

Interplay of Self-Efficacy, Career Aspirations, and Work-Life Balance on Teacher Longevity in Public Schools

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Abstract

This study examined the influence of self-efficacy, career aspirations, and work-life balance on the longevity of public school elementary teachers in the Division of Camarines Sur during the School Year 2024-2025. A descriptive-correlational design was employed, with data collected from 375 teachers using a researcher-made questionnaire, supplemented by unstructured interviews, and analyzed through Weighted Mean, Pearson Product-Moment Correlation Coefficient, and Coefficient of Determination. The study concluded that teachers' confidence in their professional abilities, motivation for personal and professional growth, and capacity to manage work-life demands significantly supported their long-term engagement in teaching. Strong commitment, professional fit, social connections, and personal investment further reinforced teacher longevity. The results confirmed that self-efficacy, career aspirations, and work-life balance exert substantial influence on teacher retention, demonstrating that both intrinsic motivation and institutional support are essential in sustaining teachers in public schools. Based on these conclusions, policy recommendations were proposed to strengthen support systems, enhance professional development opportunities, and promote work-life balance initiatives to ensure teacher longevity.

Keywords: Self-Efficacy, Career Aspirations, Work-Life Balance, Teacher Longevity

INTRODUCTION

The continuity of quality education depends on the sustained presence of competent and committed teachers who play a vital role in students' intellectual, emotional, and social development. However, increasing administrative demands, heavy workloads, limited professional growth opportunities, and insufficient recognition have made long-term engagement in the profession increasingly difficult, often resulting in stress and burnout. These challenges have been documented in studies emphasizing the role of self-efficacy, motivation, and well-being in sustaining teachers' professional commitment (Zee & Koomen, 2016; Han & Yin, 2016; Zhang, 2022; Xiao & Zheng, 2025). At the global level, teacher longevity has been linked to structural and professional conditions such as workload demands, policy expectations, and institutional support, with rising attrition identified as a serious challenge to education systems worldwide (UNESCO, 2017). In response, international frameworks such as the United Nations' Sustainable Development Goals (SDGs), particularly SDG 4 on quality education, SDG 8 on

decent work, and SDG 3 on good health and well-being, emphasize teacher development, fair working conditions, and well-being as foundations of quality and equitable education (United Nations, 2015).

These global concerns are evident in the Philippine public school context, where teachers routinely manage large class sizes alongside extensive instructional and administrative responsibilities embedded in daily school operations (David et al., 2019). To safeguard teacher welfare, the Department of Education has implemented policies aimed at protecting teachers' workload and working hours, as articulated in DepEd Order No. 002, s. 2024. In addition, the Philippine Professional Standards for Teachers, established through DepEd Order No. 42, s. 2017, provides a framework for professional development and career advancement. However, inconsistent implementation has often placed financial, logistical, and documentation-related burdens on teachers, potentially weakening career aspirations and undermining professional well-being.

Within this context, self-efficacy, career aspirations, and work-life balance have emerged as key factors influencing teacher longevity in public schools. These factors shape teachers' confidence in managing instructional demands, their motivation to pursue long-term professional growth, and their ability to balance professional responsibilities with personal well-being. When teachers experience supportive conditions that foster professional competence, meaningful career pathways, and healthy work-life integration, they are more likely to remain engaged and committed to the profession. Accordingly, the present study examines the interplay of self-efficacy, career aspirations, and work-life balance in influencing teacher longevity, with the aim of generating insights that may inform institutional practices and policy initiatives to sustain teacher engagement and educational quality in the Philippine public education system.

Research Objectives

This study determined the influence of self-efficacy, career aspirations, and work-life balance on the longevity of elementary school teachers in public schools in the Division of Camarines Sur. Specifically, the following objectives were attained: (1) the level of self-efficacy of public school elementary teachers in terms of mastery experiences, vicarious experiences, social persuasion, influence, and emotional states; (2) the level of career aspirations of public school elementary teachers in terms of personal development and professional growth; (3) the level of work-life balance of public school elementary teachers in terms of role conflict, role strain, and role transitions; (4) the level of teacher longevity in terms of links, fit, and sacrifice; (5) the significant relationships between self-efficacy, career aspirations, and work-life balance and teacher longevity in public schools; (6) the extent to which self-efficacy, career aspirations, and work-life balance influenced teacher longevity; and (7) the policy recommendations developed to sustain teacher longevity based on the findings of the study.

