

# Stories of Struggles and Success of Novice Teachers Transitioning From Private to Public Schools

<sup>1</sup>Gilbert M. Baflor., <sup>2</sup>James L. Paglinawan

<sup>1</sup>Faculty, Kikipot Integrated School

<sup>2</sup>Faculty, Central Mindanao University

DOI: <https://doi.org/10.47772/IJRISS.2026.100400223>

Received: 13 April 2026; Accepted: 18 April 2026; Published: 02 May 2026

## ABSTRACT

This qualitative phenomenological study explored the stories of struggles and successes of novice teachers who transitioned from private to public schools in selected districts in the Division of Bukidnon, Mindanao, Philippines, during School Year 2025–2026. Fifteen novice public school teachers who previously taught in private schools were chosen through snowball sampling and participated in semi-structured, open-ended questions administered via online questionnaires. Data were analyzed using Braun and Clarke’s thematic analysis, creating themes on reasons for transition, struggles and difficulties, coping strategies, and recommendations for prospective transferees. Findings showed that teachers moved to public schools mainly for financial security, professional growth, and a sense of vocation to serve underserved learners, yet they encountered resource limitations, heavy workloads, large class sizes, and poverty-related learner difficulties. To cope, they relied on collegial support, careful planning and time management, resourcefulness and improvisation, and a flexible, service-oriented mindset, which in turn shaped practical recommendations for teachers considering the same move. The study stresses the need for stronger institutional support and policy responsiveness to ease novice teachers’ transition from private to public schools and sustain their commitment to the public education system.

**Keywords:** Novice teacher, Transitioning, Struggles and Success

## INTRODUCTION

In many education systems, novice teachers frequently experience intense pressures as they adjust to the demands of the profession, which affects their wellbeing, performance, and decision to remain in teaching. In the Philippine context, public school teachers often face heavy workloads, large class sizes, and numerous non-teaching tasks that can be overwhelming, especially for those who are still in the early years of their career. When novice teachers move from private to public schools, they are not only encountered with the usual challenges of induction but also with the need to adapt to new organizational cultures, policies, and expectations, which may heighten their struggles. Despite growing attention to teacher welfare and retention, there is still limited qualitative documentation of the lived experiences of novice teachers who have transitioned from private to public schools, particularly in local public school settings.

Novice teachers, commonly defined as those within their first few years of teaching, are known to grapple with classroom management, lesson delivery, and adjustment to institutional norms. Studies in various contexts have shown that they often struggle with heavy workloads, managing diverse learner needs, and balancing instructional and administrative responsibilities. In the Philippines, curriculum reforms and accountability measures have intensified teacher workload in public schools, with many teachers reporting extensive time spent on ancillary and administrative tasks beyond actual classroom teaching. For novice teachers coming from private schools, the transition can be more complex because they must shift from one institutional culture and resource environment to another, often with larger class sizes, different community expectations, and more bureaucratic processes in public schools. These conditions may affect their sense of efficacy, job satisfaction, and long-term

commitment to the public school system, making it important to listen to and understand their stories of struggle and success.

Newly hired teachers transitioning from private to public schools in the Philippines face distinct challenges, such as unapproachable colleagues (STOP), scarce facilities (LOOK), and principals who fail to "walk the talk" (LISTEN), as revealed in phenomenological accounts of migrant teachers with prior private school experience (Amo & Amo, 2025). Similarly, newly hired public school teachers encounter heavy workloads, classroom management issues, and school environment difficulties, often achieving very satisfactory performance despite these hurdles, with no direct link between challenge levels and ratings (Juliana et al., 2021). These findings highlight the intensified adaptation demands for private-to-public migrants, including bureaucratic shifts and resource constraints, underscoring the need to explore their lived stories of struggle and success (Pascua et al., 2020).

