

The impact of career pathing on employees' loyalty among the private schools in San Jose, Occidental Mindoro

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Abstract

This study was conducted to identify the impact of career pathing and test the influence of demographic profile, on employees' loyalty in the San Jose, Occidental Mindoro private schools. The researcher used a mixed sequential exploratory research design. The respondents of this study were 102 employees of the selected private schools in San Jose, Occidental Mindoro. The procedures to gather necessary data for the study involved two parts. In the first part, interview questions were used to elicit information about the factors influencing employees' loyalty among the private schools in San Jose, Occidental Mindoro. The final themes presented and derived from the analysis of career pathing of employees of the private schools in San Jose, Occidental Mindoro resulted as follows: work environment, work engagement, leadership style, and work-life balance. Another set of themes were finalized to describe the employees' loyalty, and these are comprised of integrity, service, and competence. It was found out that the employees' age, sex, civil status, education, position, length of service and salary motivated them to express their loyalty through service in the form of doing things to their best ability and having no plan of leaving the school. The finding summarizes a sound career path's low to moderate influence on employees' loyalty. A school head with an effective leadership style, a conducive working environment, high engagement in work, and a balanced work-life would likely promote employees' loyalty to the institution with integrity, service, and competence.

Keywords: career pathing, employees' loyalty, thematic analysis, mixed sequential exploratory, private schools

The impact of career pathing on employees' loyalty among the private schools in San Jose, Occidental Mindoro

1. Introduction

Employees come and go from the workplace in this fast-paced world. Employees tend to be motivated and energetic in the first year of work, and effectiveness and efficiency can be seen in them. Loyalty can be the manifestation of employees' dedication and contribution as observed by Li (2020), to the organization. As time goes by, employees experience different challenges in their work and even in their workplace. The concept of quiet quitting is becoming more popular. It has been discussed by Aydin and Azizoglu (2022) that doing the bare minimum required to complete the task without going above what is required is known as quietly quitting. Lack of clear purpose, unfair treatment, and the desire to keep a healthy work-life balance are the major causes of quiet quitting. Employees that are not engaged are typically less loyal and show less enthusiasm in their jobs.

Employers have a great opportunity to promote career pathing. In addition, Jacobson (2023) highlighted that not only does it improve the performance of the current workforce, but it's also a successful strategy for attracting job seekers and keeping them on board. Career pathways in institutions and organizations go beyond just engaging them in training programs to improve their performance or learn new skills. Furthermore, Aljehani & Javed (2021) believe that career pathing affects how employees live their practical lives or pursue their careers since the path to the jobs starts at the very first level. Organizations that take a whole-life perspective when addressing career development tend to draw in more applicants, Litano & Major (2015) keep valuable employees on board, and possibly experience increases in productivity and financial performance. Employees' loyalty is a give-and-take relationship. The employees stay longer in the organization when their employer fulfilled and satisfied their needs. Furthermore, both the organizations and employees benefit when the employees are loyal and committed not just to the organization but also to what they are doing. If employees in emerging economies are content with their current jobs, Larasati and Aryanto (2020) argued that they won't quit their jobs and seek other jobs. Therefore, the length of service should not only be the basis of loyalty. In addition, employees today, focus on their career path. In this light, the researcher conducted this study to determine the impact of career pathing on employees' loyalty among the private schools in San Jose, Occidental Mindoro.

This study may help organizations to improve their programs with employee retention and to build organizational commitment and loyalty among employees. It will also be beneficial to the employees who want to climb the career lattice because it will help them to know what awaits them in the organization. It will also help the aspiring applicants of the organization to make wiser decisions when it comes to choosing career pathways.

1.1 Statement of the Problem

The purpose of the study was to identify the impact of career pathing and to test the influence of demographic profile on employees' loyalty in the private schools of San Jose, Occidental Mindoro. Specifically, the study was conducted to find answers to the following: (1) What motivates the employees to stay long in their institution? (2) What is the demographic profile of the respondents in terms of age, sex, civil status, educational attainment, job position, length of service, and gross monthly salary; (3) What is the level of career pathing of the employees of the private schools in San Jose, Occidental Mindoro, in terms of work environment, work engagement, leadership style, work-life balance. (5) What is the level of employee loyalty among the private schools in San Jose Occidental Mindoro, in terms of integrity, service, and competence (5) Is there a significant relationship between the demographic profile and employees' loyalty in terms of integrity, service, competence. (6) Is there a significant relationship between employees' loyalty and career pathing of the private schools in San Jose, Occidental Mindoro, in terms of work environment, work engagement, leadership style, and work-life

1.2 Significance of the Study

The researcher believes that the outcome of the study can bring great benefits to the following: First, to the community, the conduct of the study will provide opportunities for aspiring professionals to be part of the institution. Second, for the jobseekers, this study will give them the chance to know the programs of the institutions as regards employees' career paths. Third, to the employees, the result of the study will serve as a motivation for them to pursue post-graduate studies, training, and development programs, and to be loyal and committed to the institutions they are in. Through this study, employees will be aware of what career pathways await them. Fourth, for stakeholders and private schools, the result of this study will help them in retaining employees and build the loyalty of employees in terms of integrity, service, and competence. Fifth, to the human resource manager and/or School head, the results of this study will benefit Human Resource Managers and/or School heads in terms of awareness of specific areas for improvement in leading and supervising their respective schools. It would further help them to improve their existing career pathways for their employees. Lastly, to future researchers. This study will be useful to future researchers who want to pursue an undertaking similar to this study.

