

Navigating Holistic Teacher Development in Private K-12 Schools: Challenges and Organizational Initiatives

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Abstract

Teaching is more than a profession; it is a calling that requires continuous growth and resilience. Different researches show professional development programs for teachers, but there is a gap in terms of the holistic development of teachers. Thus, this study's objective was to examine the challenges and initiatives in pursuing holistic development for private school teachers. Using a phenomenological qualitative design, 20 private school teachers were interviewed. Findings revealed four key challenges: limited opportunities for professional and spiritual growth, heavy workload and time constraints, lack of institutional support and resources, and limited participation and lack of motivation among teachers. Despite these obstacles, schools have implemented initiatives such wellness and social development programs, institutional support for further studies, opportunities for leadership development, and spiritual and moral development programs. These findings highlight the need for stronger institutional support and inclusive development programs. The results serve as a foundation for private school administrators and policymakers in designing more effective strategies to enhance teacher development and overall educational quality.

Keywords: Career, Human Development, Leadership, Policy, Social Emotional, Teaching

1.0 Introduction

More than a job, teaching profession is a call. And this call had been challenged time and again. The education sector has faced unprecedented challenges, particularly in the private school institution. Amid that are teachers who continue to experience many challenges. Many teachers are reported to have experienced stress, particularly regarding work-life balance. The study of Pavitra, et al. (2023) emphasized that teachers had difficulty with their additional workloads, where they had to spend more time on preparing than teaching. Santiago, et al. (2023) stated that there are already literatures that show the tendency of teachers to experience stress and frustrations, such as having depression, anxiety disorders, loss of quality of life, fatigue and negative feelings. Pavitra, et al. (2023) also emphasized that the teaching profession is found to be one of the most stressful occupations.

The study of Kotowski, et al. (2022), revealed that teacher stress and burnout remain significant concerns, with 72% of teachers reporting high or extreme levels of stress, and 57% indicating severe burnout. Moreover, a substantial number of educators also face challenges in achieving a satisfactory balance between their professional responsibilities and family life.

These concerns among teachers are not new, and there is a need to show more attention to the needs and concerns of private school teachers. According to the study of Katel (2023), private school teachers in Solukhumbu are anxious about the security and stability of their jobs. Along with that are the burdens they experience with the demands of their professional role, such as having high teaching loads with numerous classes, subjects, and students to manage.

Overtime, many teachers begin to reassess their career paths. Private school teachers tend to shift to public schools or even completely changing careers. Such transitions not only disrupt the stability of private school faculties but also pose a threat to the continuity and quality of education because according to Thoker (2017), one of the most critical factors for the future success of education and schools is the commitment of their teachers.

Kotowski, et al. (2022) stated in their study that there has been a continuous rise in the turnover rates in the teaching profession in recent decades, where those in their first five years are the ones who usually leave. These high turnover rates are most attributed to high level of occupational stress and workload as the core problem (Brady & Wilson, 2022). Fray, et al. (2022) predicted critical teacher shortages in Australia and internationally, and they listed few reasons of high levels of teacher attrition, such as: more rigorous review from the government, increased expectations from the community, declining pay levels compared to other professions, and diminishing access to centralized support.

The burden of this high level of teacher attrition falls heavily on private school sectors, especially the small-sized private schools. Cheng & Kadir (2018) highlight that private schools often face a shortage of quality teachers, as educators who are offered higher wages frequently transition to public schools.

To address these challenges, a multifaceted approach to teacher development is essential (Shah & Jumani, 2015). While existing literature heavily emphasizes professional development—particularly in strengthening pedagogical competence, technological proficiency, and adaptability in diverse teaching environments—there remains a noticeable gap in initiatives that extend beyond instructional skills. Research and programs tend to prioritize continuous training related to teaching performance; however, fewer structured efforts address other dimensions of holistic teacher development, such as personal well-being, social relationships, leadership capacity, and spiritual or moral growth. Although personal development initiatives focusing on mental health, resilience, and work–life balance are increasingly recognized as important (Katel, 2023), these areas are still less systematically developed compared to professional advancement efforts.