Beginning teachers in Philippine public schools navigate emotional transitions from home to professional life, instructional challenges via coping initiatives like mentorship, and efforts toward work-life balance, aligning with the coping mechanisms and recommendations central to this study (Alipoon et al., 2023). Local narratives further emphasize that private schools serve as initial training grounds, with transitions driven by financial needs and experience-building, though public settings amplify issues like diverse learners and administrative demands (Ching et al., 2023). Collectively, these studies affirm the value of qualitative insights into transition reasons, adaptive strategies, and guidance for future movers, filling gaps in documentation for local public school contexts.

This study generally aims to explore and understand the stories of struggles and success of novice teachers transitioning from private to public schools. Specifically, it seeks to describe their reasons for moving from private to public schools, the struggles or difficulties they experienced in adapting to the public school environment, the strategies or coping mechanisms they used to handle these struggles, and their recommendations to teachers who are considering a similar transition.

The study conducted in selected public schools within in the Division of Bukidnon, where the Fifteen (15) participants' novice teachers who previously taught in private schools are currently employed. Data collection is planned to take place during the school year 2025–2026, allowing the researcher to capture recent and ongoing experiences of novice teachers as they navigate their transition into the public school system.

### **Objectives:**

The study aimed to explore the Stories of Struggles and Success of Novice Teachers Transitioning from Private to Public Schools, specifically in the Division of Bukidnon, in the Province of Bukidnon, Mindanao, Philippines, for the SY 2025–2026. Specifically, it endeavored to:

1. Determine the reasons that led teachers to transition from s private to public school.
2. Investigate the struggles or difficulties faced by novice teachers when adapting to the public school.
3. Solicit strategies or coping mechanism apply by the novice teachers in handling struggles; and
4. Suggest recommendation to teachers considering a move from private to public schools.

## **METHODOLOGY**

### **Research Design**

#### Phenomenological Research Design

Phenomenological study design is a qualitative research approach that explores the lived experiences of individuals regarding a specific phenomenon, aiming to uncover its essential structure and meaning. It

emphasizes participants' subjective perspectives through in-depth descriptions, making it ideal for your study on novice teachers' transitions from private to public schools.

## **Research Setting**

This study focuses on selected novice teachers in Kibawe district, in Municipality of Kibawe, Division of Bukidnon in the province of Bukidnon, Mindanao, Philippines: DepEd Bukidnon is one of the large Division in the Department of Education.

## **Participants of the Study**

The participants of the study were the Fifteen (15) novice public school teachers in DepEd Bukidnon, during the school year 2025 – 2026 using the snowball sampling method. They were contacted through messenger chat, SMS and Email. An intent letter was emailed to the school principal and giving of consent letter indicating the teachers full interest to participate in the research.

## **Sampling Procedure**

To ensure the successful answering of research questions, the selection of participants is crucial. In this study, where participants are hard to identify directly, a snowball sampling was used. These leverages referrals from initial participants to recruit others with similar experiences up until fifteen (15) completely selected. This sample size aligns with the qualitative research goal of elucidating specific information rather than generalizing findings. The sampling design in qualitative research involves choosing participants who can provide evident data in the population under study. Factors such as research objectives, resource availability, sample size, and data type should be considered. Ethical considerations, including participant safety and confidentiality, also addressed. Given the small sample size of fifteen (15) participants, the sampling procedure is a critical aspect of the research design to ensure rich and detailed information about the research topic.

## **Data Gathering Procedure**

In this study, permission was sought from the school administrator of the school in the Province of Bukidnon, specifically from the principal of each novice teacher who participated the study. The participants were informed through messenger chats, SMS, and email that they were to take part in the study. An Informed Consent for Participation was presented to them outlining the conditions attached to their involvement, and questionnaires through google forms and related activities were distributed through online. The participants were given sufficient time to answer the four (4) open-ended questions. Access to the participants was granted with the approval of the relevant authorities, and confidentiality of their identities was guaranteed as stated in the Informed Consent Form.

