

Mediating effect of burnout on the relationship between grit and turnover intentions among the private tertiary school teachers in Region XI: a convergent design

Efecto mediador del agotamiento en la relación entre la determinación y las intenciones de rotación entre los maestros de escuelas terciarias privadas en la XI Región: un diseño convergente

Efeito mediador do burnout na relação entre as intenções de grão e rotatividade entre os professores do ensino superior privado na Região XI: um projeto convergente

Kirk Sonny Gil P. Heruela, PhD

kirk_92heruela@yahoo.com

Padada, Davao del Sur, Philippines

<https://orcid.org/0000-0001-7148-9454>

ABSTRACT

This study aimed to investigate the mediating effect of burnout on the relationship between grit and turnover intention of private tertiary school teachers in Region XI. A convergent mixed-methods design was utilized. A total of 303 private tertiary school teachers who were at least three years already in the service in Region XI were selected using purposive sampling technique. Adapted survey tools and interview guide questions were used to gather the essential data. The statistical tools used were mean, standard deviation, Pearson Product Moment of Correlation, and the Sobel z-test. The Colaizzi's method was utilized to elucidate the qualitative data. The findings revealed that private tertiary school teachers' level of burnout and turnover intention were low, and their level of grit was high. Moreover, the relationship among these variables was significant. Also, the mediating effect of burnout on the relationship between grit and turnover intention was significant, although it was just partial. The lived experiences of teachers were explained further by the themes revealing personal, work, and client-related burnout; positive dispositions on the teaching profession; underlying reasons for low level of attrition; and invigorating grit and strength as reasons to stay. Furthermore, the impact of these experiences on their beliefs and attitudes included: staying is beneficial, adhering commitment to excellence, and demonstrating positivity in all circumstances. Finally, the quantitative findings corroborate with the qualitative findings.

Keywords: Education, burnout, grit, turnover intention, convergent design, mediation, phenomenology, Philippines.

RESUMEN

Este estudio tuvo como objetivo investigar el efecto mediador del agotamiento en la relación entre la determinación y la intención de rotación de los maestros de escuelas terciarias privadas en la XI Región. Se utilizó un diseño de métodos mixtos convergentes. Se seleccionó a un total de 303 maestros de escuelas terciarias privadas que llevaban al menos tres años en el servicio en la XI Región utilizando una técnica de muestreo intencional. Se utilizaron herramientas de encuesta adaptadas y preguntas de guía de entrevistas para recopilar los datos esenciales. Las herramientas estadísticas utilizadas fueron la media, la desviación estándar, el momento de correlación del producto de Pearson y la prueba z de Sobel. Se utilizó el método de Colaizzi para dilucidar los datos cualitativos. Los hallazgos revelaron que el nivel de agotamiento y la intención de rotación de los profesores de escuelas terciarias privadas eran bajos, y su nivel de determinación era alto. Además, la relación entre estas variables fue significativa. Además, el efecto mediador del agotamiento en la relación entre la determinación y la intención de rotación fue significativo, aunque solo parcial. Las experiencias vividas por los profesores se explicaron con más detalle mediante los temas que revelaban el agotamiento personal, laboral y relacionado con el cliente; disposiciones positivas sobre la profesión docente; razones subyacentes del bajo nivel de deserción; y vigor y agallas vigorizantes como razones para quedarse. Además, el impacto de estas experiencias en sus creencias y actitudes incluyó: quedarse es beneficioso, adherirse al compromiso con la excelencia y demostrar positividad en todas las circunstancias. Finalmente, los hallazgos cuantitativos corroboran con los hallazgos cualitativos.

Palabras clave: Educación, Burnout, Agallas, Intención de rotación, Diseño convergente, Mediación, Fenomenología, Filipinas.

RESUMO

Este estudo teve como objetivo investigar o efeito mediador do burnout na relação entre areia e intenção de rotatividade de professores do ensino superior privado na Região XI. Um projeto convergente de métodos mistos foi utilizado. Um

total de 303 professores do ensino superior privado que já estavam há pelo menos três anos no serviço na Região XI foram selecionados usando a técnica de amostragem intencional. Ferramentas de pesquisa adaptadas e perguntas de guia de entrevista foram usadas para coletar os dados essenciais. As ferramentas estatísticas utilizadas foram a média, o desvio padrão, o momento de correlação do produto de Pearson e o teste z de Sobel. O método de Colaizzi foi utilizado para elucidar os dados qualitativos. Os resultados revelaram que o nível de burnout e a intenção de rotatividade dos professores do ensino superior privado eram baixos e seu nível de determinação era alto. Além disso, a relação entre essas variáveis foi significativa. Além disso, o efeito mediador do burnout na relação entre areia e intenção de rotatividade foi significativo, embora tenha sido apenas parcial. As experiências vividas pelos professores foram explicadas posteriormente pelos temas revelando o burnout pessoal, profissional e do cliente; disposições positivas sobre a profissão docente; razões subjacentes para baixo nível de atrito; e coragem e força revigorantes como razões para ficar. Além disso, o impacto dessas experiências em suas crenças e atitudes incluiu: ficar é benéfico, aderir ao compromisso com a excelência e demonstrar positividade em todas as circunstâncias. Por fim, os achados quantitativos corroboram com os achados qualitativos.