Holistic teacher development may also include leadership, spiritual, moral, and social aspects in addition to professional and personal development. Developing leadership skills gives teachers the ability to motivate and set an example for their students, which promotes a collaborative and innovative culture in school communities. Fostering moral and spiritual growth adds ideals of compassion, honesty, and social justice to education. Additionally, encouraging social development via inclusive practices and community involvement improves relationships between teachers and students as well as their feeling of belonging (Pavitra, et al., 2023).

However, even the implementation of development programs for teachers is a challenge. Research has shown that professional development programs are often ineffective due to their inflexible curricula, which fail to address the specific needs of teachers and their everyday classroom challenges (Aslam, 2013). Additionally, time constraints discourage teachers from engaging meaningfully in these programs, leading many to participate solely for certification rather than actual learning. For professional development to be truly beneficial, it must be well-planned, adequately funded, and

supported, with teachers actively encouraged to participate. Effective coordination is essential to ensure that these programs follow a logical progression of experiences, aligning closely with teachers' practical needs and fostering meaningful growth.

Private schools that place a high priority on comprehensive teacher development may both reduce the danger of talent drain and produce a workforce of educators who are resilient and empowered, ready to adapt to the changing demands of students in the twenty-first century. The purpose then of this study is to provide a solid basis to create a comprehensive development plan to address the varied needs of private school teachers, promoting their holistic development.

This study would benefit the society because a school with quality teachers produces excellent graduates, who will become excellent members of the society. Also, since the target of this study are private schools, this study would benefit them in providing a quality education through the holistic development of their teachers. For students and parents, this study will benefit them by the quality of education that could result from the holistic development of their teachers.

Moreover, principals of private schools will benefit from this study by gaining insights on how they could strengthen the comprehensive development of their teachers. And as the main goal of this study, the results will advocate holistic development programs for teachers. Finally, this study will benefit both the present and future researches as this study can add up to the body of knowledge about holistic development of teachers.

This study aims to explore the challenges and initiatives of private schools in their pursuit of the holistic development of teachers, specifically examining the perceived challenges in meeting holistic teacher development and identifying the initiatives implemented by private schools to support it.

2.0 Methodology

2.1 Research Design

This study employed a qualitative phenomenological research design to explore the experiences of teachers in terms of the challenges and initiatives of their private schools in meeting their holistic development. According to Delve. Ho & Limpaecher (2022), phenomenological approach investigates the daily experiences of human beings, where in this study, this approach is used to capture the lived experiences of teachers regarding the implementation of holistic development programs in their institution.

2.2 Participants

The participants of this study included six teachers from three purposively selected private schools in Baguio City. They were composed of two representatives from each department: one new teacher and one seasoned teacher from Elementary, Junior High School, and Senior High School. The selection criteria in choosing the schools focused on including one large school, one sectarian school, and one school that caters to international students to capture diverse perspectives on holistic teacher development. To maintain confidentiality, the names of participants and their respective schools were anonymized in the presentation of findings.

2.3 Research Instrument

A semi-structured interview guide served as the primary data collection tool, consisting of open-ended questions, designed to explore the challenges and initiatives related to holistic teacher development. The questions focused on identifying difficulties in implementing development programs, as well as the current initiatives of the schools in pursuing the holistic development of teachers. The semi-structured

format allows for flexibility in responses while ensuring that all key areas are covered.

2.4 Data Gathering Procedure

Before data collection, formal letters of request were sent to the selected schools to seek permission to conduct interviews with teachers. Upon approval, interviews were scheduled based on the availability of the participants, either in-person or via an online platform. Interviews were done through a focused group discussion (FGD), one-one-interview, and dyad interview. With the consent of the participants, interviews were audio-recorded for accuracy, and additional notes were taken to capture key insights. To protect confidentiality, participants' names and institutional affiliations were anonymized. The collected data was then transcribed and prepared for analysis.