1.3 Scope and Delimitation of the Study

This study focused on identifying the impact of career pathing on employees' loyalty among the private schools in San Jose Occidental Mindoro. The respondents of this study were the employees of the selected private schools with, at least five years and above length of service in the institution. The scope of this study was the employees of the selected private schools in San Jose, Occidental Mindoro both teaching and non-teaching personnel. The self-constructed questionnaire was intentionally used for teaching and non-teaching personnel as an employee of the selected private schools in San Jose, Occidental Mindoro. The limitation encountered in the study was the refusal of the respondents to participate in this study. However, the researcher made an effort to cover a reasonable scope. The researcher was not able to get an affirmative reply to the eight request letters due to the restrictions set by the school's board of directors, and the unavailability of key persons. Most of the unwilling schools claimed that they were constrained by their board of directors and that key personnel was unavailable.

2. Methodology

Research Design - A mixed sequential exploratory research design was used in this study. It implicates merging or incorporating qualitative and quantitative research and data in a single study Creswell (2014). Qualitative data comes from closed-ended sources like tests, questionnaires, or psychological instruments. In contrast, qualitative data is derived from open-ended sources that typically don't have predesigned responses, as mentioned by Hafsa (2019). The qualitative research method was used to identify the determinants of career pathing; on the other hand, the quantitative method was used to test the influence of career pathing, work environment, work engagement, leadership style, and work-life balance. The qualitative research method was done through key informant interviews, while the quantitative research method was done through a survey questionnaire. The researcher first interviewed the respondents of the study, analyzed the results, and then explained the results more elaborately taking the aid of the qualitative data.

Sampling Procedure - The researcher sent letters of request to the eight private schools in San Jose, and Occidental Mindoro that are operating for at least 5 years. Five (5) private schools in San Jose, Occidental Mindoro, agreed to have the list of their employees, their employment status, and length of service. Complete enumeration was done since the respondents came from private schools that have been in operation for at least 5 years schools.

Respondents of the Study - The respondents of the study were the employees of private schools. For the

qualitative research method, the respondents of the study were randomly selected from twenty (20) employees of the selected school who were not included in the final administration of the questionnaire, and for the quantitative research method, the researcher used 100% of the population of the respondents. To identify the respondents from the private schools, the proponent sent a request letter to the selected private schools which is operating for at least 5 years. There are 102 total respondents in this study. In addition, the proponent also sent a request letter to the selected private schools for the list and background of their employees.

The profile of one hundred two (102) respondents who were employees of the selected private schools. For the age distribution of the employees of the selected private schools with at least 5 years in length of service, from among the total of 102, those who fall within the age range of 26 to 35 represent the group with the highest frequency of 28 or 27.5%. These are those who have few years of experience in their line of job. The youngest whose age is 25 and below comprises 17 or 16.7%. It can be stated that they may be new to the workforce and 10 of them or 9.8% from 56 years old and above bracket. This suggests that the majority of the workforce have spent their prime years still serving their respective school. The findings above appear to be almost the same average of 41 years old with the data provided by the National Center for Education Statistics (NCES, 2017-2018) which disclosed that the average age of teachers in private schools is 44.3 years old. The respondents when distributed by sex reveal that 79 employees or 77.5% come from the female group, while 23, or 22.5% are males. This indicates that the female workforce outnumbers their male counterpart in private schools. This result is supported by the data from the National Center for Education Statistics (NCES, 2017-2018) wherein females in the teaching force comprised 74% while males comprised only 26%. In general, according to Tani (2019), the teaching profession is a female-dominated field. This may be due to the limited economic opportunities available for women despite the depressing condition in their careers, many females still flocked to the teaching profession due to its promise of independence and purpose.

The high percentage point of the married employees in this study finds similarity in the civil status of public-school teachers as provided by the National Center for Education Statistics (NCES, 2017-2018) which showed 73.1% who were married, 13.2% who were single, and 13.8% who were widows/ers. The study by Trahan (2017) showed single employees comprise 56.8%; however, married employees comprise 26.7%, while 5.0% comprise widow/er employees. The employees are classified into two groups, teaching, and non-teaching. The teaching force comprises the majority with 60 or 58.8% while the non-teaching staff comprises 42 or 41.2% of the entire distribution. As revealed by Japor (2021), there is less pressure or importance placed on the position or job title since employees of today have more freedom to build their paths rather than depending on the organization to do it for them. Comparing the above findings with that of the government schools, Llego (2020) disclosed the data provided by the Department of Education covering the school year 2019-2020, wherein the filled-in teaching positions comprised 31, 280 in Region IV-B alone while its non-teaching counterpart is comprised of only 2,101 in the same region.

