mother, and grandmother of my children, and so on. All I want is to be content.” (Kim)

“I intend to care for my grandchildren while traveling the nation.” (Joy)

Luna envisions her post-retirement life filled with travel, running a small business, being a full-time housewife, and becoming more involved in church. Similarly, Kim imagines spending her retirement contentedly with her loved ones, engaging in stress-free activities like traveling, running her own business, participating in social events, and fulfilling her duties as a mother and grandmother. She also looks forward to enjoying hobbies like watching movies, reading books, practicing Zumba, and working as a full-time housewife. Joy plans to care for her grandchildren while traveling across the nation.

According to Smith (2021), post-retirement well-being is improved by preserving social ties and being intellectually engaged via hobbies or further study. Setting personal objectives, whether they include traveling, spending time with family, or taking on part-time teaching responsibilities, helps golden-year teachers make the move from regimented professions to more flexible lives and guarantee a happy and meaningful retirement. These results highlight how crucial it is to make plans for life beyond teaching so that teachers may continue to have a significant impact while putting their own development and happiness first.

Additionally, according to National Education Association research from 2021, some educators chose to pursue second jobs in writing or education consulting, while others chose to enjoy retirement by concentrating on hobbies, volunteering in the community, and spending time with their loved ones. As seasoned educators looked for stability and meaning in their later years, these observations showed that personal objectives after teaching often combined professional satisfaction with personal development.

Seasoned teachers have the chance to reevaluate their own objectives and take up new, rewarding endeavors once they leave the classroom. To make sure their influence goes beyond the classroom, many retired educators decide to participate in lifelong learning, community service, or mentoring.

### ***Emerging Theme 3. Spiritual Fulfillment & Post-Retirement Goals***

Retirement is often seen as a period of relaxation, introspection, and creativity. The shift from the classroom to life beyond retirement offers golden-year teachers, those who have spent decades molding young minds—the chance to pursue new personal objectives, spiritual satisfaction, and a greater sense of purpose. Teaching is a vocation that often has a long-lasting effect on both the teacher and their pupils. It is more than simply a job. Golden-year educators may continue to find meaning in their work once they retire by developing their spiritual health and finding mentoring, leadership, and personal development.

A teacher's mission does not cease with retirement; rather, it is a fresh start that offers chances for leadership, mentoring, and personal development. Golden-year instructors are guided toward a meaningful and balanced existence by their post-retirement objectives and spiritual satisfaction. Retired educators may continue to inspire and encourage others by mentoring new teachers, spearheading community projects, strengthening their religion, or just spending time with loved ones. Golden-year teachers may achieve inner peace and make a lasting difference outside of the classroom by welcoming this new chapter with appreciation and purpose.

This theme was characterized by three (3) clustered themes: Purpose-Driven Entrepreneurship; Faith & Spiritual Growth; and Community Engagement & Service.

For seasoned teachers, the key themes shaping their post-career aspirations are Purpose-Driven Entrepreneurship, Faith & Spiritual Growth, and Community Engagement & Service. At the forefront is Purpose-Driven Entrepreneurship, as many teachers seek to start ventures that align with their values and passions. Faith & Spiritual Growth follows, as some educators look to deepen their spiritual lives and integrate faith into their daily practices. Community Engagement & Service comes next, with many teachers continuing to contribute to their communities through volunteer work and service. Together, these themes reflect the desire of seasoned teachers to create meaningful impact, grow personally, and give back to others.

Seasoned teachers described their Spiritual Fulfillment & Post-Retirement Goals when they said:

“After I retire, I want to take some time to unwind, get involved in religious activities, start a business, and continue to learn.” (Ana)

“After I retire, I want to continue my education, start a business, travel, and get involved in church activities.” (Jane)

“I want to travel, run a little business, be a full-time housewife, and be more involved in church.” (Luna)

After retirement, Ana plans to unwind, get involved in religious activities, start a business, and continue learning. Similarly, Jane envisions continuing her education, starting a business, traveling, and engaging in church activities. Luna also hopes to travel, run a small business, be a full-time housewife, and become more involved in church after she retires.

