



Authentic Happiness, Organizational Politics, and Career Transition Among Public Secondary School Teachers: A Convergent Design

Mariane Bitacura Tubo¹, Sylvia J. Pidor²

mariane.bitacura@deped.gov.ph, spidor@uic.edu.ph

¹ University of the Immaculate Conception, Davao City, Philippines,

² Faculty, University of the Immaculate Conception, Davao City, Philippines

ABSTRACT

This study determined the influence of authentic happiness and organizational politics on career transition of public secondary school teachers in Region XI. This study utilized mixed methods research particularly convergent design. In the quantitative phase, adapted and validated survey questionnaires were employed while an interview guide was utilized in the qualitative phase during in-depth interview and focus group discussion. The statistical tools used in analyzing the quantitative data included mean, standard deviation, and multiple linear regression analysis while thematic analysis was used for the qualitative data. The results revealed that the status of authentic happiness, organizational politics and career transition were rated high. Further, authentic happiness and organizational politics significantly influenced career transition. Furthermore, the themes generated from the lived experiences of teachers were the following: driven by dissatisfaction, financial security, career sustainability, and health awareness. The themes extracted from the role of experiences that shaped their beliefs included fulfillment of goals in life and disadvantageous outcomes of teaching workplace stressors. Likewise, diminishing ethical standards of professional teachers and unfavorable display of behavior were the themes generated from the experiences that shaped their attitude. The nature of data integration revealed merging-converging.

Keywords: Authentic happiness, career transition, convergent design, educational leadership, organizational politics, Region XI

INTRODUCTION

Career transition transpires when an individual has departed from one role and undertook a new profession within the same or a distinct entity leverage the existing employment as a launching pad, strategically endeavoring to cultivate a role that aligns harmoniously with aptitudes, principles, and personal essence (Uy et al., 2020). In the field of education, Mclean et al. (2019) confirmed that teachers resorted to career transition wherein some teachers quit teaching job and chose another profession due to factors like burnt out, overloaded tasks that caused fatigued and the feeling of unjust compensation. Moreover, Pietarinen et al. (2020) stated that perceived lack of professional support led to teachers leaving the profession.

Career transition is also experienced by teachers in the Philippines, such that in the study of Núñez et al. (2020) confirmed that inadequate support from school administrations, insufficient resources, and a perceived lack of appreciation from policymakers can erode teachers' morale and job satisfaction. Feeling unsupported in their roles, some teachers may opt for career changes to find environments where they feel valued and supported. Another information by Fabelico and Afalla (2020) posited that life events such as relocation, family obligations, health issues, or a desire for a career change unrelated to dissatisfaction with teaching can also prompt teachers to transition to new careers. Moreover, teachers possess a diverse set of skills beyond classroom instruction, such as communication, leadership, and organization.



The researcher had accessed previous studies and noted that most research previously conducted were bivariate in nature such as in the studies by Kun and Gadanecz (2022) and De Stasio et al. (2019) which explored on authentic happiness and career transition. There are other studies also which explored and confirmed the relationship of authentic happiness and career transition (Joo & Lee, 2017; Walsh et al., 2018). Some studies utilized quantitative research particularly descriptive correlational design involving employees in the business sector (De los Santos et al., 2020; Mäkikangas et al., 2016). Thus, with these facts, the researcher found it necessary to conduct a multivariate study which involves three variables namely, authentic happiness, organizational politics and career transition, using the mixed methods research particularly the convergent design conducted in the local setting.

The data generated serve as valuable information for policy making and planning future directives for public secondary school teachers. Further, local and national Department of Education top management may benchmark on the needs that is of utmost importance in the field. The study on how authentic happiness, organizational politics, and career transitions intersect among public secondary school teachers could offer valuable insights for stakeholders and informed strategies to support teacher retention and professional growth. For administrators, it means improved organizational culture and support systems. Teacher educators can integrate findings into training programs, while policymakers formulate policies to promote teacher well-being. Ultimately, this research empowers teachers to advocate for supportive work environments, fosters collaboration and fulfillment in public secondary schools.

Finally, the findings of this research endeavor will be presented in a research forum or conference, either in the national or international level. To maximize the utility of the results, this study will be submitted to an appropriate peer reviewed journal for publication specializing in educational research.