The largest distribution of employees taking into account their length of service has a frequency of 44 or 43.1%. A report by Zakaria et al. (2019) claimed that to measure employees' loyalty, he/she should be, at least, five (5) years serving at the organization. In light of this, Japor (2021) pointed out that the length of employees' service to the organization for at least five years and above is no longer a norm. While the above findings show a large percentage of those who have stayed for five to ten years in service in private schools, the findings in the study of Usop, et al. (2013) revealed otherwise. It noted that 64% of the employees had eleven (11) to fifteen (15) years of service with 11.81 years as their mean length of service. Looking at the employees' serving period in the company is considered one way to measure employee loyalty, as Zakaria et al. (2019) contend. A service of more than five years is needed to be considered a loyal employee in the organization. On the contrary, Japor (2021) pointed out that it is the time the employees worked for the company as a whole that includes their terms of commitment. In light of this, the findings and discussions of Basheer et al. (2019), concurred that an employee cannot be considered loyal unless they are fully engaged with their job and organization, they are in.

The wide variation in the teacher salaries among government and private sectors is disclosed in Teacher. ph

as reported by Llego (2020). The public school elementary and high school teachers in the Philippines get an average monthly salary of ₱19,600.00. This is higher than what private school teachers receive amounting to an average of ₱11,400.00. Looking into the 2019 DepEd data for Region IV-B, public school teachers receive ₱20,300.00 while private teachers receive ₱9,558.00. 72% higher the public school teachers' salaries than private schools. Employees believed that their pay could not keep up with the state of the economy based on the findings of Usop et al., (2013); hence, compensation may increase their job satisfaction.

Research Instrument - The data were gathered using the researcher's interview guide. The self-constructed questionnaire was the main research instrument in this study. The questionnaire was composed of three parts which are the demographic profile of the respondents, the career pathing in four aspects, the work environment, work engagement, leadership style, and work-life balance, and employees' loyalty in three aspects: integrity, service, and competence. The first part of the questionnaire ascertained the demographic profile of the respondents in terms of age, sex, civil status, educational attainment, occupation, position, length of service, and gross monthly salary. Part 2 of the questionnaire helped in the assessment of the career pathing in terms of work environment, work engagement, leadership style, and work-life balance. The third part was for the quantitative research method consisted of the questionnaire which dealt with the respondents' loyalty in terms of, integrity, service, and competence.

The research questionnaire was validated using expert validity with the help of six experts in the field of research. This form of validity was evaluated by utilizing a panel of "experts" knowledgeable about the construct. The things can be examined by the experts, who can determine what each particular item is meant to measure. The experts evaluated how well each questionnaire item applied to the research problem and whether it was appropriate. The self-constructed instrument underwent reliability testing to test the consistency of the responses having six items each. Thirty (30) respondents who were excluded as respondents for the final administration of the instrument have been asked to respond to the instrument in the form of a questionnaire. The instrument was then tested once for reliability purposes. The questionnaire which was administered to employees of private schools covers two components, namely: career pathing with twenty-four items and employee loyalty with eighteen items. Forty-two items have been tested for the inter-item reliability of the instrument using the split-half method. Since the instrument was administered once, a correction formula was applied using the Spearman-Brown coefficient of equal length. Four indicators under career pathing namely; work environment, work engagement, leadership style, and work-life balance showed Cronbach's alpha value of 0.905 (very high reliability), 0.716 (high), 0.849 (high), and 0.815 (high) respectively. Furthermore, three indicators under employees' loyalty namely; integrity, service, and competence resulted in 0.521 (moderate reliability), 0.864 (high), and 0.794 (high) Cronbach alpha values respectively. The reliability coefficients for career pathing and employee loyalty revealed a generally high reliability or consistency of the items in the instrument. The questionnaire could then be administered to the final group of respondents.

Data Gathering Procedure - The researcher sent eight (8) request letters for the selected private schools in San Jose, Occidental Mindoro operating at least five (5) years and above. There were only five (5) private schools that were willing to participate in the study. Most of the unwilling schools reasoned that they were restricted by their board of directors, and due to the unavailability of key persons. Request letters to conduct the study were approved by the adviser and endorsed by the selected employees. In qualitative research, the researcher purposively selected and interviewed twenty (20) employees with more than 10 years of length of service in the institution who were not included in the final administration of the study. The researcher analyzed the interview results and developed the thematic map. The researcher distributed and retrieved the validated questionnaires. A schedule for the date of distribution and retrieval of the questionnaire was discussed and set on an agreed date with the employees of the selected private schools. The researcher personally administered the questionnaire to ensure the accuracy and confidentiality of the results.

Statistical Treatment of the Data - For the qualitative phase, thematic analysis was used in this study. While in the quantitative approach, the frequency, weighted mean, and percentage were applied to describe the career

pathing in terms of work environment, work engagement, leadership style, and work-life balance. The regression analysis was used for multiple independent variables to find the degree of relationship between the variables under the study. Multiple regression stepwise technique was used to establish the relationship between the independent and dependent variables. For the interpretation of the response on the career pathing in terms of work environment, work engagement, leadership style, work-life balance, and employees' loyalty in terms of integrity, service, and competence. 5 Point-Likert scale of the agreement was employed. The respondents' profile was enumerated using the frequency and percent distribution. The frequency-weighted means were computed to describe the career pathing and the level of employees' loyalty. The answers to the descriptive problems were generated by the statistical software, SPSS version 26. To provide answers to the inferential problems and to test the hypotheses, the software WarpPLS version 7.0 was used to produce the Partial Least Square-Structural Equation Modeling (PLS-SEM).