METHODOLOGY

This study employed the descriptive-correlational research method. The descriptive method was applied because it allowed for a detailed and systematic description of the population's characteristics and conditions without manipulating variables, providing a clear snapshot of the phenomenon being studied (Mills & Gay, 2018). It was used to assess teachers' self-efficacy across mastery experiences, vicarious experiences, social persuasion, influence, and emotional states. Similarly, it was applied to examine career aspirations in terms of personal development and professional growth. The same method was employed to evaluate work-life balance, focusing on role conflict, role strain, and role transitions. Additionally, it was

applied to investigate teacher longevity across links, fit, and sacrifice. The correlational method was employed because it enabled the identification and quantification of relationships among variables, indicating how changes in one variable corresponded to changes in another without implying causation (Mills & Gay, 2018). It was used to determine the significant relationships between the levels of self-efficacy, career aspirations, work-life balance, and teacher longevity in public schools. Furthermore, it was applied to measure the extent of influence of these variables on teacher longevity using the coefficient of determination (r^2), which was derived from the computed correlation values to show how much teacher longevity was influenced by self-efficacy, career aspirations, and work-life balance. The r^2 value provided a statistical representation of the proportion of variance in teacher longevity explained by the independent variables, thereby illustrating the strength of their combined predictive power (Field, 2018).

A 4-point Likert Scale was employed, ranging from:

| Weight | Scale Interval | Interpretation |
|--------|----------------|------------------|
| 4 | 3.26 – 4.00 | Very High (VH) |
| 3 | 2.51 – 3.25 | Fairly High (FH) |
| 2 | 1.76 – 2.50 | Fairly Low (FL) |
| 1 | 1.00 – 1.75 | Very Low (VL) |

RESULTS AND DISCUSSION

Level of Self-Efficacy

Self-Efficacy. Table 1 presents the summary showing the level of self-efficacy among public school elementary teachers along mastery experiences, vicarious experiences, social persuasion, influence, and emotional states. As indicated by the data, all aspects were interpreted as very high, with an overall weighted mean of 3.44, reflecting a very high level of self-efficacy among the respondents. Among the aspects, social persuasion ranked highest with a weighted mean of 3.50, followed closely by emotional states with a weighted mean of 3.48. Mastery experiences ranked third with a weighted mean of 3.44, while influence and vicarious experiences ranked fourth and fifth with weighted means of 3.42 and 3.38, respectively.

Table 1

Summary Table on the Level of Self-Efficacy among Public School Elementary Teachers

| Aspects | AWM | Int. |
|-------------------------------|------|-----------|
| Social Persuasion | 3.50 | VH |
| Emotional States | 3.48 | VH |
| Mastery Experiences | 3.44 | VH |
| Influence | 3.42 | VH |
| Vicarious Experiences | 3.38 | VH |
| Overall Average Weighted Mean | 3.44 | Very High |

The results showed that public school elementary teachers demonstrated consistently high levels of self-efficacy across all aspects. These findings implied that teachers' self-efficacy was multidimensional and developed through the interaction of internal experiences and external sources of support rather than reliance on a single factor. The prominence of emotional well-being and social support aligned with

previous studies emphasizing the role of emotional regulation, leadership support, and collaborative environments in sustaining self-efficacy, resilience, and professional commitment (Li, 2023; Calahan, 2019; Rabin et al., 2024). Consistent with Bandura's Social Cognitive Theory, as articulated by Tschannen-Moran and Hoy (2022), the findings further supported the notion that self-efficacy is shaped through mastery experiences, vicarious experiences, social persuasion, and emotional states, suggesting that supportive school environments that nurture these sources are essential in strengthening teachers' confidence, persistence, and instructional effectiveness.

Level of Career Aspirations

Career Aspirations. Table 2 presents the summary showing the level of career aspirations among public school elementary teachers along personal development and professional growth. The data show that both personal development and professional growth obtained the same average weighted mean of 3.50, tied at the highest rank of 1.5, and were interpreted as very high. The overall average weighted mean was 3.50, indicating a "very high" level of career aspirations among the respondents.