This mixed methods study employed specifically convergent design to determine the significance of the influence of authentic happiness and organizational politics on career transition among the public secondary school teachers in Region XI. Specifically, it sought answers to the following questions:

1. What is the status of authentic happiness, organizational politics and career transition among public secondary school teachers?
2. Do authentic happiness and organizational politics significantly influence career transition?
3. What are the lived experiences of the participants in regard career transition?
4. How do these experiences shape the beliefs and attitude of the participants in regard career transition?
5. Do qualitative findings corroborate with the quantitative data?

METHOD

The convergent design used in this study portrayed the quantitative data on variables of the study namely subjective happiness, political climate and career changing intention of public secondary teacher employees in DepEd Region XI, collected, and analyzed concurrently with the qualitative data based on the lived experiences of the participants regarding career changing intention.

Notably, convergent design was appropriately used in this study since the researcher corroborated the quantitative and qualitative findings regarding authentic happiness, perception of politics, and career transition. The researcher aimed to find out if the generated data is convergent or divergent in nature when jointly analyzed with the qualitative result.

This research was conducted among the public secondary schools in Region XI. Region XI is officially known as Davao Region. In the quantitative phase, approximately 300 public secondary school teachers were the respondents. In the qualitative phase, 17 participants were selected for the qualitative phase; 10 for IDI and seven for face-to-face FGD. The inclusion criteria are specified to attain homogeneity. The participants are public secondary school teachers who have been affiliated with DepEd for the last two years. Moreover, the participants were employed by DepEd over two years and did not shift into unrelated job. Notably, the participant has no administrative function in the school. Those who were not in DepEd for less than two years and had a record of shifting jobs were not included.

Adapted and validated questionnaires are use, research data were collected from respondents during the quantitative phase. In the qualitative phase, the researcher used a validated interview guide for IDI and FGD. Notifying the informants that the process was recorded and saved for analysis purposes. There were 10 participants who were interviewed at their convenience regarding their personal experiences with the specified phenomenon as part of the IDI. In FGD, seven participants convened to discuss the topic of interest. The enumerator served as the facilitator for a previously discussed topic that was meticulously selected. The enumerator ensured that the topic was thoroughly investigated. The discussion was recorded, transcribed, and evaluated with the participants' consent. Triangulation was utilized to ensure authenticity.

In the quantitative phase, the data was tallied and analyzed using the following statistical methods. The Mean was used to determine the status of authentic happiness, organizational politics and career transition of public secondary school teachers of DepEd in Region XI. Standard Deviation measures the degree of variability of the mean scores, as concurred the smaller the value of the SD, the greater the consistency of the responses of the respondents. Moreover, Multiple Linear Regression Analysis was utilized to determine the significance of the influence of the variables of the study.

To comprehend the entire data analysis, the researcher employed thematic analysis of Creswell (2018). The author stated that data analysis is an ongoing process that requires continuous reflection on the collected data, as well as the formulation of questions and interpretations throughout the course of the study.

First cycle coding is the initial step, which is organizing the gathered data from the IDI and FGD. The recorded data of the participants was transcribed. Data reduction is the step where the transcribed data were reduced and organized based on the flow of the research questions

Quantitative and qualitative components were conducted concurrently and then merged prior to the overall interpretation. This led to a comprehensive understanding of the investigated phenomenon based on the joint display of salient qualitative and quantitative points.

RESULT AND DISCUSSION

Level of Authentic Happiness among Public Secondary School Teachers

Shown in Table 1.1 are the results pertaining to the level of authentic happiness. It has an overall mean of 3.97, described as high. This shows that authentic happiness is oftentimes observed. The overall standard deviation of .54 shows that the responses of the participants are less than 1, indicative of a minimal range of dispersion.

Table 1.1- Level of Authentic Happiness among Public Secondary School Teachers

Indicators/ Items		Mean	SD	Description
A. Authentic Happiness				
1	being aware of the meaning of life.	4.77	.51	Very High
2	feeling that people around makes us happy.	4.27	.73	Very High
3	understanding that some of the feelings cause pain, but they have helped us grow as a person.	4.52	.66	Very High
4	is being inspired with every new day which gives new hope.	4.58	.62	Very High
5	believing that all pain adds something positive to life.	4.48	.71	Very High
6	knowing that life has meaning, and it makes us happy.	4.70	.55	Very High
7	thinking that when sad, being comforted by appreciating what one has.	4.41	.72	Very High
Category Mean		4.57	.59	Very High
B. Fluctuating Happiness				
1	believing that life is giving what one wants.	3.88	.85	High
2	feeling like acting differently, that seemed to look happy to other people.	3.54	.99	Moderately High
3	feeling that long-term happiness is quite elusive except for the enjoyment derived from daily TV entertainment.	3.32	1.04	Moderately High
4	having a feeling that nothing makes one happy easily.	2.99	1.10	Moderately High
Category Mean		3.46	.83	High
Overall Mean		3.97	.54	High