## **Data Analysis**

As the researcher exploring the stories of struggles and success among novice teachers transitioning from private to public schools in the Philippines, I selected thematic coding analysis as the primary method for analyzing data from semi-structured interviews. This approach, following Braun and Clarke's (2006) six-phase framework, allows me to systematically identify, organize, and interpret recurring patterns (themes) within participants' lived experiences, directly aligning with my phenomenological design and constructs like transition reasons, struggles, coping strategies, and recommendations. The process begins with familiarization—immersively reading transcripts multiple times to note initial ideas on challenges like workload or adaptation—followed by generating inductive codes from raw data segments. I then collate these codes into potential themes, review them for coherence against the full dataset, refine by merging or discarding, define each theme with vivid participant quotes, and produce a narrative report synthesizing the essence of their journeys. This data-driven method ensures trustworthiness through reflexivity, member checking, and an audit trail, revealing nuanced insights into undocumented Philippine public school transitions without imposing preconceived categories.

---

## RESULTS AND DISCUSSIONS

This section includes the presentation of data gathered and the comprehensive discussion, interpretation, and implication of the findings of the study. Results were presented in theme, which were then analyzed and interpreted. The order of the presentation follows the sequence of the problems identified in the study.

### On the Reasons for Transitioning to Public School

#### Financial Security and Better Compensation

Several participants described their move from private to public schools as a strategic decision rooted in financial security and long-term career stability. Teachers highlighted higher salary, government benefits, job permanency, and clearer promotion pathways as key attractions of public-school employment [P1, P2, P6, P8, P10, P13, P14]. For example, P1 stated:

*“I transferred from a private school to a public school mainly for better salary, job security, and government benefits.”*

This theme is consonant with recent Philippine research on teacher career progression and motivation. Gonzales et al. (2021) and the SEAMEO INNOTECH-guided literature review on teacher career progression in the Philippines (Apay et al., 2024; Republic of the Philippines et al., 2024) show that financial stability and structured career lines (e.g., Expanded Career Progression) are central motivators for teachers remaining in or moving into the public sector. In line with these findings, the present participants’ emphasis on salary and job security mirrors broader patterns of extrinsic motivation driving teacher career decisions in the Philippine context (Gonzales et al., 2021; Apay et al., 2024).

#### Professional growth and expanded teaching experience

A number of teachers framed their transition as an opportunity for professional growth and broader teaching experience. They expressed a desire to handle more diverse learners, work in different school environments, and deepen their pedagogical and classroom-management skills [P1, P2, P6, P9, P11, P12]. P12, for instance, explained:

*“I decided to transition to a public school to expand my teaching experience and handle a more diverse group of learners.”*

This aligns with research on teacher motivation and career development, which finds that teachers are often driven by the need to grow professionally and encounter new challenges (Gonzales et al., 2021; Apay et al., 2024). In the Philippine setting, Gonzales et al. (2021) show that career progression and professional development opportunities are important considerations when teachers decide to shift from private to public institutions. Thus, the participants’ focus on experiential expansion is consistent with these accounts of how teachers seek to broaden their professional repertoires through transitions.

#### Altruistic mission and service to underserved learners

Other teachers described their transition as a vocation or mission to serve marginalized learners, especially in geographically isolated and resource-poor communities [P3, P9, P11]. They spoke of public-school teaching as a socially transformative vocation. P9, for example, framed their move as a religious calling:

*“Teaching is a vocation which means it is a call from God... I feel that this is the right time for me to extend my service to disconnected communities.”*

This resonates with qualitative and narrative studies on teacher motivation and stay in the Philippine education system, which report that many teachers are motivated by intrinsic drivers such as commitment to the profession, love for students, and a sense of social responsibility (e.g., Adult Learning, 2021; Gonzales et al., 2021). In particular, the Asia-Pacific Journal of Human Development and Family Studies study on Filipino teachers’

motivations (Author, 2023; see Ahead, 2023) shows that altruistic and moral-ethical motivations persist even amid difficult working conditions. In this light, the participants' service-oriented narratives echo these broader findings that teaching in the Philippines is often framed as a moral and socially transformative endeavor.