According to research by Miller (2021), retirees may preserve a feeling of purpose by engaging in activities like meditation, appreciation, and involvement in religious or philosophical societies. Setting values-based objectives, whether via mentoring, mission work, or personal spiritual development, is essential for golden-year teachers making the shift from a regimented teaching career to a

spiritually fulfilling retirement. Retired educators may maintain their positive influence while fostering their inner serenity and sense of purpose by placing a high priority on spiritual satisfaction.

Furthermore, Wang, Hesketh, and Yarker (2019), educators who included spiritual satisfaction in their retirement plans reported feeling less stressed and having a more seamless transition into their post-teaching life. In order to ensure that they had the opportunity to be involved in meaningful ways and embrace a balanced, purpose-driven post-career existence, seasoned educators wanted institutions to recognize the significance of spiritual and personal satisfaction in retirement.

Seasoned teachers' post-retirement ambitions are greatly influenced by their spiritual satisfaction, which enables them to discover a greater sense of meaning and purpose outside of their work. To support their spiritual wellbeing, many retired educators resort to volunteer work, personal introspection, or religion.

#### ***Emerging Theme 4. Entrepreneurship, Faith & Family in Retirement***

Although retirement is often thought of as a time to wind down, for teachers in their golden years, it may also be a period of rejuvenation, purpose, and fresh starts. Retired teachers have a plethora of knowledge, abilities, and insight from their decades of devoted work in education that may be used in a variety of ways. In addition to education, business, church, and family life, many people find joy in mentoring and leading. Golden-year teachers may design a well-rounded, fulfilling, and meaningful post-retirement life by embracing these elements.

Retirement provides a fresh start for golden-year educators, allowing them to continue their leadership and mentoring legacy while exploring business, strengthening their spirituality, and strengthening family ties. Retired teachers may make their golden years a time of development, satisfaction, and pleasure by mentoring aspiring educators, launching a company, participating in faith-based endeavors, or spending time with loved ones.

This theme was characterized by four (4) clustered themes: Faith and Inner Peace, Community and Service, Gratitude and Contentment, and Family and Relationships.

For seasoned teachers, the key themes shaping their post-career aspirations are Faith and Inner Peace, Community and Service, Gratitude and Contentment, and Family and Relationships. At the forefront is Faith and Inner Peace, as many teachers seek spiritual fulfillment and inner calm after years of dedication to their profession. Community and Service follows, with teachers continuing to give back through volunteering and contributing to societal well-being. Gratitude and Contentment come next, as they reflect on their careers with a sense of appreciation for their work and experiences. Finally, Family and Relationships are vital, with teachers focusing on strengthening bonds with loved ones after years of prioritizing their careers. Together, these themes reflect the importance of spiritual fulfillment, giving back, appreciating the journey, and nurturing personal connections.

Seasoned teachers described their Personal Goals & Life After Teaching when they said:

“I'll perform the Hajj in Mecca after I retire. (Issa)

“After I retire, I want to take some time to unwind, get involved in religious activities, start a business, and continue to learn.” (Ana)

“After I retire, I want to continue my education, start a business, travel, and get involved in church activities.” (Jane)

“My goals are to spend time with my family, attend religious activities, and start a business.” (Sam)

After retirement, Issa plans to perform the Hajj in Mecca. Ana envisions unwinding, getting involved in religious activities, starting a business, and continuing to learn. Similarly, Jane hopes to continue her education, start a business, travel, and engage in church activities. Sam's goals after retirement include spending time with her family, attending religious activities, and starting a business.