Palavras-chave: Educação: Burnout, Grão, Intenção de rotatividade, Design convergente, Mediação, Fenomenologia, Filipinas.

1 INTRODUCTION

Faculty turnover has been a growing concern to many academic institutions. Turnover refers to the situation where an employee like a teacher ceases to become a member of an organization, (Ngo-Henha, 2017) and this has been found to be accounted to the intention of employee to quit their work. In fact, several literatures have reported that the intention to leave is one of the immediate precursors of employee turnover, and the latter positively increases with turnover intention (Park, 2018; Zhou and Volkwein, 2004; Xu, 2008; and Hassan and Hashim, 2011). Thus, problems on actual turnover behavior are being signaled by turnover intention. According to the horizons workforce consulting report, 65% of faculty have considered resigning from their institutions and almost 45 of which have considered quitting from teaching profession (English, 2012).

This circumstance has posed threats to the wellbeing of an organization. In fact, the faculty turnover can significantly impair not only the financial aspect of the school but also the students, department, and the institution in general (Kim, Twombly, & Wolf-Wendel, 2012). Globally, there is a bleak scenario when it comes to teacher staffing and turnover. In fact, the federal data from the National Center on Education Statistics (NCES) in United States has shown dramatic increases in turnover among public and especially private schools. Regardless of the year started, about one-third of public school teachers had left and within 10-year time about half had gone. Data are even worse and higher in the private school turnover (McFarland et al., 2019). This is also evident in some countries. Like in Australia, 16 % of teachers changed schools or leave teaching every year (Redding and Henry, 2018). In Utah, during school year 2016-2017, 9% of teachers moved to a new school (Dodson, 2018). The same is also happening in England where 9.9 % of teachers left the workforce during school year 2016-2017, compared to the 9.2 % of the work in 2010-2011(Worth, 2018). Also, the 26 districts of Philadelphia have reportedly lost at least 25% of their teachers for four years straight (Calefati, Purcell, & Graham, 2019).

In the Philippines, the same scenario is also evident. Last October 5, 2015, the Manila Bulletin had released news from the Philippine Institute for Development Studies encompassing the undeniable need for the recruitment of teachers to replace teachers who are expected to leave the profession. The country is expecting a constant turnover of teachers that could be due to low salary, workloads, lack of challenge and other personal circumstances (Braid, 2015).

This circumstance has been felt in Region XI as well. Different private and public schools have been experiencing a remarkable high rate of turnover among their teachers. The implementation of K-12 curriculum mandated by the government has worsen the inducement of the

teachers to transfer to other schools. This has caused some schools shortage of teachers and problem of hiring competent teachers. In fact, different educational institutions have also felt this as teachers and instructors in basic education and college department had chosen to resign.

Further, turnover has always been a global educational conundrum that affects not only school administrators but most especially the quality of education (Dela Cruz, 2016). This actual turnover behavior among teachers has been found to have a positive relationship with teachers' intention to leave. Thus, the subsequent reports on excessively high employee turnover indicate a serious research problem on turnover intention.

Moreover, turnover intentions among teachers are also related to other variables. It is commonly associated with job satisfaction (Josanov-Vrgovic & Pavlovic, 2014; Abate, 2016; Palahi, Hamid, & Khalid 2016; Duan et al., 2019) and administrative support and student behavior (Josanov-Vrgovic & Palvovic, 2014; and Tehseen & Hadi, 2015). In fact, the Philippine government had released provisions that intend to provide aids to teachers especially those who are being affected by the K to 12 transitions.

One of these aids is the joint guidelines on the implementation of the labor and management component of Republic Act (R.A) number 10533 or also known as the Enhanced Basic Education Act of 2013. The guidelines ensure the protection of the rights, interest, and welfare of teachers; and to optimize employment retention of teachers in higher education institutions (HEIs) in the K to 12 transitions. These aids include expanded government assistance to students and teachers in private education which also encompasses other financing arrangements considered in Rule VI of the R.A. 10533, facilitation of possible loan assistance, and facilitation of possible loan amortization of HEIs (DOLE-DEPED-TESDA Joint Guidelines, (2014).

Whereas, these government provisions only dealt with limited economic aspect of the total work equilibrium. The provisions have not come across and considered other dispositional traits like the grit and burnout aspect in the line of work of teachers especially of those in higher education institutions who are being greatly affected by the K to 12 transitions. Legal provisions and mandates by the different educational sectors in the Philippines did not focus on protecting teachers' welfare that will especially boost their work perseverance and address work-related exhaustion.

In addition, various attempts in reducing the employee turnover intention of organizations were initiated. In fact, the study of Swe and Lu (2019) showed an effort to reduce the employee turnover in Myanmar by improving the employee engagement. The same effort has also been initiated by Kim (2017) through action research that addressed employee turnover through intervention strategies. These studies were conducted to strengthen the work-related aspect of the employees to reduce their turnover intention. However, these attempts failed to look into other factors that may intervene on the relationship of the explored variables and also failed to explore qualitatively and holistically the studied phenomenon. More so, despite these attempts and efforts, the status of turnover intention has remained bleak especially in the teaching field.