3. Results and Discussion

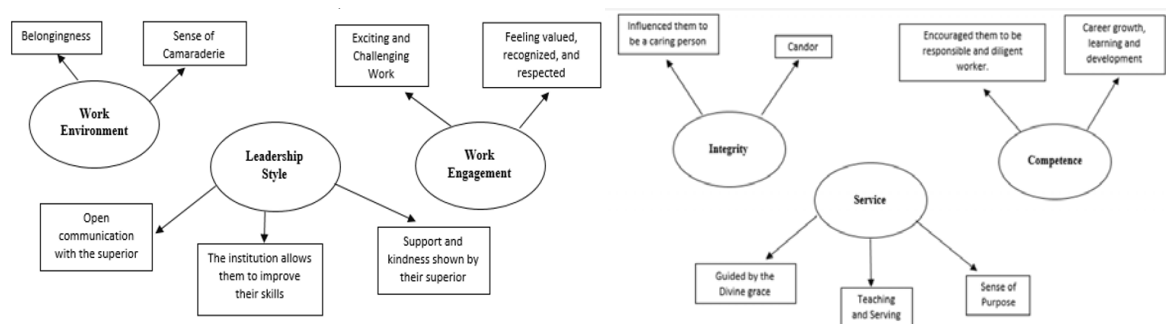


Figure 1. Developed Thematic Map of Career Pathing and Employees' Loyalty

As can be seen in the developed thematic map in Figure 1, six initial themes from interview results shown in elliptical figures were extracted. Belongingness, solicitous, gracious, selfless, appreciative, polite, and soft-hearted characterized being sympathetic. Perceptivity came out from feeling valued, recognized, respected, attentive, thoughtful, intuitive, empathetic, understanding, discerning, responsive, considerate, and knows what's what. Under uprightness, this was described by virtue, candor, honesty, belief in the company's VMGO, truthfulness, and principle. Proficiency was characterized by spiritual and professional growth, inspired to work harder, career growth, learning and development, and developed competencies, the institution allowed them to improve skills and encouraged them to be responsible and diligent workers. The rest of the initial themes came out as a result of the characteristics illustrated in the thematic map. The final themes presented in Figure 1 were derived from the analysis of career pathing of the employees of the private schools in San Jose, Occidental Mindoro resulting as follows: work environment, work engagement, leadership style, and work-life balance. Another set of themes was finalized to describe the employees' loyalty. These comprised integrity, competence, and service. All these themes were included in the quantitative items of the instrument.

Table 1

Employees' career in terms of work environment, work engagement, leadership style & work-life balance

Career Pathing	Mean	Verbal Description
Work Environment	4.51	Very High Extent
Work Engagement	4.44	High Extent
Leadership Style	4.35	High Extent
Work-Life Balance	3.96	High Extent
Overall Mean	4.32	High Extent

Legend: 4.50-5.00- Very High Extent; 3.50-4.49- High Extent; 2.50-3.49- Moderate Extent; 1.50-2.49 – Low Extent; 1.00-1.49- Very Low Extent

Employees of the private schools in San Jose, Occidental Mindoro were asked to describe their career path based on their current work environment, work engagement, leadership style, and work-life balance. Career path

as defined refers to the route a person takes from the first foray into the job market to the final position before retirement (Shaito, 2019). The setting, social features, and physiological factors in which the employee work are considered in the assessment. Hence, in this study, the career path is used to describe and measure the independent variables namely, work environment, work engagement, leadership style, and work-life balance. The very high assessment of the private school employees on their working environment appears to conform to the observation mentioned by Ramadhanty et al. (2020) positivity in the workplace and demonstrating support for one another among employees and supervisors might boost productivity. Since the working environment has changed drastically, workers, as pointed out by Japor (2021) become more open to expanding their horizons by a career change or moving to other areas for work. It is therefore crucial, according to Setyawati et al., (2023), that businesses understand the value of a positive work environment because poor working conditions may prevent employees from displaying their strengths and reaching their full potential. However, Siddiqi & Tangem (2018) stressed that employee performance was significantly impacted by the work environment, the relationship between the team, and the coworkers.

Moreover, work engagement is described as a positive behavior or an optimistic state of mind at work that leads to desirable employment outcomes John (2023). Table 1 brings out the overall agreement of the respondents in terms of work engagement which registers a composite mean of 4.44. The high regard of the private school employees for their work engagement is a manifestation of having pride and enthusiasm in their work. Employees who are engaged at work, Barro & Cuevas (2022) highlighted, are motivated individuals, engaged staff members rapidly onset the same vigor to their jobs without holding back, rather than merely showing it. This may be attributed to factors like the rapport between employees and their managers and supervisors and job qualities. Employees who receive assistance from their managers will be more likely to enhance their level of work engagement. In line with this idea, Caesens et al., (2016) mentioned that if highly work-engaged employees do not feel rewarded at the same level as their investment, they might start looking to work in another organization. Furthermore, the level of activeness in the workplace, as stated by Japor (2021) is tied to the employee's personal career development.