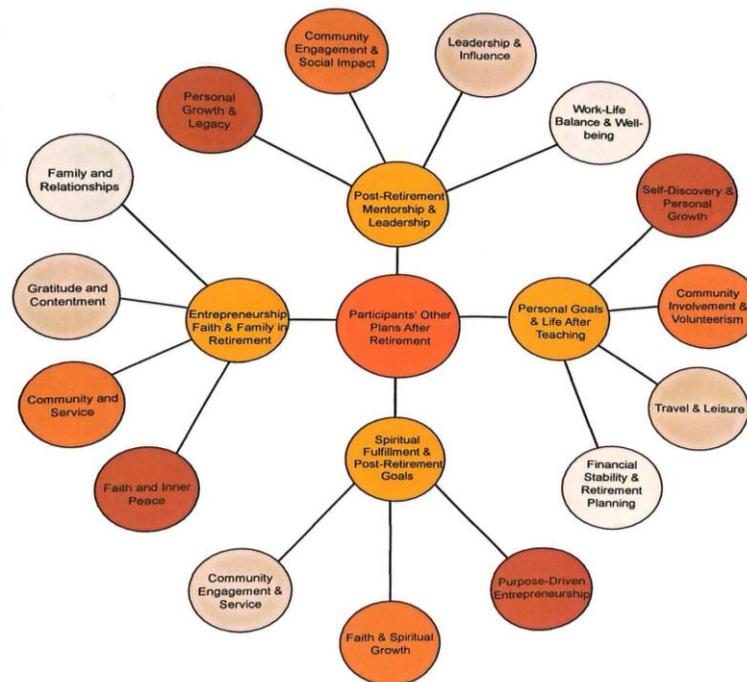
Furthermore, Miller (2021) emphasizes the value of family ties in retirement as solid bonds with loved ones help one another emotionally and improve general wellbeing. A happy retirement where they may continue to make a difference while relishing their newfound freedom is guaranteed for golden-year teachers who strike a balance between enterprise, religion, and family.

(Kim & Feldman, 2000), experienced public school teachers' retirement goals were significantly influenced by their family, religion, and entrepreneurial endeavors. Many seasoned educators saw retirement as a chance to pursue entrepreneurial endeavors, using their expertise in writing, education consulting, or launching side projects that were in line with their interests.

Seasoned teachers have the chance to pursue new business endeavors after retirement while maintaining close ties to their families and beliefs. In order to continue doing worthwhile work, many retired educators use their teaching background to launch tutoring companies, create instructional books, or provide consultancy services.

Figure 9 presents the participants' responses on other plans after retirement. Each emerging theme has clustered sub-themes arranged from dark to light colors, where the darkest color represents the highest number of participant responses, and the lightest color represents the fewest.

### Themes on Participants' Other Plans After Retirement



**Figure 9.** The Simulacrum Diagram on Other Plans after Retirement

### Conclusions

The following conclusions are based on the synthesized relevant themes.

Seasoned teachers still have their wants and wish for career advancement, particularly promotion and professional growth and development.

The participants encountered difficulties modifying the curriculum, adapting and using technology, managing the classroom, and fostering students' academic engagement.

The participants challenges encountered include: inadequate materials and scarce funding, classroom management, lack of resources, student behavior, student learning, academic engagement, and work-life balance.

The participants coped with the challenges through support systems and proactive commitment to service.

The participants' wishes and desires 10 years after the interview were focused on future career, religious, and retirement aspirations.

The seasoned teachers envision themselves as fulfilled and contented individuals with a life-long commitment to education, family, and community.

Based on the summary and conclusions, the following recommendations are drawn:

The study found that seasoned teachers have wanted and wished for career advancement such as promotion and professional growth and development; hence, it is recommended that concerned school administrators assist them in preparing their pertinent documents to apply for promotion or reclassification. Also, they may be given chances to attend relevant training and seminars based on their priority needs.

To help them face the obstacles they encounter in their service, they need to be guided on curriculum modification, technology adaptation, and utilization through small group discussions, ICT tutorials, and School-Based Learning Action Cell (SLAC) sessions. Regular Instructional Supervision (IS) of School Heads and Master Teachers to seasoned teachers is also encouraged to monitor their progress and development.

Participants have encountered challenges in their teaching for the past twenty years. It is recommended that current teachers be assisted through a mentoring and coaching program where best practices are shared. They can also be assisted through Collaborative Expertise (CE), pre- and post-conference Teaching Demonstrations, and ICT Training. Their progress can be monitored regularly, and a feedback mechanism can be used.

Since the participants envision themselves as fulfilled and content individuals ten years from the interview, they can be acquainted with retirement plans and financial literacy. Successful retired teachers/employees may guide and assist during school programs and relevant activities, DepEd Programs about retirement, and financial literacy prepared by Human Resource Development personnel.

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