Consequently, many studies have explored aspects of grit, burnout, and turnover intention as some of the many aspects of educational leadership. Turnover intention has been widely studied as a single variable or as a variable influencing another variable but limited literature examined this aspect among college teachers' lives and its connection with teacher burnout and grit, especially in the midst of the K-12 transition in the region.

Grit as a non-cognitive and non-economic constraint will help teachers to emulate a degree of passion to surpass difficulties that will arise in achieving goals (Perez, 2015) and will also

contribute to the lower turnover intention among teachers (Shin, Minju, Daeun, 2018). Meanwhile, burnout as a psychological constraint is a response of negative emotions as a result of exposure to stressful work environment (Chowdhury, 2018). This constraint has been found to cause diverse forms of job withdrawal and one of which is the turnover intention. Thus, grit and burnout are found to be associated with turnover intentions.

In view of the fact that teachers carry with themselves an indispensable role in building a better society through a responsive education; and that their noneconomic satisfaction like the socio moral factors and dispositional traits will greatly affect their effectiveness in rendering their service in the educative process are some of the reasons that urge the researcher to pursue this study (Dela Cruz, 2016). In addition, the researcher considers this study as incomparable and unique because this study will try to explore how one psychological trait like burnout intervenes on the relationship of another different psychological traits grit and turnover intentions, which most of the studies have not yet explored especially in the context of a private educational institution.

Research Questions

This study determined the mediating effect of burnout on the relationship between grit and turnover intention of the private tertiary school teachers in Region XI. Specifically, it aimed to seek answers to the following research questions:

1. What is the level of burnout, grit, and turnover intentions among the teachers?
2. Is there significant relationship between:
 - 2.1. grit and burnout,
 - 2.2. burnout and turnover intention, and
 - 2.3. grit and turnover intentions?
3. Does burnout significantly mediate the relationship between grit and turnover intention?
4. What are the lived experiences of the teachers regarding their turnover intentions?
5. How do these experiences shape their beliefs and attitudes?
6. How do the qualitative data corroborate with the quantitative data?

2 THEORETICAL FOUNDATIONS

This study was anchored on the theory of Job Embeddedness of Holtom and Inderrieden (2006); the proposition of Hetherington and Blechman (2014); the proposition of Guchait, Pasamehmetoglu and Madera (2016); and Self-theories of Dweck (2000). The Job Embeddedness and the proposition of Hetherington and Blechman were used to guide the link between grit and turnover intention; meanwhile, the proposition of Guchait, et al., (2016) was used to guide the association between burnout and turnover intention; and Self-theories was used to guide the relationship between grit and burnout.

According to Holtom, employees are individuals with a series of connections among different aspects of their lives. Individuals whose lives integrate more roles, responsibilities, and relationships have more connections and thus can be described as more embedded. Especially, individuals who are involved in a wider range of work-related roles, responsibilities, and relationship are more job-embedded. Those with high job embeddedness may avoid leaving their job (Holtom & Inderrieden, 2006). Furthermore, the Job Embeddedness theory identifies critical elements, one of which is the element of fit that is considered as individual's career goals. An individual with high fit embeddedness will feel a stronger tie to the organization.

With respect to the link between grit and turnover intention, job embeddedness further explained how grit was associated to the leave intention of an employee. Since grit involves the

passion in achieving long term goals (Duckworth, 2011) which could be a proxy of fit embeddedness, thus, passion in grit can also explain the level of turnover intention among the teachers. Furthermore, this was also supported by the concept of resiliency as the proposition of Hetherington and Blechman (2014). Resiliency is the ability of an individual to withstand difficulties and overcome problematic situation in life. In this light, high resiliency is found to be negatively associated with turnover intention. In this study, grit is defined as the ability of an individual to withstand difficulties and pursue long term goals (Duckworth, 2011) which is found to be the same with the concept of resiliency, thus, grit and its relationship with turnover intention was anchored in this proposition.

Meanwhile, the association between burnout and turnover was anchored on the proposition of Guchait, Pasamehmetoglu and Madera (2016). Occupational stress, as defined by Randall (2016) is a type of job stress associated with working environment or factors related with an individual's working environment, and greater level of this stress is found to lead to higher job turnover among employees (Guchait, et al., 2016). Moreover, this was supported by the results obtained by Yang, Ju, and Lee (2016) and Arsahti and Damiri (2013) in their studies where it was found out that occupational stress positively impacts the turnover intention. In this study, burnout is defined as a psychological response of negative emotions as a result of exposure to stressful work environment which is related to occupational stress, thus, the association between burnout and turnover intention was anchored in this proposition.

Lastly, the relationship between grit and burnout was grounded in Dweck's Self-theories. Self-theories describe the beliefs of individuals about themselves and how these beliefs can create a psychological world (Dweck, 2000). Further, this theory explains that the goals set by individuals are directly related to their mindset. The self-theories of Dweck will help explain that mindsets play a significant role in explaining the direct or indirect effect to feeling (Novotny, 2016). The foundation set by the link between mindset and individual's feeling is essential to the conceptual understanding of how grit influences burnout among private tertiary school teachers.