This style of leadership is dependent on how leaders execute plans while considering the expectations of stakeholders and the teams' well-being. Respondents regard the leadership style of their respective school heads to a high degree which is evident in the recorded composite mean of 4.35. For them, their supervisor demands that they always do extra work, is willing to make personal sacrifices for the good of the workgroup, always makes a balance when things go wrong, uses an appropriate supervisory style for the situation, and always lifts their spirits. The leadership style applied does not always have to be the same in dealing with different situations. Leadership style, Hoque and Raya (2023) the maturity of the staff and the context of the school will determine the appropriate leadership style, so in practice, the school leader will need to adopt a variety of styles or switch to another when necessary. Good leadership will provide harmonious reciprocal relationships in producing common goals and leaders who demonstrate humility, open-mindedness, and willingness to learn become more effective in connecting with employees. Based on the findings of Sirisookslip et al., (2015), leaders have to create a positive atmosphere by treating their followers fairly, respectfully, and democratically.

As expected, the respondents revealed their high hopes for maintaining a work-life balance. Regardless of age and work, employees want to find a balance that will enable them to combine the responsibilities at work and non-work domains in line with their aspirations. The majority of Filipino workers find it difficult to successfully balance work and personal life. Dela Cruz (2022) found that while 47% of Filipino professionals seek this balance, 59% have flexible work schedules that suit their needs. This is because it is the individual who is the core of the healthy functioning of society. Hence, Gumpal and Cardenas (2021) concurred that work-life balance is an important aspect of a healthy work environment. Thus, some organizations let employees take time off for personal issues whereas others demand long and irregular working hours.

Four domains under the level of career pathing were generally rated on a high extent having an overall mean of 4.32. These have been ranked based on the composite means. The work environment appears to take the lead

in the first rank and has given a very high extent of assessment. This is followed by work engagement, leadership style, and work-life balance. The findings suggest the prime importance of a good working environment as perceived by the employees in the private sector of education. For them to remain effective and efficient in work and in performing their job, a healthy work environment is what they need. In addition, based on the results of Matulcikova & zBrevenikova's (2020) study, a person's career path is influenced by the opportunities that are present as well as by their ability to adapt to changing circumstances and seize new opportunities. Much of its drive and path are fueled by individuals' attitudes and behavior in the workplace. There is a need to provide career growth opportunities to employees. Career growth helps employers develop a relationship of reciprocal investment with their employees.

Table 2

Summary table of level of employees' loyalty among private schools in San Jose, Occidental Mindoro

Employees' Loyalty	Mean	Verbal Description
Integrity	3.95	High Extent
Service	4.41	High Extent
Competence	4.43	High Extent
Overall Mean	4.26	High Extent

Legend: 4.50-5.00- Very High Extent; 3.50-4.49- High Extent; 2.50-3.49- Moderate Extent; 1.50-2.49 – Low Extent; 1.00-1.49- Very Low Extent

As reflected in Table 2, the three domains describing employees' loyalty were all rated to a high extent and garners an overall mean of 4.26. Occupying the first rank is competence and followed by service and integrity. This goes to show that being a competent employee is highly expected for the school organization to have a smooth and efficient operation. The respondents' high rating on the integrity domain conforms to the findings of Rosmi & Syamsir (2021) which underlined that employees who have integrity are valuable assets for the organization. Those who have integrity are also likely to be positive in job satisfaction. Starting from the recruitment process, firms that hire people with integrity mean get the truth from the life and work history of the employee. Employees with high-level of integrity build trust in their relations with others.

The second domain described employees' loyalty is service. This refers to the work someone does or the period spent working for an organization. High to very high means describe this domain as reflected by the composite mean of 4.41. Once again, employees gave a high rating to the second domain of loyalty which is service. They believe that they are providing quality service to their stakeholders. Service, as described by Ahmed (2019), while the employees assist the employee in meeting their fundamental needs in a manner their fundamental needs like what their income would, they are sort of indirect compensation that the firm provides in addition to the person's salary. It is an attitude in which employees present themselves when providing information and services to customers, employees' attitude is reflected in the quality of service since they are likely to be in the service interface. Service quality, Budiyan et al., (2020), elucidate an overall evaluation of or attitude toward a specific service, general customer perception, or organizational advantages and services.

Furthermore, competence as being highly regarded by the employees of private schools conforms to the findings in the study of Adiputra (2020) that one factor that can lead to increased employee loyalty is competence. As recommended by Gasior et al. (2021), every employee in an organization must develop competency through their respective work. Without them, a company would not only be unable to operate and survive over the long term but also be unable to compete in the market. This implies that in possessing competence, employees want to have an impact on others and ability to influence others. Increased competence will provide opportunities for the employee to be able to improve work performance. The higher the competence of employees, the better their performance. A similar context was pointed out by Salman et al., (2020) that competence has a positive and significant effect on employee loyalty. This means that the higher the employees' competence, the more they can increase the loyalty of the better employees as well.