Table 2

Summary Table on the Level of Career Aspirations among Public School Elementary Teachers

| Aspects | AWM | Int. |
|-------------------------------|------|-----------|
| Personal Development | 3.50 | VH |
| Professional Growth | 3.50 | VH |
| Overall Average Weighted Mean | 3.50 | Very High |

The results showed that teachers demonstrated equally strong aspirations toward personal development and professional growth, indicating a balanced commitment to continuous learning and career advancement. These findings were consistent with studies highlighting the role of structured professional pathways, mentorship, professional identity, and supportive leadership in sustaining teachers' aspirations and commitment (Darling-Hammond et al., 2017; Macapagal & Ricafort, 2023), while contrasting evidence showed that contextual and cultural constraints may moderate aspiration levels (Lozada-Urbano et al., 2025). Overall, the results aligned with Super's Career Development Theory, as articulated by Arthur et al. (2025), which conceptualizes career development as a lifelong process shaped by evolving self-concepts and accumulated experiences, reinforcing the importance of sustained personal and professional growth in maintaining long-term engagement in teaching.

Level of Work-Life Balance

Work-life Balance. Table 3 presents the summary showing the level of work-life balance among public school elementary teachers along role conflict, role strains, and role transitions. As shown in the data, the aspect role strain obtained the highest average weighted mean of 3.53, ranked first, and was interpreted as very high. This was followed by role transitions with an average weighted mean of 3.45, ranked second, also interpreted as very high. In contrast, role conflict obtained the lowest average weighted mean of 3.11, ranked third, and was interpreted as fairly high. The overall average weighted mean was 3.36, indicating a very high level of work-life balance among the respondents.

Table 3

Summary Table on the Level of Work-Life Balance among Public School Elementary Teachers

| Aspects | AWM | Int. |
|-------------------------------|------|-----------|
| Role Strain | 3.53 | VH |
| Role Transitions | 3.45 | VH |
| Role Conflict | 3.11 | FH |
| Overall Average Weighted Mean | 3.36 | Very High |

The results indicated that public school elementary teachers demonstrated a generally very high level of work-life balance across all aspects. These suggested that work-life balance was sustained not by the absence of competing demands but by teachers’ resilience, self-regulation, and ability to manage role expectations. The findings were consistent with prior studies emphasizing the importance of organizational support, workload management, and coping strategies in sustaining teachers’ well-being and effectiveness (Latha, 2019; Thilagavathy & Geetha, 2020), while contrasting evidence highlighted persistent role conflict and reduced commitment in contexts lacking adequate support (Arthi & Sumathi, 2020; Lumantas, 2019). Anchored in Kahn et al’s Role Theory as cited by Kalliath and Kalliath (2019), the results underscored that although overlapping role demands may generate strain and conflict, strong institutional support and effective coping mechanisms enable teachers to maintain role clarity, balance professional and personal responsibilities, and sustain long-term service.

Level of Teacher Longevity

Teacher Longevity. Table 4 presents the level of teacher longevity among public school elementary teachers across the aspects of fit, links, and sacrifice. As shown in the data, the aspect fit obtained the highest average weighted mean of 3.54, ranked first, and was interpreted as very high. This was followed by links with an average weighted mean of 3.41, ranked second, also interpreted as very high. In contrast, sacrifice obtained the lowest average weighted mean of 3.40, ranked third, and was likewise interpreted as very high. The overall average weighted mean was 3.45, indicating a very high level of teacher longevity across all three aspects.

Table 4

Summary Table on the Level of Teacher Longevity among Public School Elementary Teachers

| Aspects | AWM | Int. |
|-------------------------------|------|-----------|
| Fit | 3.54 | VH |
| Links | 3.41 | VH |
| Sacrifice | 3.40 | VH |
| Overall Average Weighted Mean | 3.45 | Very High |

The results indicated that all three aspects of teacher longevity were rated at a very high level among public school elementary teachers. The minimal variation among the average weighted means suggested that teacher longevity was not driven by a single dominant factor but by a balanced and cohesive interaction of professional alignment, social connectedness, and perceived personal investment in the school. These findings were consistent with prior studies emphasizing supportive leadership, autonomy, collaboration, and professional development as key mechanisms for strengthening commitment and

reducing attrition (Berry et al., 2019; Shuls & Flores, 2020), while contrasting evidence highlighted how inadequate workplace conditions may weaken long-term attachment (Harris, 2019; Ekmekci et al., 2025). Anchored in Mitchell et al.’s Job Embeddedness Theory as cited by Balthrop and Jung (2024), and supported by Alderfer’s ERG Theory as discussed by Yang and Ling (2023), the results underscored that strong relational ties, value alignment, and internal motivation embed teachers within their institutions and play a decisive role in sustaining long-term career engagement.