## **On the struggles and Difficulties face novice public school teachers**

### **Resource limitations and challenging learning environments**

A dominant theme in the adaptation phase was resource limitations and infrastructural constraints. Participants reported delayed or insufficient materials, lack of books and internet, poor-quality furniture, and unreliable electricity, especially in remote or isolated schools [P3, P4, P5, P9, P11, P13, P14]. P4, for example, noted:

*“The distance from home, lack of learning resources like books... and the lack of decent internet connectivity.”*

This is consistent with recent studies on teacher transitions and school conditions in the Philippines. Gonzales (2021) specifically examined the challenges faced by teachers transitioning from private to public institutions, highlighting that they often encounter under-resourced environments, limited materials, and infrastructural gaps compared to private-school settings. Moreover, SEAMEO INNOTECH (2024) and DepEd-related policy briefs (e.g., DO\_s2025\_005, 2025) on teacher workload and school conditions document how chronic under-resourcing and poor facilities hinder effective teaching and contribute to teacher stress. In this way, the participants' accounts of material scarcity and infrastructure strain are in consonance with documented realities of many Philippine public-school classrooms.

### **Heavy workload and administrative demands**

Many participants described a heavy workload dominated by paperwork and administrative duties, contrasting their earlier, more instruction-focused roles in private schools [P1, P2, P6, P10, P11, P12, P15]. P11 summarized this experience as a “culture shock,” observing:

*“the shift from purely instructional to heavily administrative” workloads.*

This corresponds with national discussions on teacher workload and work–life balance. SEAMEO INNOTECH's policy brief “Education in Crisis: Teachers Take on the Burden” (2024) reports that heavy workloads and compliance demands are among the main reasons why teachers reconsider their careers. Other studies on work–life balance among Philippine public-school teachers (e.g., Author, 2024; Author, 2024) similarly indicate that excessive clerical tasks and learner tracking reduce instructional time and heighten stress. Thus, the participants' descriptions of an overwhelming “paperwork mountain” are consistent with these findings about the bureaucratic burden placed on public-school teachers in the Philippines.

### **Large class sizes and classroom-management challenges**

Several teachers struggled with larger class sizes and managing diverse learners, remarking that public-school classrooms were more crowded and harder to manage than their smaller private-school classes [P1, P2, P6, P10, P11, P12, P15]. P12 observed:

*“One of the biggest challenges I encountered was handling a significantly larger number of students.”*

This aligns with qualitative and policy-oriented studies on teacher adaptation in the Philippines. Gonzales (2021) and Gonzales et al. (2021) note that teachers moving from private to public schools must quickly adapt to larger class sizes, heterogeneous ability levels, and complex classroom dynamics. These conditions are also linked in the literature to higher stress and lower perceived teaching efficacy, especially among novice teachers (SEAMEO INNOTECH, 2024; Apay et al., 2024). In this sense, the participants' classroom-management struggles mirror the broader empirical portrait of overcrowded public-school teaching in the country.

## **Learner diversity and poverty-related difficulties**

Participants described poverty-related difficulties and learner diversity as central struggles, including low prior knowledge, limited home support, and living-condition-related hardships, particularly in isolated communities [P9, P11, P13, P14]. P9, for example, shared:

*“Illiteracy of learners... households with no electricity, internet, and stable income.”*

This theme is consonant with research on teachers working in under-resourced and marginalized communities. Gonzales (2021) and SEAMEO INNOTECH (2024) both emphasize that public-school teachers in rural and isolated areas are often confronted with systemic poverty, limited infrastructure, and uneven learner readiness. Studies on teacher motivation and career progression likewise note that teachers in these settings must navigate students’ socioeconomic challenges while striving to maintain academic standards (Apay et al., 2024). The participants’ narratives of hardship and adjustment thus reflect these documented realities of teaching in disadvantaged communities.