3 METHODOLOGICAL PROCEDURES

This chapter discusses the research design, place of the study, respondents, sampling, research instruments, data gathering procedure, and statistical tools.

3.1 Research Design

This research had utilized a mixed methods approach specifically the convergent design which according to Creswell (2014) is an approach of inquiry that involves collections of both quantitative and qualitative data, merging the two forms of data, and employing distinct designs that can provide a more complete understanding than either of the approach alone. In particular, this research had utilized the convergent design. In this method, the quantitative and qualitative phases will be done concurrently where these encompass the collection, analysis and interpretation of quantitative data and qualitative data to generate a comprehensive analysis of the research problem (Creswell, 2014). Finally, a result interpretation was made after the quantitative and qualitative data collection and analysis was done. The figure below illustrates the flow of the design.

3.2. Place of the Study

The study was conducted in the Philippines particularly in Region XI. 18 private tertiary schools in Region XI were selected since they are considered as one of the most affected sectors in the K-12 transition (CHED K to12 Transition Program, 2017). Accordingly, the higher education institutions (HEIs) are being affected by the new K to 12 curriculum in basic education. First, it

affects HEIs on the curriculum since they need to revise and align their curriculum so that the college subjects address the needs of the K to 12 curriculum graduates. Lastly, HEIs are also being affected by this transition since this transition also impacts the college teachers as students will have to go to two more years in basic education, resulting in low enrollment in colleges. On the same note, private higher education sectors become vulnerable to loss of revenue because of the decrease in enrollment and would mean low teaching loads and low salary, resulting in diminished income and loss of jobs. (CHED K to 12 Transition Program, 2017).

3.3 Participants

The main participants of this study were the teachers of the higher education institutions in Region XI. The study used two sampling techniques: purposive sampling and stratified random sampling techniques.

In the quantitative strand of this study, tertiary school teachers in selected higher education institutions in the provinces of Region XI were invited to rate the survey questionnaire. The researcher employed a purposive sampling technique to make sure that the participants have satisfied the criteria set for the selection of the participants. Specifically, the participants were the teachers particularly college faculty members of sectarian and non-sectarian private higher education institutions recognized by the Commission on Higher Education. Specifically, these teachers could be bachelor, master, or doctorate degree holders who have been in the service for three years and above already. The total population of private tertiary school teachers was determined through the data compiled by the Office of Planning Research and Knowledge Management (OPKRM) of CHED. The sample size of respondents is 303 ($n=303$) and was computed through Yamane's formula with 95% level of confidence and with 20% additional respondents for possible outliers and missing data. Only teachers who have already three years and above teaching experience been selected in this study to attain the homogeneity among the participants.

During the qualitative phase, seven participants from one of the identified schools were selected to participate in a focus group discussion. Having the teacher-participants coming from one school for focus group discussion will decrease the possible risk and danger the participants might have encountered since they do not need to travel to participate in the qualitative phase of the study. Ten teacher-participants were selected from the selected school to participate in the in-depth interview. These participants were chosen based on their years of service and the type of the institution they are employed with. Thus, teachers who are employed in private sectarian or non-sectarian school and are already three years and above in service, were selected. On the other hand, teachers employed in state universities and colleges, and local universities and colleges, who are below three years in service, and teachers in basic education and teachers in Technical Education and Skills Development Authority (TESDA) were not included in the selection of the participants.

3.4 Instruments

In the quantitative method, the survey questionnaires employed were divided in three sections. One was used to identify the level of grit, the next was for the level of burnout, and last section was to identify the level of turnover intentions of teachers. For the dimension of grit, an adapted Grit- S survey questionnaire of Duckworth and Quinn (2009) was utilized. Secondly, the dimension of burnout used the inventory adapted from Copenhagen Burnout Inventory (CBI) developed by Kristensen, Borritz and Villadsen (2004). Lastly, the turnover intention used the Turnover Intention Scale (TIS) of Bothma and Roodt (2013).

Since this study employed a convergent design, the results and findings in the quantitative phase were explored further through in-depth interviews and focus group discussion that explored the perceptions of private tertiary school teachers as regards to grit and burnout that contributed to their turnover intentions.

3.5 Data Collection

This study utilized two distinct phases in collecting data. Before gathering the data for the two strands of this study, permission from the dean of the graduate school was secured first, it was followed by securing permission from the research ethics committee, and finally permission from the different school heads of the higher education institution in Region XI was acquired. The first strand was the collection of the quantitative data through the three adapted survey questionnaires namely: Grit-S, Copenhagen Burnout Inventory, and the Turnover Intention Scale. There were 303 private tertiary school teachers who answered the questions that aimed to determine the level of grit, burnout, and turnover intentions of the private tertiary school teachers. Meanwhile, the second phase was the collection of qualitative data through the use of a validated interview questionnaire which was conducted concurrently with the quantitative data collection, analysis, and interpretation.