Relationships Between the Level of Self-Efficacy, Career Aspirations, and Work-Life Balance on Teacher Longevity in Public Schools

Level of Self-Efficacy and Teacher Longevity. Table 5 presents the relationship between the level of self-efficacy and teacher longevity among public school elementary teachers. The data reveal several significant relationships between self-efficacy dimensions and teacher longevity among public school elementary teachers. For Mastery Experiences, both Links ($r = 0.97, p = 0.006$, very high, significant) and Sacrifice ($r = 0.92, p = 0.028$, very high, significant) showed strong correlations. In terms of Vicarious Experiences, all three dimensions, Links ($r = 0.91, p = 0.030$, very high, significant), Fit ($r = 0.96, p = 0.008$, very high, significant), and Sacrifice ($r = 0.94, p = 0.017$, very high, significant), were significantly related to teacher longevity. For Social Persuasion, Fit ($r = 0.98, p = 0.003$, very high, significant) and Sacrifice ($r = 0.93, p = 0.021$, very high, significant) demonstrated significant correlations. Similarly, Influence showed significant associations across all dimensions: Links ($r = 0.90, p = 0.039$, very high, significant), Fit ($r = 0.94, p = 0.019$, very high, significant), and Sacrifice ($r = 0.96, p = 0.007$, very high, significant). Finally, Emotional States revealed significant relationships in Links ($r = 0.92, p = 0.030$, very high, significant) and Sacrifice ($r = 0.92, p = 0.0292$, very high, significant). The non-significant relationships were observed in Fit under Mastery Experiences ($r = 0.83, p = 0.083$), Links under Social Persuasion ($r = 0.82, p = 0.087$), and Fit under Emotional States ($r = 0.87, p = 0.056$).

Table 5
Relationship Between the Level of Self-Efficacy and Teacher Longevity of Public School Elementary Teachers

| Self-Efficacy | Teacher Longevity | r-value | Interpretation | p-value | Interpretation |
|-----------------------|-------------------|---------|----------------|---------|-----------------|
| Mastery Experiences | Links | 0.97 | Very High | 0.006 | Significant |
| | Fit | 0.83 | High | 0.083 | Not Significant |
| | Sacrifice | 0.92 | Very High | 0.028 | Significant |
| Vicarious Experiences | Links | 0.91 | Very High | 0.030 | Significant |
| | Fit | 0.96 | Very High | 0.008 | Significant |
| | Sacrifice | 0.94 | Very High | 0.017 | Significant |
| Social Persuasion | Links | 0.82 | High | 0.087 | Not Significant |
| | Fit | 0.98 | Very High | 0.003 | Significant |
| | Sacrifice | 0.93 | Very High | 0.021 | Significant |
| Influence | Links | 0.90 | Very High | 0.039 | Significant |
| | Fit | 0.94 | Very High | 0.019 | Significant |
| | Sacrifice | 0.96 | Very High | 0.007 | Significant |
| Emotional States | Links | 0.92 | Very High | 0.030 | Significant |

| | | | | | |
|--|-----------|------|-----------|--------|-----------------|
| | Fit | 0.87 | High | 0.056 | Not Significant |
| | Sacrifice | 0.92 | Very High | 0.0292 | Significant |

The findings suggested that teacher longevity was strongly associated with self-efficacy dimensions emphasizing perseverance, adaptability, emotional regulation, and relational strength, as evidenced by very high correlations across links, fit, and sacrifice particularly within vicarious experiences and influence. The consistent significance of sacrifice across multiple dimensions underscored resilience and willingness to endure challenges as central elements of longevity, while the role of emotional states indicated that effective emotional management and strong relational ties further supported persistence. Although some dimensions, such as fit within mastery experiences and emotional states and links within social persuasion, did not show significant relationships, these results suggested that certain aspects of self-efficacy may require contextual reinforcement or may be outweighed by stronger predictors. These patterns aligned with contemporary research demonstrating that mastery experiences, vicarious learning, and collaborative professional development enhance self-efficacy and promote sustained engagement (Peagler, 2023; Golubtchik, 2024), while contrasting evidence emphasized the moderating role of leadership and institutional support (Redman, 2015; Pantao, 2024). Anchored in Bandura’s Social Cognitive Theory as discussed by Tschannen-Moran and Hoy (2022), and reinforced by Mitchell et al.’s Job Embeddedness Theory articulated by and cited by Balthrop and Jung (2024), the findings demonstrated that self-efficacy not only strengthens teachers’ psychological resilience but also deepens their professional embeddedness, thereby playing a decisive role in sustaining teacher longevity.