2.5 Data Analysis Procedure

Thematic analysis was used to process the qualitative data collected from interviews. The analysis followed a structured approach: first, transcription of the recorded interviews was done to ensure accuracy; second, coding was applied to identify key phrases and concepts related to challenges and initiatives in holistic teacher development; third, categorization of these codes into broader themes was conducted based on emerging patterns; and finally, interpretation of these themes was carried out to derive meaningful insights. This analytical process ensures that the study presents a well-rounded understanding of the obstacles faced by private schools and the strategies they implement to support holistic teacher growth.

2.6 Ethical Considerations

Ethical standards were upheld throughout the study. Informed consent was secured after explaining the research purpose, procedures, voluntary participation, and the right to withdraw at any time. Participant anonymity was maintained through coding, and all information was treated with strict confidentiality. Data were stored in password-protected files accessible only to the researcher and used solely for academic purposes, ensuring participants' privacy and protection.

3.0 Results and Discussion

3.1 Challenges in the Implementation of Holistic Development for Private School Teachers

Table 1 shows the challenges experienced by private school teachers as their institution pursue holistic development for their teachers.

Table 1. Challenges in the Implementation of Holistic Development for Private School Teachers

Themes	Frequency	Sample Responses
Limited Opportunities for Professional and Spiritual Growth	13	... more on the spiritual side that I don't see that much of initiatives of the school. (T1)
Heavy Workload and Time Constraints	13	So you have a lot of tasks that you need to do which sometimes all get mixed up so it's also a pressure for the teachers. (T7)
Lack of Institutional Support and Resources	12	The gap is... because the budget is lacking. The challenge is that few can attend. The budget also. Especially if it's outside. (T10)
Limited Participation and Lack of Motivation	8	I guess the challenge is that there are a lot who do not join. They refuse to join. (T10)

Based on the responses, there were four themes generated when it comes to the challenges in the implementation of holistic development for private school teachers, namely: the limited opportunities for the professional and spiritual growth of the teachers, heavy workload and time constraints, lack of institutional support and resources, and limited participation and lack of motivation. These challenges may limit the development of the teachers. Which in turn, may also have a negative impact to the holistic growth of the institution.

3.1.1 Limited Opportunities for the Professional and Spiritual Growth

Despite of the efforts of private schools to provide a regular in-service training for their teachers, there are still limited opportunities for the professional growth of the teachers, especially when it comes to the upskilling in their own field of specialization.

“The training is very general and it’s not really about the subject area.” (T3)

Teachers reported that most of the in-service trainings cover topics that are repetitive and general for all teachers, where instead of progressive learning, topics are just being recycled (T12). Looking at the demographics of the teachers, most of them had been teaching for at least five years in their institution, which may imply that they have been teaching for quite some time already; thus, the need for new learnings that enhance their professional growth. Therefore, if the topics of the trainings given to them are repetitive, it will lose their interest.

This corroborates Aslam (2013) who states that professional development programs are often ineffective due to their inflexible curricula, which fail to address the specific needs of teachers and their everyday classroom challenges. Based on the responses of the teachers, what they need are trainings that align with their field of specialization and educational trends. Knowles, et al. (2015) highlighted that adults are motivated to learn when it aligns with their personal needs and interests. This strengthens the fact that training only become valuable to the teachers if it is aligned with their field of specialization.

Additionally, though there are opportunities offered outside school, there are still limited slot leading to only selected teachers being sent to these training, which mostly, only the heads are given such opportunities.

“Not everyone is being sent to seminars...” (T17)

T10 emphasized that though opportunities are given to all, it usually takes time for all teachers to be given such opportunity as slots are prioritized for the heads. As a result, some teachers settle into looking for opportunities of their own for self-learning and development. This result is supported by Shan & Jumani (2015) who reposted that the initiatives for the professional growth of private school teachers are often accessible only to a limited number of teachers. This may be related to the financial constraints of private schools, which limits support for mentorship programs, faculty enrichment activities, and leadership training, leaving teachers with fewer opportunities for career development.