3.6 Data Analysis

These mixed methods approach specifically the convergent design employed two distinct methods in analyzing data. Moreso, the quantitative strand will analyze the 303 survey questionnaires using mean, Pearson Product Moment Correlation, and Sobel z-test, and the qualitative strand using the 17 transcripts employing the Colaizzi's method of analysis.

4 RESULTS AND DISCUSSION

The Level of Burnout, Grit, and Turnover Intention of Private Tertiary School Teachers

Level of Burnout of Private Tertiary School Teachers. The level of burnout of private tertiary school teachers is seldom evident. This would mean that teachers rarely experienced being burnout. This finding conforms to the argument of Jenneth, Harris, and Mesibov (2003) that teachers in New Jersey have experienced low burnout. This result confirms as well the result of Naz, Atta, and Malik (2017) who studied burnout among the college teachers. It was found out that teachers have experienced less burnout. Furthermore, the result of this study is congruent to the study of Li (2015) who found out that teachers in medical university in China have been reportedly to have low experience in burnout. Finally, the result of this study is parallel to the study of Khan (2012) which revealed in his data analysis a low level of burnout among the full-time faculty at Fullerton College. While the finding of this study was found to support previous studies, the result is however opposite to what Sachdeva and Narwal (2015), had found out. The results of their study confirmed that teachers working in private professional institutions reported high level of burnout. Song (2008) also revealed in his study that teachers in Shangqiu, China experienced serious exhaustion. Lasly, Chang (2009) also argued that habitual patterns in teachers' judgments about student behavior and other teaching tasks may contribute significantly to teachers' repeated experience of unpleasant emotions and those emotions may eventually lead to burnout.

Level of Grit of Private Tertiary School Teachers. The level of grit of private tertiary school teachers in Region XI is evident. This implies that private tertiary school teachers frequently manifest perseverance and interest at work. This finding supports the result of the study of McCain (2017) that indicates that teachers generally had a high degree of grit. Also, the same result conforms to study of McCain, which reported a high degree of perseverance and a slightly below

average degree of keeping interest were also found among the teachers. Moreover, this study reconciled with what Robertson-Kraft and Duckworth's (2014) had argued that college teachers who have retained in the school have high level of grit. Lastly, this study is in consonance to Dobbins' (2016) study when she confirmed that teachers in Texas yielded a mean grit which is above average, thus, teachers have a high degree of grit.

Level of Turnover Intention of Private Tertiary School Teachers. The level of turnover intention of private tertiary school teachers in Region XI is seldom evident. This implies that teachers hardly considered leaving their work. This finding supports the study of Park (2018) which revealed that Health Science teachers in the state of Texas may think about quitting and may have thoughts about looking for a job soon but overall they are not interested in quitting their job per se. Also, the result of this study conforms to the study of Lawrence, Celis, Kim, Lipson, and Tong (2014) where he revealed that the greatest portion of the sample of Asian International faculty intends to stay. Likewise, the result of the study is congruent to the study of Finster, (2013) who confirms that teachers have high level of intentions to stay.

The Significance of the Relationship among Grit, Burnout, and Turnover Intention of Private Tertiary School Teachers

There is a significant relationship between grit and turnover intention among the private tertiary school teachers. The relationship is indirectly proportional, which means that as the level of grit increases, the level of turnover intention of teachers decreases. The results support the contention of Yeoul, Minju, and Daeun (2018) where it was revealed that teachers who are grittier had shown a lower turnover intention as compared to teachers who are less gritty. Also, Jeong, Seo, Choi, and Kim (2019) revealed in their study that grit and job stress have effects on turnover intention among teachers. Specifically, grit showed positive correlation with intent of teachers to leave.

Moreover, the result confirms the Job Embeddedness theory in such way that the result of this study emphasized that teachers who are grittier are the teachers who are embedded or involved in work-related goals and in result they intended not to leave their institutions (Holtom & Inderrieden, 2006). Lastly, this study confirms the proposition of Hetherington and Blechman (2014) on the concept of resiliency is as well, as it was discussed that high resiliency such as being gritty is found to be negatively associated with turnover intention.

In the same way, there is a significant relationship between burnout and turnover intention of teachers. The strength is high and has a directly proportional relationship, which means that as the level of burnout increases, the level of turnover intention increases as well. The results of the study supports the contention of Survival, Armanu, Noermijati, and Irawanto (2019) which revealed that burnout positively predicts turnover intention and work stress significantly predicts turnover intention. The result of this study confirms what Woo, Kim, and Park, (2019) emphasized that burnout was found to influence high level of turnover intentions among the full-time junior counselling faculty members at United States universities. Also, the result of this study confirms the proposition of Guchait, Pasamehmetoglu, and Madera (2016) where it was posited that occupational stress is found to lead to higher job turnover among employees. Lastly, this study supports the result obtained by Yang, Ju, and Lee (2016) and Arshadi and Damiri (2013), where it was found out that occupational stress positively impacts the turnover intention.

Lastly, there is also a significant relationship between grit and burnout of teachers in private tertiary schools in Region XI. The strength is moderate and has an indirectly proportional relationship, which denotes that as the level of grit increases, the level of burnout decreases. The results support the findings of the study of Halliday, Walker, Vig, Hines, and Brecknell (2017)

which showed that high level of grit among doctors contributes to their less level of burnout and their level of grit may be used to determine their risk of being burnout.