Level of Career Aspirations and Teacher Longevity. Table 6 presents the relationship between the level of career aspirations and teacher longevity among public school elementary teachers. The data show several significant relationships between career aspirations and teacher longevity among public school elementary teachers. For Personal Development, Fit ($r = 0.99$, $p = 0.002$, very high, significant) and Sacrifice ($r = 0.91$, $p = 0.030$, very high, significant) demonstrated strong correlations. Under Professional Growth, all dimensions were significantly related to longevity: Links ($r = 0.84$, $p = 0.022$, high, significant), Fit ($r = 0.98$, $p = 0.003$, very high, significant), and Sacrifice ($r = 0.95$, $p = 0.014$, very high, significant). The only non-significant relationship was found in Links under Personal Development ($r = 0.80$, $p = 0.104$, high, not significant).

Table 6

Relationship Between the Level of Career Aspirations and Teacher Longevity of Public School Elementary Teachers

| Career Aspirations | Teacher Longevity | r-value | Interpretation | p-value | Interpretation |
|----------------------|-------------------|---------|----------------|---------|-----------------|
| Personal Development | Links | 0.80 | High | 0.104 | Not Significant |
| | Fit | 0.99 | Very High | 0.002 | Significant |
| | Sacrifice | 0.91 | Very High | 0.030 | Significant |
| Professional Growth | Links | 0.84 | High | 0.022 | Significant |
| | Fit | 0.98 | Very High | 0.003 | Significant |
| | Sacrifice | 0.95 | Very High | 0.014 | Significant |

The findings suggested that career aspirations, particularly in terms of professional growth and personal development, played a crucial role in sustaining teacher longevity. These results were consistent with

prior studies emphasizing the role of personal development and professional growth in strengthening teachers’ commitment and persistence (Abu-Tineh et al., 2023; He, 2024) and aligned with Super’s Career Development Theory as cited by Arthur et al. (2025), which highlights evolving self-concepts and life roles as central to career sustainability. While contrasting evidence emphasized the influence of contextual factors such as leadership and workload (Eryilmaz et al., 2025; Luesse et al., 2022), the present findings underscored that intrinsic career aspirations, particularly those expressed through fit and sacrifice, functioned as core motivational anchors that, together with external supports, sustained long-term engagement in teaching.

Level of Work-life Balance and Teacher Longevity. Table 7 presents the relationship between the level of work-life balance and teacher longevity among public school elementary teachers. The data reveal several significant relationships between work-life balance and teacher longevity among public school elementary teachers. For Role Conflict, all dimensions showed significant correlations: Links ($r = 0.91$, $p = 0.032$, very high, significant), Fit ($r = 0.92$, $p = 0.026$, very high, significant), and Sacrifice ($r = 0.96$, $p = 0.004$, very high, significant). Under Role Strain, Fit ($r = 0.99$, $p = 0.000$, very high, significant) and Sacrifice ($r = 0.94$, $p = 0.016$, very high, significant) were significant. For Role Transitions, only Fit ($r = 0.97$, $p = 0.006$, very high, significant) showed a significant correlation. The non-significant relationships were observed in Links under Role Strain ($r = 0.87$, $p = 0.054$), Links under Role Transitions ($r = 0.73$, $p = 0.157$), and Sacrifice under Role Transitions ($r = 0.84$, $p = 0.071$).

Table 7

Relationship Between the Level of Work-Life Balance and Teacher Longevity of Public School Elementary Teachers

| Work-Life Balance | Teacher Longevity | r-value | Interpretation | p-value | Interpretation |
|-------------------|-------------------|---------|----------------|---------|-----------------|
| Role Conflict | Links | 0.91 | Very High | 0.032 | Significant |
| | Fit | 0.92 | Very High | 0.026 | Significant |
| | Sacrifice | 0.96 | Very High | 0.004 | Significant |
| Role Strain | Links | 0.87 | High | 0.054 | Not Significant |
| | Fit | 0.99 | Very High | 0.000 | Significant |
| | Sacrifice | 0.94 | Very High | 0.016 | Significant |
| Role Transitions | Links | 0.73 | High | 0.157 | Not Significant |
| | Fit | 0.97 | Very High | 0.006 | Significant |
| | Sacrifice | 0.84 | High | 0.071 | Not Significant |