Moreover, the key informants also mentioned of the lack of initiatives when it comes to spiritual development for teachers. This observation is usually evident to schools which are non-sectarian, of which two of three participating school of this study belongs to. T5 suggested that it would be great to have daily devotions in their school, which based on his experience from his previous school, can make a big difference. The challenge however is when it comes to the differences in the religion in these non-sectarian schools. Nevertheless, this highlights the need of teachers for opportunities that will help them grow spiritually.

3.1.2 Heavy Workload and Time Constraints

Another significant challenge is the overwhelming workload of teachers, which consumes much of their

time and limits them in engaging with development programs. Teachers do not only teach in classrooms, but loads of work are mostly when they are not in front of the classroom. This includes lot of paper-works and different extra-curricular activities. As a result, teachers are challenged when it comes to balancing their work and their life.

According to Santiago et al. (2023), many teachers reported heightened stress and difficulty balancing work and family life. T14 expressed her challenge of balancing her time as a teacher and as a mother, which even resulted to her being diagnosed with cancer. T5 also shared of having a mental breakdown because of the loads of work that she has. These shows the real-life impacts of too much work for teachers. This is corroborated by Santiago, et al. (2023) who stated that teachers have tendency to experience stress and frustrations, which includes depression, anxiety disorders, loss of quality of life, fatigue, and negative feelings.

“... I had my mental breakdowns...” (T5)

Key informants of this study also expressed their frustrations over the extracurricular activities of the school that are scheduled on Saturdays, which are supposed to be their time for their post-graduate studies. T5 mentioned that it is difficult for her to focus on her masteral studies because of the frequent school activities scheduled on Saturdays. Though one of the initiatives of private schools include support for further studies, it is only in terms of financial support, but leniency when it comes to workloads is not mentioned; thus, some teachers are challenged when it comes to managing their schedules when it comes to their post-graduate studies.

Additionally, teachers also experience burnouts when it comes to balancing multiple responsibilities, such as committee work and extracurricular supervisions, which limits their available time for personal and professional growth. If these excessive workloads will continue, it may lead to decreased job satisfaction and reduced efficiency.

3.1.3 Lack of Institutional Support and Resources

Many teachers reported lack of institutional support (Santiago, et al., 2023). These reports are validated by the results of this study where teachers highlighted lack of basic facilities such as faculty rooms, updated equipment, and access to technology.

“We do not have a faculty room, which means we do not get to interact much with colleagues outside our department.” (T1)

Private schools, unlike public schools in the Philippines, are usually self-sustained and do not usually get any budget from the government. Thus, they have limitations when it comes to resources. The participating schools of this study either lack faculty rooms or have multiple ones, which may limit the social interactions among the teachers and their heads, which results to a lack of support.

The participating schools of this study are integrated schools which cater to kinder to senior high school. Two of these schools have separate locations for their kinder and grade school department, junior high school department, and senior high school department. This largely affects their communication with one another and limits their interaction with other teachers from another department. It also limits the opportunity for mentoring among the heads and their subordinates. According to Mcleod (2024), individuals learn not only through direct experience but also through observing and imitating others. Consequently, the absence of faculty room may limit the opportunity of teachers to learn from their colleagues.

Furthermore, teachers also struggled when it comes to resources, especially technology and educational resources (Tadesse & Muluye, 2020). T12 pointed out the lack of projectors and Wi-Fi connectivity in

their school, which often restricts additional educational support and learning within classrooms. This do not only impact teaching, but as well as learning. After the pandemic, technology had been more demanding especially when it comes to teaching-learning experience; thus, the lack of it limits growth in the educational system.

Additionally, private schools are also limited when it comes to the provision of enough budget for the professional growth of the teachers. This contributes to one of the challenges mentioned which is in terms of limited opportunities for professional growth of teachers. Budget is restricted and constrained. However, it is also part of the teachers' accountability to invest in their own growth. Therefore, the educational institution should not be entirely responsible alone for the growth of its teachers. It is important to note however, that without proper institutional support and resources, teacher collaboration and professional growth suffer.