Moreover, the following studies have also related findings which this study supports. In the study of Igawa and Nakanishi (2019) it was revealed that perseverance and consistency suppressed the level of burnout among the managerial and non-managerial human services. And in the study of Seguin (2019), it was found out that grit was significantly related to reduce burnout among the nurse leaders. Lastly, the result of this study reconciled with Dweck's Self Theory that discussed the impact of beliefs of individuals about themselves to their feelings (Novotny, 2016). This study also confirms that high level of grit which also includes how individual perceived about themselves is found to be associated with their feeling of being not so burnout.

Mediation Analysis

Burnout partially mediates on the relationship between grit and turnover intention of private tertiary school teachers in Region XI. This would mean that the significant indirect relationship of grit and turnover intention of the teachers is being intervened by their low level of burnout. In other words, burnout provides explanation on how grit affects turnover intention. The result of this mediation analysis is in parallel with the related study of Kim (2015) that revealed that intrinsic motivation was significantly and negatively related to turnover intention of employees in their organization, meanwhile, self-sacrifice as one of the elements of public service motivation was positively associated with turnover intention. The results further revealed that there are mediating effects of emotional exhaustion and depersonalization on both intrinsic motivation and turnover intention. Also, the study of Survival, Armanu, Noermijati, and Irawanto (2019) attests that job stress has a positive and significant effect on burnout, but work stress does not directly predict intentions to leave. In addition, burnout positively predicts turnover intention, and work stress significantly predicts turnover intention when burnout mediates.

Lived Experiences of Private Tertiary School Teachers Regarding Their Turnover Intentions

The explanation of the nature of quantitative results about the private tertiary school teachers in Region XI through the qualitative results of the study came very interesting in this part. As this section progresses, the different major themes are discussed, unfolding different circumstances that corroborate with the quantitative results of this study and that can also be linked to the different literature cited in this research.

Personal, Work and Client Related Burnouts. The result of the study have revealed that teachers in private tertiary schools in the region experience less burnout, by less means, burnout is still seldom being felt. Participants have experienced curriculum-related stress where they sometimes feel tired because of the curriculum changes, they also feel tired because of teaching subjects which are not their expertise, they also experienced higher number of teaching loads, sometimes they feel mentally tired due to deadlines, and they also sometimes feel discouraged by their superiors. In addition, their source of burnout are personal reasons as well, like they experienced health-related stress, and lack of personal time. Moreover, students induced their burnout as well where teachers sometimes feel tired when their effort are not academically reciprocated, and when the diversity of students affects teaching performance.

These observations affirm the observation of Kula (2017), that the Turkish National Police members of seven cities of Turkey have been found out to have a perceived operational stress that is significantly associated with their work-related burnout. Also, the result of this study is incongruent to what Muller, Brendal, Freude, Potter, and Rose (2018) said as they described that job demands were found to be correlated with higher burnout scores. Meanwhile, Chang (2009) also argued that habitual patterns in teachers' judgments about student behavior and other teaching tasks may contribute significantly to teachers' repeated experience of unpleasant emotions and those emotions

may eventually lead to burnout. Also, Garth (2015) also emphasized sources that influenced the teachers' reaction to burnout. He concluded that negative student behaviors were a source of teacher burnout.

However, burnout is generally seldom evident among the teachers because administrative support system was established. This surfaced as the participants discussed that they enjoy the flexible time schedule, the need to not spoon-feed the students, and the motivation they receive from students and others. Moreover, their low burnout is accounted to their strategies that ensure more conducive learning environment. This was demonstrated by having set of guidelines in disciplining students, having the guidance counsellor and program chair help in managing students, and having the techniques in ensuring positive environment. These accounts support the result of the study of Merisalu, Viin, Jogeva, and Orru (2013) who revealed that burnout is higher when there are lack of instructions and lower appreciations towards work. On the same note, Varhama et al.(2008) has emphasized in his study that dysfunctional workplace like working with an office bully, being undermined by colleagues or having a boss who micromanages can erode employees' emotional well-being.

Positive Disposition on Their Teaching Profession. The study also revealed the work-related attitudes of private tertiary school teachers. It was found out that teachers have positive disposition on their teaching profession. This is being manifested by the teachers' internalization of the calling for their chosen profession. This was further revealed when teachers considered teaching as their passion, jobs related to their profession are already instilled, teachers are self-driven and goal oriented, they lived with their own stern principle, they always strive for excellence, they feel frustrated when things are left undone, they are diligent and have high sense of responsibility, and always value sense of time.

Moreso, teachers always see positivity in every negative situation. This was manifested when they feel motivated despite heavy workloads, and they still persevere and able to manage and control students' behavior. The finding is in support to the study of Bashant (2014) which confirms that resilience is seen as the process, capacity, or outcome of successful coping with the challenges brought by circumstances. Also, the study of Maillet (2016) supports that conscientiousness that deals with the idea of an individual being hardworking helps individuals to obtain positive academic outcomes. Finally, the study of Mitchell (2015) also affirms when grit was manifested among the Latina teachers and these teachers had had the passion and perseverance to navigate through various struggles, thereby developing the necessary tools and problem solving skills.