The findings suggested that work-life balance, particularly in managing role conflict and role strain, was strongly associated with teacher longevity. The significant results for role conflict highlighted that teachers who effectively navigated overlapping responsibilities without disengagement sustained longer careers, while the strong associations observed in role strain suggested that persistence was reinforced when teachers felt capable of fitting into their roles despite pressures. In contrast, weaker associations in role transitions implied that adaptability alone may not consistently predict longevity unless supported by strong alignment and resilience. These findings were consistent with studies emphasizing that effective management of competing demands, supportive environments, and institutional policies enhance satisfaction and longevity (Cho et al., 2023; Md Shah et al., 2024). Anchored in Kahn et al.’s Role Theory as cited by Kalliath and Kalliath (2019), and complemented by Mitchell et al.’s Job

Embeddedness Theory as cited by Balthrop and Jung (2024), the results demonstrated that teachers’ ability to integrate competing roles through fit, sacrifice, and embeddedness served as a critical internal mechanism sustaining commitment and long-term engagement, even as external conditions continued to moderate these relationships (Dreer, 2023).

Influence of the Level of Self-Efficacy, Career Aspirations, and Work-Life Balance on Teacher Longevity in Public Schools

Influence of the Level of Self-Efficacy on Teacher Longevity. Table 8 presents the extent of influence of the level of self-efficacy on teacher longevity among public school elementary teachers. The data reveal very strong influences of self-efficacy on teacher longevity across multiple dimensions. For Mastery Experiences, Links ($r^2 = 0.93$, very strong) and Sacrifice ($r^2 = 0.84$, very strong) showed substantial effects. Under Vicarious Experiences, Links ($r^2 = 0.83$, very strong), Fit ($r^2 = 0.93$, very strong), and Sacrifice ($r^2 = 0.88$, very strong) all demonstrated strong influences. In terms of Social Persuasion, Fit ($r^2 = 0.96$, very strong) and Sacrifice ($r^2 = 0.87$, very strong) were highly influential. For Influence, Links ($r^2 = 0.84$, very strong), Fit ($r^2 = 0.88$, very strong), and Sacrifice ($r^2 = 0.93$, very strong) all showed very strong influence. Finally, Emotional States revealed very strong influences in both Links ($r^2 = 0.83$) and Sacrifice ($r^2 = 0.83$).

Table 8
Influence of the Level of Self-Efficacy on Teacher Longevity of Public School Elementary Teachers

| Self- Efficacy | Teacher Longevity | r-value | r2-value | Interpretation |
|-----------------------|-------------------|---------|----------|----------------|
| Mastery Experiences | Links | 0.97 | 0.93 | Very Strong |
| | Sacrifice | 0.92 | 0.84 | Very Strong |
| Vicarious Experiences | Links | 0.91 | 0.83 | Very Strong |
| | Fit | 0.96 | 0.93 | Very Strong |
| | Sacrifice | 0.94 | 0.88 | Very Strong |
| Social Persuasion | Fit | 0.98 | 0.96 | Very Strong |
| | Sacrifice | 0.93 | 0.87 | Very Strong |
| Influence | Links | 0.90 | 0.84 | Very Strong |
| | Fit | 0.94 | 0.88 | Very Strong |
| | Sacrifice | 0.96 | 0.93 | Very Strong |
| Emotional States | Links | 0.92 | 0.83 | Very Strong |
| | Sacrifice | 0.92 | 0.83 | Very Strong |

The findings indicated that self-efficacy exerted a powerful influence on teacher longevity, as reflected by consistently very strong r^2 values across all dimensions. Teachers who believed in their capabilities through mastery experiences, vicarious learning, social persuasion, influence, and emotional regulation were more likely to sustain long-term engagement in the profession. These results were supported by prior studies demonstrating that mastery experiences, mentoring, observation, and emotional regulation enhance resilience, reduce burnout, and strengthen professional commitment (Berg et al., 2023; Henry, 2016). Anchored in Bandura’s Social Cognitive Theory, as cited by Tschannen-Moran and Hoy (2022), the findings affirmed that beliefs in one’s capabilities drive motivation and persistence, while Mitchell et

al.’s Job Embeddedness Theory, as cited by Balthrop and Jung (2024), explained how links, fit, and sacrifice deepen teachers’ attachment to their schools. Although contrasting evidence emphasized the moderating role of leadership and school conditions (Emiru & Gedifew, 2024; Farahmandpour & Voelkel, 2025), the present study underscored self-efficacy as a decisive internal mechanism that anchors teachers in the profession and sustains long-term career engagement.