3.1.4 Limited Participation and Lack of Motivation

While some schools give efforts in providing programs for the holistic development of teachers, there are some teachers who are resistant to these programs. Hill (2015) noted that one of the reasons why professional development is unsuccessful is due to the lack of motivation of teachers to participate. It shows that some teachers underestimate the value of these programs, leading to lack of alignment with classroom practices (Mohamed, et al., 2024). Sepiriti (2024) added that some secondary school principals in his study complained about teacher's reluctance to participate in any activities beyond classroom teaching.

“They refuse to join.” (T10)

Despite of teachers being aware of the school-based development and its various activities, there are still a lack of teacher-participation in some activities where teachers could have had a hands-on experience related to their profession, added by Tennakoon & Nawastheen (2021). Additionally, teacher's reluctance to sharing and exchange of practices and lack of engagement limits the establishment of a collaborative school culture and this is where educational leaders are seen to play a vital role in the development of cooperative environments (Garcia-Martinez, et al.) and that they should ensure teacher's involvement by finding out the reasons behind the lack of participation (Tennakoon & Nawastheen, 2021).

T13 mentioned that some teachers hesitate to attend training, especially if they feel these are unnecessary or too time-consuming. It may be linked to the number of workloads and limited time of teachers in attending such programs. T6 also added that some teachers do not participate because they see it as another task rather than a benefit. This supports the claim of Aslam (2013) that time constraints discourage teachers from engaging meaningfully in these programs, leading many to participate solely for certification rather than actual learning.

Nevertheless, these factors show that not all challenges are caused by the institution, but some are also based on the mindset and perspective of the teachers themselves. This imply that holistic development of teachers is both an initiative of the school and of the teachers.

3.2 Initiatives in Pursuing Holistic Development for Private School Teachers

There are four common initiatives, as shown in Table 2, that private schools implement in pursuing the holistic development of their teachers.

Table 2. Initiatives in Pursuing Holistic Development for Private School Teachers

Themes	Frequency	Sample Responses
Wellness and Social Development Programs	17	For us, in the lower grades, we have the body-body system. (T5)
Institutional Support for Further Studies	10	Our school administration is very supportive actually in terms of getting your master's, doctorate, and then... and they are really encouraging us to attend seminars and webinars, which we can improve our professional growth (T8)
Opportunities for Leadership Development	10	aside from their given responsibilities, we also allow the teachers to become trainers, nationally, regionally... (T9)
Spiritual and Moral Development Programs	9	When it comes to spiritual development, here in school, since it's a Catholic institution. So somehow, we have a monthly mass. We are so far okay with that area of development. (T16)

The four most common initiatives for the holistic development of private school teachers are: wellness and social development programs, institutional support for further studies, opportunities for leadership development, and spiritual and moral development programs. Based on the experiences shared by the key informants of the study, the initiatives were consistently implemented, which builds a momentum to achieve growth for the teachers and for the institution. It is noted that any initiatives for the holistic development of teachers may not just be done as a one-time program but may be done more regularly to see best results.

3.2.1 Wellness and Social Development Programs

Seventeen key informants mentioned of their school’s wellness and social development programs. This implies that all three participating schools of this study have their established programs that help their teachers in their wellness and social development.

In terms of social development, some of the initiatives include rest and recreations (R&Rs), informal social gatherings, and body-body systems to foster stronger professional relationships. Some significant activities mentioned in terms of wellness programs include awarding nights, and different physical and mental wellness activities that help improve teachers’ well-being.

The rest and recreation activities include team-building activities, faculty retreats, and family days.

“So once a year we have our rest and recreation activities.” (T9)

The rest and recreation opportunities that the schools give their teachers allow them to get a rest and an opportunity to socialize with their co-teachers through team-building activities. It also helps that the school provides for all the expenses for the R&Rs so that the teachers can fully enjoy it without thinking of any expenses. Aside from these initiatives from the school, key informants emphasized the value of random and informal gatherings with their co-teachers (T7). This helps them in building friendships.