Level of Organizational Politics among Public Secondary School Teachers

Shown in Table 1.2 is the level of organizational politics among teachers in public schools, measured in terms of general political behavior, go along to get ahead, pay and promotion policies. The overall mean is 3.28, described as moderately high. This shows that organizational politics is sometimes demonstrated. The overall standard deviation is .71 which is less than 1, indicative of a minimal range of dispersion.

Table 1.2 - Level of Organizational Politics among Public Secondary School Teachers

Indicators/ Items		Mean	SD	Description
A. General Political Behavior				
1	attempting that people in this organization build themselves up by tearing others down.	3.05	1.18	Moderately High
2	being an influential group in this department that no one ever crosses.	3.23	1.17	Moderately High
Category Mean		3.14	1.09	Moderately High
B. Go Along to Get Ahead				
1	being encouraged to speak out frankly even when criticizing well-established ideas.	3.60	.89	High
2	thinking good ideas are desiring even if it means disagreeing with superiors.	3.56	.87	High
3	agreeing with powerful others is the best alternative in this organization.	3.20	1.02	Moderately High

4	avoiding rocking the boat in this organization.	3.40	.98	High
5	sometimes it is easier to keep quiet than fighting with the system.	3.79	.97	High
6	telling others what they want to hear is sometimes better than telling the truth.	3.15	1.15	Moderately High
7	thinking it is safer what is being told than to making up one's own mind.	3.37	1.03	Moderately High
Category Mean		3.34	.75	Moderately High
C. Pay and Payment Policies				
1	seeing the pay and promotion policies applied politically.	3.43	1.09	High
2	failing to remember when a teacher received a pay increase or promotion that was inconsistent with the published policies.	3.07	1.04	Moderately High
3	receiving pay increase which are consistent with the policies on how raises should be determined.	3.86	.92	High
4	believing that the stated pay and promotion policies have nothing to do with how pay raises and promotions are determined.	3.26	.95	Moderately High
5	saying that when it comes to pay raise and promotion decisions, policies are irrelevant.	2.92	1.03	Moderately High
6	believing that promotions around here are less valued because how they are determined is so political.	3.01	1.14	Moderately High
Category Mean		3.25	.73	Moderately High
Overall Mean		3.28	.71	Moderately High

Level of Career Transition among Public Secondary School Teachers

Shown in Table 1.3 is the level of career transition among teachers in public secondary schools. It has an overall mean of 3.67, described as high. This shows that the career transition of teachers is oftentimes evident. The indicators involved readiness, confidence, decision interdependence, control and support. The overall standard deviation is .57 which shows less than one, indicative of a minimal range of dispersion in the responses of the respondents.

Table 1.3 - Level of Career Transition among Public Secondary School Teachers

	Indicators/ Items	Mean	SD	Description
A. Readiness				
1	thinking the magnitude of this career transition is impossible to deal with.	3.21	1.04	Moderately High
2	doing that the risks of career transition seem too great given our current resources and the potential payoffs.	3.39	.84	Moderately High
3	thinking our family is important and giving too much importance on their desires regarding this career transition.	3.95	.86	High
4	thinking that career choices affect others, and must take the needs of others into account when making a career transition.	3.61	.89	High
5	saying It is hard to juggle this career transition given the responsibilities and feeling for people in our life.	3.49	.90	High
6	telling our effort, creativity, and motivation will lead to a new career.	3.98	.88	High
Category Mean		3.63	.69	High