Influence of the Level of Career Aspirations on Teacher Longevity. Table 9 presents the extent of influence of the level of career aspirations on teacher longevity among public school elementary teachers. The data reveal very strong influences of career aspirations on teacher longevity among public school elementary teachers. For Personal Development, Fit ($r^2 = 0.97$, very strong) and Sacrifice ($r^2 = 0.81$, very strong) demonstrated substantial effects. Under Professional Growth, Fit ($r^2 = 0.96$, very strong) and Sacrifice ($r^2 = 0.90$, very strong) also showed very strong influences. Meanwhile, Links under Professional Growth ($r^2 = 0.71$, strong) indicated a notable but comparatively lower influence compared to the other dimensions.

The findings suggested that career aspirations exerted a powerful influence on teacher longevity, particularly when teachers perceived strong alignment with their professional environment and were willing to make personal sacrifices for their careers. These results implied that teacher longevity was shaped not only by external conditions but also by internal career aspirations that functioned as motivational anchors, reinforcing resilience and commitment. The findings were supported by studies emphasizing that professional growth, personal responsibility, and opportunities for advancement strengthen teachers’ motivation and long-term commitment (Eren, 2017; Hildebrand, 2018; Sagitova et al., 2025; Bihu & Dachi, 2025). Anchored in Mitchell et al.’s Job Embeddedness Theory as cited by Balthrop and Jung (2024), and complemented by Alderfer’s ERG Theory as discussed by Yang and Ling (2023), the results underscored that fit, links, and sacrifice—strengthened through career aspirations—embed teachers more deeply in their schools. Although contrasting evidence highlighted the influence of leadership and workload (Eryilmaz et al., 2025), the present study demonstrated that intrinsic career aspirations remain decisive internal drivers sustaining teacher longevity.

Table 9

Influence of the Level of Career Aspirations on Teacher Longevity of Public School Elementary Teachers

| Career Aspirations | Teacher Longevity | r-value | r ² -value | Interpretation |
|----------------------|-------------------|---------|-----------------------|----------------|
| Personal Development | Fit | 0.99 | 0.97 | Very Strong |
| | Sacrifice | 0.91 | 0.81 | Very Strong |
| Professional Growth | Links | 0.84 | 0.71 | Strong |
| | Fit | 0.98 | 0.96 | Very Strong |
| | Sacrifice | 0.95 | 0.90 | Very Strong |

Influence of the Level of Work-life Balance on Teacher Longevity. Table 10 presents the extent of influence of the level of work-life balance on teacher longevity among public school elementary teachers. The data reveal very strong influences of work-life balance on teacher longevity across multiple dimensions. For Role Conflict, Links ($r^2 = 0.83$, very strong), Fit ($r^2 = 0.85$, very strong), and Sacrifice ($r^2 = 0.95$, very strong) all demonstrated substantial effects. Under Role Strain, Fit ($r^2 = 0.99$,

very strong) and Sacrifice ($r^2 = 0.89$, very strong) showed very strong influences. For Role Transitions, Fit ($r^2 = 0.94$, very strong) also indicated a strong effect on teacher longevity.

Table 10

Influence of the Level of Work-Life Balance on Teacher Longevity of Public School Elementary Teachers

| Work-Life Balance | Teacher Longevity | r-value | r ² -value | Interpretation |
|-------------------|-------------------|---------|-----------------------|----------------|
| Role Conflict | Links | 0.91 | 0.83 | Very Strong |
| | Fit | 0.92 | 0.85 | Very Strong |
| | Sacrifice | 0.96 | 0.95 | Very Strong |
| Role Strain | Fit | 0.99 | 0.99 | Very Strong |
| | Sacrifice | 0.94 | 0.89 | Very Strong |
| Role Transitions | Fit | 0.97 | 0.94 | Very Strong |