Moreover, some teachers also highlighted the importance of awarding ceremonies organized by their institutions. This allowed them to enjoy camaraderie with their co-teachers and even with their non-teaching colleagues. The awards they receive also adds up to their motivation to keep on doing a great work as teachers. Additionally, key informants listed different wellness activities and programs their

schools have implemented, which helps in their physical and mental wellness. Examples of which are Zumba, sports activities for teachers, medical assistance, and special treats for teachers.

“We can attend the yearly Zumba.” (T10).

On the second level under the Maslow’s Hierarchy of needs, safety needs encompass both physical, security and emotional well-being, which are essential for teachers to feel secure and focused in their roles (Frei-Landau & Levin, 2023). This extends to the provision of a stable and non-threatening work environment, adequate resources, and protection from occupational hazards. Following this, the need for belongingness becomes significant, involving the desire for acceptance, collegial relationships, and a sense of community within the school. Meeting these needs is critical for teachers to feel connected and valued within their professional setting, thereby enhancing their engagement and motivation.

As such, the different social and wellness development programs mentioned above help in the meeting of the social needs of the teachers and influences their personal needs, particularly on their physical and mental wellness. These initiatives by private school institutions recognize the mental and emotional stress that comes with teaching. Santiago, et al. (2023) stated that there are already literatures that show the tendency of teachers to experience stress and frustrations, such as having depression, anxiety disorders, loss of quality of life, fatigue, and negative feelings. Many teachers appreciate these activities, however, since the participation is often voluntary, it leads to inconsistent engagement. This may be aligned with the challenge already mentioned in terms of the time constraints that teachers experience.

3.2.2 Institutional Support for Further Studies

Ten of the key informants highlighted their institution’s support for the further studies of teachers as one of the initiatives of their school. All three participating schools of this study offers financial assistance for their teacher’s post-graduate studies, which is greatly beneficial for their professional development. Though it was stated under the challenges that there are limited opportunities for professional development of teachers in terms of the availability of training for all, the financial assistance for further studies of teachers is an opportunity given to all.

“They're giving you the chance to finish your masteral. That's free.” (T19)

One of the basic development growths that teachers need is their professional growth, and the key informants highlighted the importance of the financial assistance given to them for the pursuit of their further studies. Many institutions provide scholarships, tuition subsidies, and sponsorships to encourage teachers to enroll in postgraduate programs. Furthermore, some schools also provide research grants to encourage faculty members to engage in academic writing and publishing. Such initiatives help teacher enhance their qualifications and professional competencies, which in turn improves quality education.

This kind of support to teachers’ postgraduate studies is supported by Alcober & Ventura-Escote (2024), where in their study, they recommended that educational institutions should provide targeted support and resources to help the postgraduate studies of teachers. Additionally, they may include offering flexible scheduling options and creating support networks that foster academic and professional growth.

Maslow’s hierarchy of needs addresses esteem and self-actualization needs, which are particularly relevant for the professional and personal growth of teachers. Esteem needs relate to feelings of competence, achievement, and recognition from peers and supervisors, which contribute to a teacher’s confidence and professional identity (Frei-Landau & Levin, 2023). Nuñez & Despi (2025) emphasized that participation to postgraduate studies notably boosts teachers' self-efficacy, and instructional strategies, which leads to an improved classroom student learning outcome.

For teachers to reach this level of development, they need ongoing support, opportunities for professional advancement, and a work environment that encourages creativity and self-expression. Addressing these needs comprehensively allows teachers to thrive, ultimately leading to a more effective and enriched educational experience for their students.

3.2.3 Opportunities for Leadership Development

School initiatives are not only limited to the professional growth of the teachers, but it also caters to their leadership development. Many schools have initiated programs that allows their teachers to take on leadership roles, such as committee head positions and coaching students in different competitions. T7 added that their school implemented structured leadership training to ensure the teacher's development in their skills when it comes to administration, event coordination, and decision making.