In the findings above, private school employees express their loyalty through their intent to stay long-term with the institution. Although there are other places with relatively more attractive wage offers. Similar findings

on employee loyalty are revealed in the studies of Li (2021), Aboudaya and Mcheik (2019). Employee loyalty is a measurement standard that can reflect the degree of an employee's dedication to the company so if an enterprise has highly loyal employees, it will enhance the overall competitiveness of the enterprise. Moreover, employees who have evolved affection for the organization are more likely to demonstrate loyal behaviors and work towards the organization's overall goals. Theoretical approaches to performance management have been shown to improve employee loyalty. This is to ensure that they may work towards making the workplace more enjoyable and engaging for all employees.

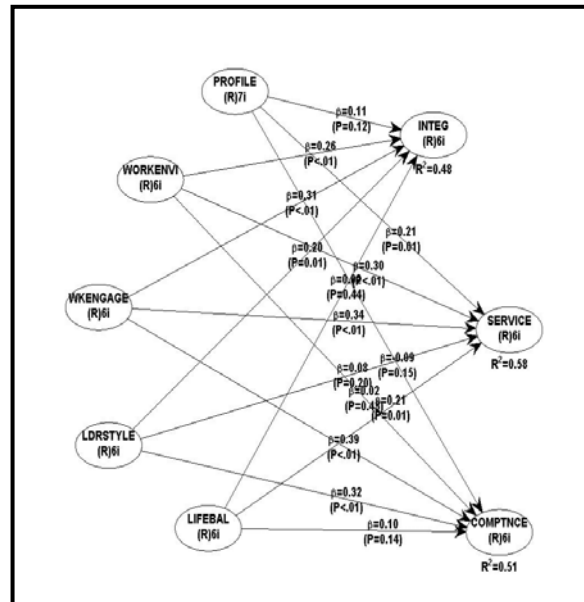


Figure 2. Structural Model

To test the first hypothesis of no relationship between the exogenous variable represented by demographic profile and the endogenous variable represented by the employees' loyalty in terms of integrity, service, and competence, direct links are drawn between the variables as illustrated in the structural model in Fig. 2. Direct links are also drawn to answer the second hypothesis of no relationship between exogenous variable, career pathing which is represented by the latent variables: work environment, work engagement, leadership style and work-life balance and the endogenous variable, employees' loyalty represented by the latent variables: integrity, service, and competence. These were all done through structural equation modeling using the partial least squares method.

Each latent variable comprises six indicators except for the demographic profile. The beta-coefficients (β) that were generated with rounded-off values in two decimal places are also presented in the structural model. The percentage of variation in the differences of the endogenous variables that can be accounted for by the exogenous variables is also displayed in the table as R^2 . The significance of the link between variables as shown by the p -values is given under the beta values. Results were all anchored at the 0.05 p -values that signify the strength of the direct and significant correlation between the aforementioned variables.

Table 3

Path Coefficients and P-values for H_{01}

Paths	β Coefficients	p-values	Interpretation*
Profile→Integ	0.110	0.116	Not Significant
Profile→Service	0.205	0.012	Significant
Profile→Comptnc	-0.095	0.154	Not Significant

**Significant at $p < 0.05$

Table 3 presents the paths, Beta coefficients, and p -values that emerged from the direct connection of the

profile variables represented by age, sex, civil status, educational attainment, job position, and length of service to the level of respondents' loyalty in terms of integrity (Integ), service and competence (Comptnc). Based on the results, a significant relationship is found between the profile variables and the level of loyalty in terms of service. A positive low, but significant 0.205 *Beta* coefficient is registered. A *p*-value or significance level of 0.012 which did not exceed 0.05 supports the direct link between these variables. It can therefore be stated that the hypothesis of no significant relationship between the demographic profile and the level of loyalty in terms of service is rejected. The above finding implies that it is likely that the employee's age, sex, civil status, education, position, length of service, and salary will motivate them to express their loyalty thru service in the form of doing things to their best ability and having no plan of leaving the school. However, the respondents' profiles failed to directly relate to integrity and competence as shown by the very low *Beta* values of 0.110 and -0.095. Likewise, the *p*-values are recorded at 0.116 and 0.154 which exceeded the 0.05 level.