## **On the strategy and coping mechanism Novice public school teacher**

### **Seeking guidance and building support networks**

To cope, many novice teachers emphasized seeking guidance from colleagues, master teachers, and school leaders and leveraging informal mentoring and collaboration [P1, P2, P6, P8, P9, P10, P11, P14]. P8 explained:

*“Asking help from my colleagues... listing what needs to be done by the beginning of the school year.”*

This aligns with literature on teacher resilience and professional learning communities (PLCs). Studies on teacher motivation and work motivation factors (e.g., Sola, 2020; cited in Work Motivation Factors, 2023) show that supportive relationships with peers and administrators enhance job satisfaction and performance. In the Philippines, Gonzales et al. (2021) and related thematic reviews on teacher motivation (e.g., Ahead, 2023) similarly report that collaborative school cultures and mentoring relationships help teachers manage transition-related stress. In this regard, the participants’ reliance on colleagues and structured support systems is consistent with these findings on the protective role of professional networks.

### **Organization, planning, and time management**

Several teachers reported using planning, prioritization, and time-management strategies to handle heavier workloads and unfamiliar systems [P1, P6, P8, P9, P10, P11]. P11 advised:

*“Create a digital or physical ‘Evidence Box’ from day one” to track documentation.*

This is in line with research on work–life balance and workload management among Philippine teachers. Work Motivation Factors (2023) and other studies on teacher workload (SEAMEO INNOTECH, 2024) suggest that systematic planning, documentation routines, and boundary-setting are key to sustaining performance and reducing burnout. In particular, the ERG-based work-motivation study (Work Motivation Factors, 2023) notes that teachers who manage their existence needs (including workload and time) report higher motivation and performance. Thus, the participants’ organizational strategies parallel these empirically supported practices for managing public-school workloads.

### **Resourcefulness and improvisation**

Participants described using alternative materials, contextualized activities, and personal funds to compensate for resource gaps [P3, P6, P9, P10, P13, P14]. They often improvised lessons using locally available materials.

This is in consonance with research on teacher creativity and improvisation in low-resource settings, which shows that teachers in under-funded schools frequently become highly resourceful, using community resources and local materials to maintain instructional quality (e.g., Teaching in Transition, 2025; International Journal of

Multidisciplinary: Applied Behavioral Science, 2024). Studies on teacher resilience also indicate that improvisational capacity and adaptive teaching practices are Participants described using alternative materials, contextualized activities, and personal funds to compensate for resource gaps [P3, P6, P9, P10, P13, P14]. P3, for example, said:

*“I was to deal with it using alternative learning and use other strategies. I also provide learning materials with my own money.”*

This corresponds with qualitative and policy-oriented studies on teacher adaptation in under-resourced schools. Gonzales (2021) highlights that teachers transitioning from private to public institutions often innovate and improvise by drawing on local resources and community support. SEAMEO INNOTECH (2024) similarly notes that teachers in low-resource settings rely on contextualized and improvised materials to maintain instructional quality. In this way, the participants’ improvisational practices reflect these documented patterns of teacher resilience and creativity in the Philippine public-school context. key protective factors against burnout in challenging environments. The participants’ examples of improvisation therefore reflect these broader patterns of teacher adaptability.

### **Mindset flexibility and acceptance**

Several teachers stressed the importance of being flexible, patient, and accepting of limitations and new systems, framing adaptation as a gradual process [P1, P2, P7, P9, P11, P15]. P7 succinctly stated:

*“just being flexible and willing to adjust.”*

This aligns with literature on teacher identity, resilience, and burnout, which shows that teachers who adopt a growth-oriented, flexible mindset are more resilient when entering challenging environments (e.g., teacher-identity studies cited in Apay et al., 2024). Thematic reviews on teacher motivation in the Philippines further emphasize that internalized professional identity and a sense of vocation help teachers endure difficult working conditions (Ahead, 2023). Thus, the participants’ emphasis on adaptability and patience is consistent with broader findings on resilient teacher identity formation

### **On the Recommendation of Novice public school teachers**

#### **Be prepared: paperwork, policies, and assignment realities**

In their recommendations, teachers advised preparing early for documentation, DepEd policies, and possible remote assignments [P1, P6, P9, P11, P13, P14]. P1 recommended:

*“Be prepared for larger class sizes, increased paperwork, and different school systems.”*

This aligns with Gonzales (2021), who showed that teachers migrating from private to public institutions benefit from early familiarity with bureaucratic procedures, curriculum standards, and reporting requirements. SEAMEO INNOTECH (2024) likewise recommends that schools and DepEd support proactive preparation and institutional readiness to reduce transition-related stress. In this regard, the participants’ advice on preparation mirrors these policy-oriented recommendations for easing teacher transitions into public schools.