Moreover, teachers are also given opportunities to further their leadership through taking in outside opportunities such as being speakers in outside seminars, being national trainers in different schools, and being validators of DepEd. These kinds of opportunities tend to develop a stronger sense of professional identity and motivation among educators (Knowles et al., 2015). It supports the need for teachers to establish opportunities for teachers to develop their leadership capacity. This is further supported by Waida (2021), emphasizing that authentic leadership is not an innate trait but rather a skillset that can be developed and honed over time through self-awareness, reflection, and consistent effort (Waida, 2021). And this is a combined effort on the end of the teachers and of the educational institutions. Institutions that invest in leadership training cultivate a more engaged and empowered faculty, leading to higher job satisfaction and better educational outcomes for students (Palmer, 2007).

In essence, leadership development programs equip teachers with valuable administrative and management skills that can enhance school operations, which should be prioritized by private schools. Accordingly, schools should provide proper workload distribution and incentives to prevent burnout among teachers taking on leadership roles. Encouraging leadership development among teachers not only benefits the educators themselves but also strengthens the overall school environment.

3.2.4 Spiritual and Moral Development Programs

Holistic development goes beyond academics and leadership – it also includes spiritual and moral growth. Aside from the sectarian schools, some schools have started integrating spiritual retreats and masses to provide teachers with a space for personal reflection and moral development. These activities aim to strengthen ethical values, promote mindfulness, and build a sense of purpose in teaching.

“We now have regular mass services and spiritual retreats...” (T10)

The challenge remains for the non-sectarian schools to ensure inclusivity for teachers from different religious and cultural backgrounds (T18). Thus, the school must ensure flexibility so that all faculty members – regardless of religious affiliation – can engage in meaningful spiritual and moral development. This evidence show that most of spiritual and moral development activities of schools are still directed towards Catholicism, and only limited opportunities for the non-Catholics. Such factor may be also explored by the administrators of private educational institutions, especially the non-sectarian ones.

Palmer emphasized that good teaching comes from the identity and integrity of the teachers. This approach is significant to the spiritual and moral development of teachers. It strengthens the need for teachers to understand their inner self so that they will be able to assess the better teaching methods they can use to reach out to their students (Thomas, 2002). Schools that incorporate reflective practices,

ethical discussions, and values-based professional development create a more supportive and purpose-driven teaching community (Pavitra et al., 2023).

The initiatives undertaken by private schools demonstrate a growing commitment to holistic teacher development. Moving forward, schools should continue refining these initiatives, ensuring all teachers can benefit from holistic development programs that promote both professional excellence and personal well-being.

4.0 Conclusion

Teacher development extends beyond professional growth, encompassing personal, leadership, social, and spiritual-moral aspects, all contributing to holistic development. The holistic advancement of educators plays a crucial role in enhancing the overall quality of educational institutions. While public schools have established structured programs for teacher development, private institutions face various limitations and challenges in ensuring their teachers receive comprehensive growth opportunities.

Findings from the study revealed that the primary challenges in the implementation of holistic development for private school teachers include limited opportunities to their professional and spiritual growth in terms of the accessibility of training and seminars relevant with their field of specialization and activities related to spirituality. Such challenge is aligned with the lack of institutional support and resources, restricting the availability of development programs. Moreover, excessive workloads and time constraints prevent teachers from fully participating in school-led initiatives, leading to reduced motivation and engagement in holistic development efforts.

Despite these challenges, private schools have in placed initiatives to support teacher development. The highlight of which is the financial assistance for postgraduate studies, enabling educators to pursue higher education. Private schools also provide opportunities for the leadership development of teachers, allowing them to take on roles in clubs, committees, and organizational activities. Furthermore, there are also provided programs for the wellness and social development of the teachers through team-building activities and recreation initiatives, contributing to teachers' overall well-being. Lastly, institutions promote spiritual and moral growth through retreats and reflective activities, fostering personal and ethical development.

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