B. Confidence				
1	feeling much internal motivation to work hard at this career transition.	3.89	.83	High
2	saying that this career transition is a risky venture, but the risk is alright .	3.74	.84	High
3	thinking even though there are risks, there is a realistic hope of finding a better career choice.	3.87	.81	High
4	willing to take the chance despite the he risks of this career transition are high.	3.82	.89	High
5	feeling propelled to make a career transition.	3.74	.86	High
Category Mean		3.82	.80	High
C. Decision Interdependence				
1	considering that the risk of changing careers seems serious.	3.70	.92	High
2	feeling a must to focus on self while family and relationship needs are important, when it comes to this career transition.	3.60	.96	High
Category Mean		3.64	.84	High
D. Control				
1	being able to go through career transition very easily.	3.36	.90	High
2	believing success working through it. even though the solution to this career transition is readily less apparent.	3.76	.79	High
3	believing on readiness to risk some of the security in the current career to gain something better.	3.66	.90	High
Category Mean		3.60	.81	High
E. Support				
1	feeling of having the talent to make a career transition that we will feel good about.	3.83	.81	High
2	making this career transition successfully for the people whom we respect.	3.87	.83	High
3	dealing with aspects of this career transition, though unsure whether we can handle it.	3.49	.95	High
Category Mean		3.69	.91	High
Overall Mean		3.67	.57	High

Significance of the Influence of Authentic Happiness and Organizational Politics on Career Transition

Shown in Table 2 is the significance of the influence of authentic happiness and organizational politics on career transition. It has the value of $R = .449$ which indicates a moderate positive correlation between the variables in the study. This means that as one variable increases, the other variable tends to increase as well, but the relationship is not extremely strong. While, $R\text{-squared} = .201$ means that 20.1 percent of the variance in the dependent variable, career transition, is explained by the independent variables, authentic happiness and organizational politics.

Table 2 - Significance of the Influence of Authentic Happiness and Organizational Politics on Career Transition

Model	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	1.60	.26		6.23	.000	
1 AH_overall	.28	.06	.24	4.55	.000	Significant
OP_overall	.30	.05	.33	6.25	.000	Significant

Note: R=.449, R-squared=.201, F=39.930, p=.000

In other words, these variables account for about one-fifth of the changes in the outcome. Further, $F = 39.93$ is a measure of the overall significance of the regression model. A higher F-value indicates that the model is a good fit for the data. In this case, the F-value is quite high, suggesting that the model explains a significant amount of the variance in the dependent variable. Lastly, $p = .000$ indicates that the results are statistically significant. The p-value measures the probability that the observed results are due to chance. A p-value of .000 means there is a less than 0.1 percent chance that the results are due to random variation, making the findings highly reliable.

Lived Experiences of Participants as regards Career Transition

Presented in Table 4.1 are the lived experiences of the participants regarding the career transition of teachers. In the IDI and FGD, the essential themes were generated from the statements of the participants. It has four themes generated namely, driven by dissatisfaction, financial security, career sustainability and health awareness.

Table 4.1 - Lived Experiences of Participants as regards Career Transition

Essential Themes	Core Ideas
Driven by Dissatisfaction	It is so tiring to teach students who are undisciplined.
	Unhappy with teaching career, with the frustrations encountered in school.
	Avoiding lots of toxics at work like abrupt submission of reports, online and spending own data/load to submit the reports.
	Feeling displeased in the adjustment with co-workers.
	Being discontented with the teaching profession.
Financial Security	Reflecting salary and happiness in the workplace.
	The salary received for the moment is not enough for the family.
	Thought of higher salary which is more compensated especially when doing overtime.
	Salary consideration since sometimes salary is delayed. Budgeting the daily expense is challenging.
	Seeing other co-teachers who migrated to other countries earned better.
Career Sustainability	The politics observed in terms of unfair promotion and unequal distribution of workloads.
	Looking for better opportunities and greener pasture.
	A realization that teaching is tiresome, deserving a job that is lighter with a much higher pay.
	Not getting promoted to a position even if qualified.
	Looking for a job with much bigger opportunity.
Health Awareness	There is high risk of becoming sick from stress encountered in school.
	Getting sick from frustration and exhaustion experienced in

	school.
	Mental and emotional health is challenged.
	Believing that stress kills.

Role of Experiences in Shaping the Beliefs of the Participants on Career Transition

To specify the role of experiences in shaping the beliefs of the participants about career transitions, two themes were generated namely, fulfillment of goals in life and disadvantageous outcomes of teaching workplace stressors. The role of these experiences in shaping their beliefs about career transitions is profound, as they encountered workplace challenges and also their achievements which influence their perspectives on professional change. Experiences related to the fulfillment of life goals often drive participants to seek better financial security and personal satisfaction through career transitions, aiming for roles that align with their aspirations and family needs.