Underlying Reasons for Low Level of Attrition. Through the various discussion with the participants, it was revealed that teachers in private tertiary schools seldom manifest intention to leave, thus, they want to stay in the teaching profession and/or in their institution. When asked about the reasons, they shared that it is because of the favorable administrative support and personal positive outlook. Specifically, they want to remain because the school has reasonable rules and regulations, they have favorable working environment, they are offered to grow professionally, and they are given attractive benefits. Furthermore, they are also motivated positively by students, they would like to stay because of the uncertainties to venture in other jobs, they believed that their profession is their calling, and they admire their current work status.

These findings are in cognizant with the findings of Siddiqui, Syed, and Hassan (2012) where they concluded that turnover intention is being predicted by working conditions, recognition, and pay. More so, findings also support what Conklin, PharmD, and Desselle (2007) mentioned when they also confirmed that the most cited reasons for leaving are the excessive workloads and desire for a change, followed by poor salary, and relationship with school college administration, and geographic location.

Grit Renews Strength as Both Intensify the Reasons to Stay. Most of the participants say that their grit renews their strength and it surfaced when teacher expressed that they are not tired because of their passion to teach, they also feel fulfilled because of positive academic results, they love teaching because they see students as their siblings, they are highly motivated despite low compensation, and being hardworking lowers the degree of their exhaustion. This is in support with the study of Limb (2017) that concludes that high grit contributes to less burnout. Also, Halliday, Walker, Vig, Hines, and Brecknell (2017) showed in their study that high level of grit among doctors contributes to their less level of burnout and their level of grit may be used to determine their risk of being burnout.

Moreso, teachers revealed that their strength Intensifies their reasons to stay. This is true when they shared that when they feel less stress they intend to stay more, their feeling of comfort as well contributed to their lower intention to leave, remarkable administrative support lessens their stress level and contribute to lower intention to leave. These findings are in support, but in other way around, with the study of Survival, Armanu, Noermijati, and Irawanto (2019) where they confirmed that job stress has a positive and significant effect on burnout, but work stress does not directly predict intentions to leave. In addition, burnout positively predicts turnover intention and work stress significantly predicts turnover intention when burnout mediates.

In addition, teachers also revealed that their grit Intensifies their reasons to stay. Private tertiary school teachers revealed that their grittiness have contributed to their reasons to stay. Teachers feel that their sense of accomplishment triggers their intention to stay, and that their high interest and persistence at work contribute to their reasons to stay in the teaching profession and in their institution. This has been found to be concomitant with the study of Yeoul, Minju, and Daeun (2018) where it was revealed that teachers who are grittier had shown a lower turnover intention as compared to teachers with less grit. Also, it is seen as parallel with the study of Jeong, Seo, Choi, and Kim (2019) that also revealed that grit and job stress have effects on turnover intention among teachers. Specifically, grit showed positive correlation with intent of teachers to leave.

The Role of the Experiences in Shaping Teachers' Beliefs and Attitudes

Three themes have emerged about the impact of experiences in molding the beliefs of the teachers. These are the benefits in staying, commitment to excellence, and positivity to all circumstances.

The Benefits in Staying. As teachers shared their experiences, it surfaced that teacher believed that to stay in their current work station is more comfortable and safer than venturing to other work outside their institutions. More so, they believed that the other work opportunities could be tiring as compared to current work, and that venturing to other work environment entails adjustment to new people and colleagues. Furthermore, teachers believed that their ultimate purpose is to teach. Teachers shared that they would end up their career in teaching, teaching is their calling in life, and teaching brings the sense of fulfilment.

These findings are in parallel with the findings of the study of Park (2018) in which it was emphasized that health science teachers in the state of Texas may think about quitting and may have thoughts about looking for a job soon but in overall they are not interested in quitting their job per se. In addition, Siddiqui, Syed, and Hassan (2012) also posited that one of the predictors of turnover over intention is the teachers' security in their work. However, the findings of Conklin, Pharrnd, and Desselle (2007) is divergent when they found out that one of the most frequently cited reasons of teachers for leaving was the desire for a change.

Commitment to Excellence. Due to the demand and the nature of the work teachers have developed the sense of excellence. It was expressed by the teachers that to bring out the best among

their students is what they desire. Teachers also don't tolerate mediocrity and this was also manifested as they become persistent and diligent, and committed to help students through a quality education. These results support the study of Robertson-Kraft and Duckworth (2014) where it was revealed that teachers who have retained in the school have high level of grit which helped and predicted teachers' effectiveness in their work. More so, Jeong et al. (2019) support this as they reported that grit increased job performance and lowered turnover intention.

Positivity to all Circumstances. Teaching, despite its nobility, always entails disappointments and setbacks, but despite this truth, teachers have developed the attitude of being optimistic despite the negativities brought by the demand of the nature of their work. Teachers always choose to see the positive side in the negative undertakings they are encountering. This was revealed when they shared that they considered their students and colleagues as their inspirations, they admire their current work, and the negativities boost their motivation to do more and better.