Table 4*Path Coefficients and P-values for H₀₂*

Paths	Beta (β) Coefficients	<i>p</i> -values	Interpretation*
WorkEnv→Integ	0.256	0.002	Significant
WkEngag→Integ	0.313	<0.001	Significant
LdrStyl→Integ	0.201	0.014	Significant
LifeBal→Integ	0.015	0.436	Not Significant
WorkEnv→Service	0.298	<0.001	Significant
WkEngag→Service	0.341	<0.001	Significant
LdrStyl→Service	0.079	0.197	Not Significant
LifeBal→Service	0.206	0.012	Significant
WorkEnv→Comptnc	0.016	0.433	Not Significant
WkEngag→Comptnc	0.389	<0.001	Significant
LdrStyl→Comptnc	0.316	<0.001	Significant
LifeBal→Comptnc	0.101	0.138	Not Significant

*Significant at $p < 0.05$

To provide an answer to the second hypothesis, the *Beta* coefficients and *p*-values are enumerated in Table 4. When the domains of career pathing were directly linked to the level of loyalty in terms of integrity, service, and competence, the results reveal the following: Integrity is significantly affected by work environment (WorkEnv), work engagement (Wkengag), and leadership style (LdrStyl) as indicated by 0.256, 0.313 and 0.201 beta values; Service is significantly affected by the work environment, work engagement and work-life balance (LifeBal) ($\beta=0.298, 0.341, 0.206$); Competence is significantly affected by work engagement and leadership style ($\beta=0.389, 0.316$). The *p*-values ranging from <0.001 to 0.014 can attest to the significant relationship between the aforementioned variables. These results lead to the rejection of the null hypothesis. However, life balance failed to relate to integrity ($p=0.436$) and competence ($p=0.101$), leadership style to service ($p=0.197$), and work environment to competence ($p=0.433$).

The finding above summarizes the low to moderate influence of a sound career path on the employees' loyalty. A school head with an effective leadership style, a conducive working environment, high engagement in work, and a balanced work-life will likely promote employees' loyalty to the institution concerning integrity, service, and competence. The results above-pertaining integrity show agreement with what Ramandhanty et al. (2020) confirmed that the work environment tends to be positive because employees with integrity will be far from deviant tendencies, especially corruption and abuse of authority in the work organization. The findings of Seth (2022) also revealed that perceived integrity in leadership directly affects employees' trust in leaders and organizational commitment. As regards service which appears to be directly influenced by the work environment and engagement and work-life balance, the findings of John (2023), Hafeez, et al. (2019), Akunne, et al. (2022), Astillero et al., (2020) agree on the likelihood that satisfied employees with good work environment will develop a sense of commitment and service towards the organization. This is because the work environment is perceived to be of the most important components influencing employee performance. Work-life balance as well gives focuses on work-related outcomes such as job satisfaction, performance, involvement, and career outcomes.

Given this, Melayansari et al. (2020) highlighted that the performance of employees is positively impacted by work-life balance.

Competence is significantly influenced by work engagement and leadership style, it was found that work engagement is determined by authentic leadership. This is corroborated by Zhang et al., (2023), who pointed out that a sincere, leader who is faithful to his principles will likely motivate followers to work more thus, raising the degree of employee work engagement. Moreover, as revealed by Osborne & Hammoud (2017) when employees enjoy their workplace, they are more likely to engage in activities that maximize productivity. In the psychoanalytic theory Gottlieb et al. (2021), putting responsible people in positions of power and distributing status fairly are the most important aspects of creating effective organizations. In this light, Hoque and Raya (2023) the staff's maturity level and the context of the school will determine the best leadership style, so in practice, the school leader will need to adopt a variety of styles or modify their approach as needed.

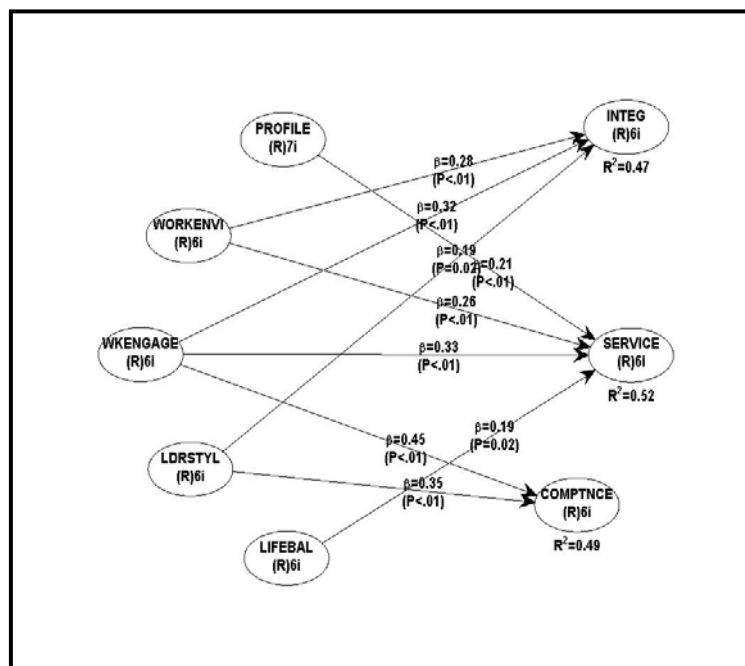


Figure 3. Emerging Model

The model in Fig. 3 emerged as a result of the structural equation modeling. Considering the employees' profile, it is directly connected to service. The work environment is linked to integrity and service, work engagement to integrity, service, and competence, leadership style to integrity and competence, and work-life balance to competence. The coefficients of determination (R^2) which are displayed in two decimal places yielded values of 0.47, 0.52, and 0.49. These indicate the percentage of variations in the level of loyalty (47%, 52%, and 49%) that can be attributed to the variations in profile and extent of career pathing. Almost half of the variations can be accounted for by factors not included in the study. Presented in Table 6 are the standardized estimates of the path in the emerging model.