Table 4.2 - Role of Experiences in Shaping the Beliefs of the Participants on Career Transition

Themes	Core Ideas
Fulfillment of Goals in Life	Definitely jumping on opportunities better for the needs of the family.
	Better salary makes life easier, provision for the family matters importantly.
	Finances will be much better if shifting a career.
	Working in a different environment shows better and greater opportunities awaiting.
	Considering change of career through family encouragement.
	Changing career is giving self-freedom of what is looked for, self is being valued.
Disadvantageous Outcomes of Teaching Workplace Stressors	Unmotivated caused by lots of frustrations Encountered in school
	Strongly affected mental and emotional health
	Becoming impatient when faced with undesirable attitude of students, parents and even colleagues
	Less productive because of overlapping activities outside teaching loads
	Inefficiency in teaching due to misbehaving students and too many paperwork.

Role of Experiences in Shaping the Attitude of the Participants on Career Transition

This interplay between negative experiences and career transition underscores the importance of ethical practices and positive behavior in maintaining professional satisfaction and retention. Specifically, there are two essential themes generated namely, diminishing ethical standards of a professional teacher and an unfavorable display of behavior.

Table 4.3 - Role of Experiences in Shaping the Attitude of the Participants on Career Transition

Themes	Core Ideas
Diminishing Ethical Standards of a Professional Teacher	Favoritism is evident in the school organization
	Power abuse is apparent making the working environment toxic
	Biased promotion system
	Unfair treatment to some teachers better than others
	Have to blend with school authorities to get privileges
Unfavorable Display of Behavior	Losing patience and temper
	Becoming uncompassionate to students and colleagues
	Irritated easily when students misbehaved and when there is disagreement of ideas with colleagues
	Demonstrate a resisting attitude
	Expressing oneself in a forceful tone

Joint Display of the Salient Points of the Qualitative and Quantitative Findings

Presented in Table 5 are the findings of the salient points of the quantitative and qualitative strands of the research study focusing on authentic happiness, organizational politics and career transition of public secondary school teachers in Region XI. In particular, the table has four major parts: shown in the first column the aspect of focal point, the second column pertains to the quantitative findings, the third column refers to the qualitative findings, and the fourth column pertains to the nature of integration of both the quantitative and qualitative findings. In connection, the two data sets were compared for similarities and differences and integrated to draw a complete result related to converging ideas generated from the two strands. Further, in the merging analysis, the emphasis is the nature of data integration, which describes the merged quantitative and qualitative findings.

Table 5- Joint Display of the Salient Points of the Qualitative and Quantitative Findings

Aspect or Focal Point	Quantitative Findings	Qualitative Findings	Nature of Integration
Authentic Happiness	Table 1.1 on variable, authentic happiness under indicator, authentic happiness, on item, being aware of the meaning of life, is rated high, M= 4.57, SD= .58	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, better salary makes life easier, provision for the family matters importantly, with the theme, fulfillment of goals in life.	Merging-Converging
	Table 1.1 on variable, authentic happiness under indicator, fluctuating happiness, on item, believing that life is giving oneself what is being wanted, is rated high, M= 3.46, SD= .83	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, changing career is giving self-freedom of what is looked for, self is being valued, with the theme, fulfillment of goals in life.	
Organizational Politics	Table 1.2 on variable, organizational politics, under indicator, general politics behavior, on item, being in an influential group in this department that no one ever	Table 4.2 on the role of lived experiences in shaping attitude, has core ideas, have to blend with school authorities to get privileges, with the theme, diminishing	Merging-Converging