The findings indicated that work-life balance exerted a powerful influence on teacher longevity. The particularly high effects observed in fit and sacrifice underscored that teachers who perceived strong alignment between their personal and professional roles and who were willing to make sacrifices to manage competing demands were more likely to sustain long-term careers. These results suggested that teacher longevity was shaped by teachers’ capacity to balance professional and personal demands through resilience, alignment, and self-regulation. The findings were supported by prior studies emphasizing that workload management, supportive structures, and job satisfaction mitigate burnout and promote sustained service (Downer, 2023; Wahab & Arazo, 2023; Cuervo & Vera-Toscano, 2025). Anchored in Alderfer’s ERG Theory as discussed by Yang and Ling (2023) and reinforced by Kahn et al.’s Role Theory as cited by Kalliath and Kalliath (2019), the results demonstrated that fulfillment of growth, relatedness, and existence needs through fit, links, and sacrifice strengthens resilience and commitment. Although contrasting evidence suggested that work-life balance alone may be insufficient without opportunities for professional growth (Chong & Samikon, 2024), the present study underscored that work-life balance, when reinforced by institutional support, served as a decisive mechanism in sustaining teacher longevity.

Policy Recommendations Developed to Sustain Teacher Longevity (with ADD Model)

This framework presents a structured roadmap for formulating policy recommendations aimed at sustaining teacher longevity in public elementary school anchored on the Analysis–Design–Development (ADD) model.

The **Analysis Phase** establishes the empirical and institutional foundation of the framework by examining teacher needs, professional contexts, and systemic factors influencing longevity. Quantitative data on teacher self-efficacy, career aspirations, and work-life balance were analyzed alongside qualitative inputs from surveys, focus group discussions, and interviews to capture instructional confidence, career goal clarity, workload distribution, and access to mentoring and professional development. This assessment revealed persistent challenges, including limited professional support, constrained career progression opportunities, and difficulties in managing work and personal responsibilities. To contextualize these findings, an in-depth review of policy and institutional frameworks—such as the 1987 Philippine Constitution, RA 4670, EO 174, and DepEd Order No. 005, s.

2024—was conducted, identifying areas where existing policies provide partial support and where enhancements are necessary. The synthesis of empirical evidence and policy review highlighted critical gaps in structured efficacy-building mechanisms, equitable career advancement pathways, and institutional support for work-life balance, forming the basis for targeted policy development.

The **Design Phase** translates analytical insights into a coherent and strategic policy framework that articulates objectives, structures interventions, and ensures institutional alignment. Policy objectives were formulated to enhance teacher self-efficacy through structured professional development, mentoring, and recognition of instructional excellence; to support career aspirations through transparent promotion systems, leadership development, and individualized career planning; and to promote work-life balance through workload rationalization, wellness initiatives, and psychosocial support mechanisms. These objectives were operationalized through the Teacher Longevity Enhancement Framework, which integrates professional efficacy, career growth, and work-life integration as interrelated policy dimensions. Alignment with DepEd policies, the Philippine Professional Standards for Teachers, and national legislation ensures that the framework is legally sound, institutionally acceptable, and scalable across governance levels, from the Central Office to individual schools.

The **Development Phase** operationalizes the designed framework into a formal policy recommendation document that is clear, evidence-based, and implementation-ready. Actionable policy recommendations were articulated to directly address identified gaps in self-efficacy enhancement, career progression, and work-life balance, grounded in empirical findings and best practices in educational leadership and human resource development. Although implementation and evaluation are beyond the scope of the study, the framework integrates proposed support mechanisms such as mentoring programs, professional learning structures, wellness initiatives, and monitoring tools to guide future adoption. The final synthesis consolidates the framework's rationale, objectives, policy components, and support structures into a cohesive and scholarly document that provides the Department of Education with a robust foundation for sustaining teacher longevity, strengthening professional fulfillment, and promoting long-term stability within the public school system.

Conclusions

1. Teachers demonstrated strong confidence in their professional abilities, sustained by personal mastery, supportive environments, and emotional stability.
2. Career motivation, driven by both personal development and professional advancement, reinforced adaptability, engagement, and long-term commitment to teaching.
3. Effective role management, resilience, and institutional support enabled teachers to balance professional and personal demands, sustaining work-life integration.
4. High levels of professional fit, strong collegial connections, and personal investment collectively strengthened teacher longevity.
5. Self-efficacy, career aspirations, and work-life balance were confirmed as significant factors influencing teacher longevity, validating the hypothesis.
6. The level of self-efficacy, career aspirations, and work-life balance, these dimensions exert a decisive influence on teacher retention in public schools, affirming their critical role in sustaining long-term service. Therefore, the hypothesis is accepted.

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