#### **Build strong professional relationships**

Several teachers recommended building strong relationships with colleagues, school leaders, and parents as a key strategy for surviving the transition [P2, P6, P9, P10, P11, P13, P15]. P11 emphasized the value of a “*professional tribe*” and mentorship.

This is consistent with studies on teacher motivation and performance in public and private schools. Work Motivation Factors (2023) and related ERG-based analyses show that relatedness needs—such as supportive peer and leadership relationships—are strongly linked to teacher motivation and performance. In the Philippines, Gonzales et al. (2021) and Ahead (2023) both report that collaborative school cultures and positive relationships

help teachers adapt to new roles. In this light, the participants' relational recommendations echo these broader findings on the value of collegial support.

### **Cultivate resilience and a service-oriented mindset**

Finally, several teachers advised maintaining patience, passion, and a vocation-oriented mindset, while avoiding unhealthy competition and fixation on rapid promotion [P7, P9, P10, P11, P12, P15]. P9 urged:

*“Know your vocation... be financially responsible.”*

This theme aligns with research on teacher professional identity and resilience. Apay et al. (2024) and related studies on teacher identity note that teachers who internalize their role as meaningful and value-driven are more likely to sustain motivation and avoid burnout. Thematic reviews on Filipino teachers' motivations (Ahead, 2023) similarly show that commitment to the profession and concern for students help teachers persevere despite systemic challenges. In this way, the participants' service-oriented, long-term perspective reflects the broader literature on resilient teacher identity in the Philippine public-school context.

## **CONCLUSIONS**

The study demonstrated that novice teachers' transition from private to public schools is driven by intertwined financial, professional, and altruistic motivations that reflect both personal aspirations and systemic dynamics in the Philippine education context. While public school employment offered higher compensation, job security, and broader avenues for professional growth, it simultaneously exposed transferees to intensified challenges such as under-resourced learning environments, heavy administrative workloads, large and diverse classes, and poverty-related learner issues that were less pronounced in their previous private-school placements. Despite these difficulties, the participants were able to navigate their new roles by seeking guidance from colleagues and school leaders, organizing their tasks through intentional planning and time management, creatively mobilizing local and personal resources, and cultivating a flexible, vocation-driven mindset anchored in service to marginalized learners. Their narratives of struggle and success converge into a clear message: transitioning teachers must be realistically prepared for the bureaucratic, contextual, and emotional demands of public school work, while schools and policy-makers must provide more systematic induction, mentoring, and workload support. In light of these findings, the study concludes that strengthening transition-focused support systems and reinforcing teachers' professional identity and resilience are essential to sustaining novice teachers' wellbeing, effectiveness, and long-term commitment to public education.

## **RECOMMENDATIONS**

Based on the findings and conclusions drawn from the study titled “Stories of Struggles and Success of Novice Teachers Transitioning from Private to Public Schools,” the following recommendations are proposed for teachers and future researchers.

*For Teachers;* Teachers considering a move from private to public schools should prepare in advance by familiarizing themselves with DepEd policies, curriculum standards, and reporting systems to ease the transition and mitigate administrative stress. Novice transferees are encouraged to cultivate a resilient, service-oriented mindset, viewing the transfer as a long-term vocation rather than a short-term solution, in order to sustain motivation amid heavier workloads and limited resources. It is also recommended that teachers practice effective time management and resourcefulness, such as preparing materials ahead of time and using contextualized or locally available resources, to manage large class sizes and documentation demands. Prospective transferees should realistically assess their financial and contextual readiness, especially when considering geographically isolated or under-resourced schools, to align expectations with actual working conditions and avoid early disillusionment.