As shown in Table 5, loyalty in terms of service is significantly affected by the employees' profile, work environment, work engagement, and work-life balance which correspond to the standardized estimates indicated by the *Beta* coefficients 0.214, 0.263, 0.327, and 0.194. While these estimates may be low, they still, indicate significant effects. The effect sizes ranged from 0.067 to 0.200 which denote small to medium effect. These are also backed up by p-values from .001 to 0.016. Medium effect sizes from 0.100 to 0.195 represent the influence of work environment, work engagement, and leadership style on integrity. While the standardized estimates ranged from 0.192 to 0.318, yet, these indicate a direct connection between these variables.

Table 5
Standardized Estimates of the Path in the Emerging Model

Hypotheses	Standardized Estimates (β)	p-value	Standard Error	Effect Size
Profile→Service	0.214	0.009	0.089	0.067
WorkEnv→Service	0.263	0.002	0.088	0.159
WkEngag→Service	0.327	<0.001	0.087	0.200
LifeBal→Service	0.194	0.016	0.090	0.090
WorkEnv→Integ	0.283	<0.001	0.088	0.175
WkEngag→Integ	0.318	<0.001	0.087	0.195
LdrStyl→Integ	0.192	0.018	0.090	0.100
WkEngag→Comptnc	0.451	<0.001	0.084	0.287
LdrStyl→Comptnc	0.349	<0.001	0.086	0.206

*Effect size coefficient **0.02 – small, 0.15 – medium, 0.30 – large*

Very low *p*-values of <0.001 and 0.018 are far below 0.05 which indicates the significance of the relationship between the variables. The finding shows that the work environment directly affects service and integrity can be confirmed by the study of Fithri (2019) that underlined the vital role of the work environment in motivating employees to perform their assigned job which then affects their productivity greatly. It is then suggested that the organization takes responsibility to provide a friendly working environment. The above result conforms to Muhammad et al., (2021), finding that the higher the work engagement, the more active the involvement and effort of the worker in work and service. Likewise, those who are engaged in work feel more devoted to the organization, will be less likely to miss work, and not leave the organization. The effect of leadership style on the employees' competence and integrity is also confirmed in the studies of Dayanti et al., (2022) and Hafeez and Akhtar (2022). It was disclosed that while differing leadership styles may have an impact on the efficiency or productivity of a company, both work engagement and overall satisfaction are better predicted by transformational leadership. In addition, leadership styles can affect the quality of work life. It can be deduced that employees will be motivated if they are satisfied with their leadership style and work practices. It is also supported by the news from Michael Page (2022) hence, leaders should ensure that they maintain satisfactory working practices with employees. Empowerment is also revealed to have a significant positive impact on employee engagement.

4. Conclusions

Based on the findings, the following conclusions are drawn: The employees showed their utmost level of integrity, service, and competence as a sign of their loyalty. It is also concluded that the employee's work environment, work engagement, leadership style, and work-life balance motivate them to stay long in their organization. It is concluded that the millennials generation, females, married ones, collegiate degree holders, teaching force, and most of the employees earning ₱10,000.00-₱19,999.00. The employee's working environment gives them a sense of achievement. Most of the employees give their best at what they are doing. School Leaders or School Heads of the selected private schools in San Jose, Occidental Mindoro are there for their employees when things get tough. Employees of the selected private schools in San Jose, Occidental Mindoro, love spending time with their families.

In terms of integrity, employees respect their supervisors and colleagues. The employees from the selected private schools do their work to the best of their ability. The employees from the selected private schools acknowledge the unique expertise of their co-workers. There is no significant relationship between the demographic profile and employees' loyalty in terms of integrity. There is a significant relationship between the demographic profile and employees' loyalty in terms of service. There is no significant relationship between the demographic profile and employee loyalty in terms of competence. Integrity is significantly affected by the work environment, work engagement, and leadership style. Service is significantly affected by the work environment, work engagement, and work-life balance. Competence is significantly affected by work engagement and leadership style. Lastly, work-life balance failed to relate to integrity and competence; leadership style to service,

4.1 Recommendations

About the conclusions derived from significant findings, the following recommendations are presented; School Heads, Human Resource Managers, and Board of Directors should mentor employees about the significance of integrity in everything they do; should encourage and provide assistance and scholarships for their employees to pursue graduate school studies; should assign the workloads based on the capacity of each employee; should encourage employees to participate in the decision-making process of the institution; should consider the following for their employees who have served 5 years, 10 years, 15 years, 20 years, 25 years, 30 years, 35 years, and so on, additional leave credits may be awarded to employees. Performing employees and those staying with the institution for several years should be recognized by holding an event i.e., Gabi ng Parangal as Divine Word College of San Jose practices. School Heads and Human Resource Managers should provide a clear career lattice set by the institution for its employees. Lastly, future researchers who have to pursue the same endeavors may compare and contrast the existing career pathways set by the institutions with other private schools.

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