These findings are in parallel with the result of the study of Mitchell (2015) that emphasized that Latina teachers manifest grit that was used to navigate through various struggles, thereby developing the necessary tools and problem-solving skills. Moreover, this study affirms the result of the study of Robertson-Kraft and Duckworth (2014) affirms that teachers who have retained in the school are the teachers who have perseverance and passion for the work goals.

Data Integration of Salient Quantitative and Qualitative Findings

The data explanation are aligned to the variables of the quantitative phase --- level of burnout, level of grit, level of turnover intention, the relationships among the variables, and mediating analysis.

Merging-Converging. The school administrators must revisit their policies in the delivery of instruction and strengthen their existing program for the welfare of their faculty. Moreso, teachers will feel less exhausted in their work which will ensure quality instruction. The ability of the school administrators to support the welfare of their teachers through an improved organizational environment is an important element to lower the stress level of teachers. In line with this, Rana and Soodan (2019) posit in their study that environment in the organization that would include the work itself, the clients, and the heads affect stress level in college teachers. The low level of burnout in three categories both in quantitative and qualitative phase support the contention of Khan (2012) in his study that indicates that the burnout level of full-time faculty at Fullerton College is low on all 3 subscales.

Teachers are highly persistent but could be more motivated and resilient to see the essence of their purpose in their chosen career. When teachers have high degree of perseverance and significantly high degree of keeping their interest at work this would help teachers in the effective delivery of instruction. This finding supports the result of the study of McCain (2017) that indicates that teachers generally had a high degree of grit. Also, the result reconciles with the same study of McCain regarding the indicators as he reported in his study that a high degree of perseverance and a slightly below average degree of keeping interest were also found among the teachers. Moreover, the study is parallel to Robertson-Kraft and Duckworth's (2014) study when they argued that college teachers who have retained in the school have high level of grit. Lastly, this study confirms what Dobbins (2016) mentioned that teachers in Texas yielded a mean grit which is above average, thus, teachers have a high degree of grit.

School administrators should strengthen further their support program for their faculty to ensure low attrition rate. It is important for school administrators to support their teachers by offering them favorable working environment and attractive benefits that will improve their positive outlook in their profession; and by this, teachers could be able to see more reasons to continue and

stay in their organization. This is reconciled with the study of Park (2018) which indicates that Health Science teachers in the state of Texas may think about quitting and may have thoughts about looking for a job soon but overall, they are not interested in quitting their job per say. Also, the finding conforms to the study of Lawrence as he revealed that the greatest portion of the Asian International faculty intends to stay. Likewise, with Finster (2013) who confirms through his study that teachers have high level of intentions to stay.

Teacher's grit and burnout can affect teachers' intention to stay in an institution and in the teaching profession, thus, school administrators should craft program that will help intensify teachers grit, and provide programs that will help teachers manage burnout. Teachers' feeling of comfort, less stress, and grit in their working environment contribute to their intention to stay in their teaching profession. This is being supported by the contention of Survival, Armanu, Noermijati, and Irawanto (2019) where the results revealed that burnout positively predicts turnover intention and work stress significantly predicts turnover intention. The study of Woo, Kim, and Park, (2019) confirms this as he emphasized that burnout was found to influence high level of turnover intentions among the full-time junior counselling faculty members at United States universities.

Also, this is supported by study of Halliday, Walker, Vig, Hines, and Brecknell (2017) which showed that high level of grit among doctors contributes to their less level of burnout and their level of grit may be used to determine their risk of being burnout. Moreover, the study of Igawa and Nakanishi (2019) revealed that perseverance and consistency suppressed the level of burnout among the managerial and non-managerial human services. Lastly, the study of Seguin (2019) found out that grit was significantly related to reduced burnout among the nurse leaders.

5 CONCLUSIONS

The level of burnout among the private tertiary school teachers is low and this means that burnout is seldom evident among the teachers. Also, the level of grit among the private tertiary school teachers is high which means that grit is often evident among the teachers. Moreover, the level of turnover intention of private tertiary school teachers is low which means that turnover intention is seldom evident among the teachers.

The relationships are significant among the burnout, grit, and turnover intention. This would mean that grit is inversely correlated with the turnover intention, which implies that the higher the grit becomes the intention of teachers to leave decreases. Moreover, the relationship of grit with the burnout is also inversely correlated which implies that the higher the grit of teachers the lesser level of burnout becomes. Finally, the relationship between burnout and turnover intention is significantly positive which means that the lesser the level of burnout of teachers becomes, their level of turnover intention decreases as well.

In addition, the mediating effect of burnout on the relationship between grit and turnover intention is significant and partial which means that the low level of burnout of teachers partially intervenes with the relationship of high level of grit and low level of turnover intention.

Furthermore, teachers experienced personal, work and client related burnout; positive disposition on their teaching profession. They also experienced reasons for low level of attrition and their grit renews their strength as both intensify the reasons to stay.

More so, their lived experiences contributed to their realization that they can benefit from staying. Also, it shaped their commitment to excellence and positivity to all circumstances.

Finally, the quantitative findings corroborate with the qualitative findings.

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