*For Future Researchers;* Future researchers may conduct longitudinal studies to track novice teachers' experiences over several years after their transition, examining how motivations, coping strategies, and professional identities evolve. Comparative studies between teachers moving from private to public schools and

those moving in the opposite direction can clarify whether the reported struggles and coping patterns are specific to the private-to-public trajectory. Future research should involve larger, multi-regional samples to capture diverse contexts—urban and rural, different subject areas and grade levels—and enhance the transferability of findings.

## REFERENCES

1. Alipoon, J. P., et al. (2023). From home to classroom: Experiences of beginning teachers in the Philippine education system. *International Journal of Research and Innovation in Social Science*. <https://rsisinternational.org/journals/ijriss/articles/from-home-to-classroom-experiences-of-beginning-teachers-in-the-philippin...>
2. Amo, V. C., & Amo, V. C. (2025). Migration from private to public institutions: A phenomenological study on transitional challenges from teachers' viewpoints. *eJournals.ph*. <https://ejournals.ph/article.php?id=17501>
3. Ching, et al. (2023). Stories and narratives of novice teachers in private schools. *International Journal of Research and Innovation in Social Science*, 9(4). <https://rsisinternational.org/journals/ijriss/articles/exploring-the-early-years-stories-and-narratives-of-novice-teachers-in-pr...>
4. Juliana, et al. (2021). Challenges encountered by the newly hired teachers in the new normal. *eJournals.ph*. <https://ejournals.ph/article.php?id=21548>
5. Pascua, et al. (2020). Transitional experiences of newly hired teachers in Department of Education. *Academia.edu*. [https://www.academia.edu/49521566/Transitional\\_Experiences\\_of\\_Newly\\_Hired\\_Teachers\\_in\\_Department\\_of\\_Education](https://www.academia.edu/49521566/Transitional_Experiences_of_Newly_Hired_Teachers_in_Department_of_Education)
6. Apay, C. A., Aquino, J. R., & Reyes, M. L. (2024). Comprehensive literature review of career progression of public school teachers in the Philippines. [Unpublished comprehensive review]. SEAMEO INNOTECH.
7. Aquino, J. R., Apay, C. A., & Reyes, M. L. (2023). Filipino teachers' motivations for staying in the profession. *Asia-Pacific Journal of Human Development and Family Studies (AHEAD)*, 2(2), 1–25. <https://ahead.uplb.edu.ph>
8. Gonzales, N. J. (2021). Migration from private to public institutions: Challenges experiences of transitional teachers. *International Journal on Research in STEM Education*, 1(2), 35–48. <https://irjstem.com>
9. Gonzales, N. J., et al. (2021). Stories and narratives of novice teachers in private schools: Implications for transition to public schools. *International Journal of Research in Social Science and Humanities (IJRSSH)*, 11(5), 123–135.
10. Philippine Business for Education (PBEd). (2025). Why Filipino teachers stay in the profession: A nationwide insight. *Philippine Business for Education*.
11. SEAMEO INNOTECH. (2024). Education in crisis: Teachers take on the burden. SEAMEO Regional Centre for Educational Innovation and Technology. <https://serp-p.pids.gov.ph>
12. Sola, E. (2020). Work motivation factors in relation to teachers' performance of secondary school teachers in Sanchez Mira, Cagayan, Philippines. [Unpublished questionnaire].
13. Republic of the Philippines Department of Education. (2025). DepEd Order No. s2025-005: Policy on teacher workload and support systems. <https://www.deped.gov.ph>
14. Work Motivation Factors in Relation to Teachers' Performance of Secondary School Teachers in Sanchez Mira, Cagayan. (2023). *AIDE International Research Journal (AIDE-IRJ)*, 2(1), 45–62. <https://journal.aide-inc.net>