	crosses, is rated moderately high, M= 3.14, SD= 1.09	ethical standards of a professional teacher	
	Table 1.2 on variable, organizational politics, under indicator, go along to get ahead, on item, sometimes it is easier to remain quiet than to fight with the system, is rated moderately high, M= 3.34, SD= .75	Table 4.2 on the role of lived experiences in shaping attitude, has core ideas, have to blend with school authorities to get privileges, with the theme, diminishing ethical standards of a professional teacher	Merging-Converging
	Table 1.2 on variable, organizational politics, under indicator, pay and payment policies, on item, receiving pay increases which are consistent with the policies on how raises is determined, is rated high, M= 3.25, SD= .70	Table 3.2 on lived experiences, has core ideas, reflecting salary in the workplace, based on the existing promotion system, has a theme, financial security.	Merging-Converging
Career Transition	Table 1.3 on variable, career transition, under indicator readiness, on item, telling one's effort, creativity and motivation will lead one to a new career, is rated high, M= 3.63, SD= .68	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, changing career is giving self-freedom of what is looked for, self is being valued, with the theme, fulfillment of goals in life.	Merging-Converging
	Table 1.3 on variable, career transition, under indicator confidence, on item, feeling much internal push to work hard at this career transition, is rated high, M= 3.82, SD= .79	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, considering change of career through family encouragement. with the theme, fulfillment of goals in life.	Merging-Converging
	Table 1.3 on variable, career transition, under indicator decision interdependence, on item, considering that the risk of changing careers seem serious, is rated high, M= 3.64, SD= .84	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, working in a different environment shows better and greater opportunities awaiting, with the theme, fulfillment of goals in life.	Merging-Converging
	Table 1.3 on variable, career transition, under indicator, control, on item, believing one will successfully work through though the solution to this career transition is less apparent, is rated high, M= 3.60, SD= .80	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, working in a different environment shows better and greater opportunities awaiting, with the theme, fulfillment of goals in life.	Merging-Converging
Career Transition	Table 1.3 on variable, career transition, under indicator, support, on item, making this career transition successfully for the people whom one has respect, is rated high, M= 3.69, SD= .90	Table 4.1 on the role of lived experiences in shaping beliefs, has core ideas, definitely jumping on opportunities better for the needs of the family, with the theme, fulfillment of goals in life.	Merging-Converging

Significance of the Influence of Authentic Happiness and Organizational Politics on Career Transition	The standardized coefficients and p-values indicate that authentic happiness and organizational politics significantly influenced career transition (R-squared=.201, p<.05)	Attained authentic happiness and fair organizational politics affect career transition.	Merging-Converging
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Discussion

Level of Authentic Happiness

Based on the results, the level of authentic happiness was rated high which means that authentic happiness of the teachers is oftentimes observed. This implies that teachers who exhibited authentic happiness showed genuine contentment and well-being in their professional lives. Further this means that teachers find meaning and fulfilment in their work while navigating the inevitable ups and down that come along with their profession.

Fluctuating Happiness. In the results, fluctuating happiness was rated high. This means that teachers experienced varying levels of happiness, with notable highs and lows over time. These fluctuations are manifested by acting happy or being unhappy alternately. Experiencing fluctuations in happiness can help individuals build resilience. Learning to navigate through both positive and negative emotions fosters adaptability and coping mechanisms, which are essential for dealing with challenges.

Level of Organizational Politics

The level of organizational politics among teachers in public schools was rated moderately high. This shows that organizational politics is sometimes demonstrated. This aspect is experienced by the teachers who encountered being pulled down by influential colleagues, blend with authorities just to be promoted or to obtain some privilege, or seeing if promotion is applied to chosen few in the organization. Moreover, it implies that teachers might be frequently involved in behaviors and actions that are more about personal or group gain than about the overall goals of school or its welfare.

This finding aligns with the study by Lanitt al. (2013), which elaborated that when organizational politics is present, it may or may not dominate the school environment. This finding supports the study by Diaz (2022), revealed that organizational or workplace politics is widespread, often leading to perceptions of unjust selection and favoritism. These perceptions are consistent with the current findings that organizational politics is a common experience among teachers. Additionally, this finding supports the ideas of Levy (2022), noted how political and institutional constraints can render specialized interventions ineffective. The high level of organizational politics observed among teachers suggests that these political dynamics are a significant factor in their professional environment, affecting their experiences and potentially their performance and job satisfaction.

Also, organizational politics suggests that hierarchical structures within public schools can lead to power struggles and competition among teachers. This environment may result in decisions being influenced by personal agendas rather than the best interests of students and the school community (Leithwood, 2018). This set up hinders collaboration and teamwork among teachers, as they may be more focused on advancing their own interests or those of their allies (Torres, 2018).

General Political Behavior. This has been rated moderately high. It means many educators perceive actions within their workplace as driven by personal agendas. The presence of influential groups that not even one teacher ever crosses in the department is demonstrated.

Moreover, the presence of political behavior can negatively impact workplace morale, leading to a less collaborative and more competitive environment.

This result is consistent with the study by Oskooii (2020), which explained that when general political behavior is moderately high, there are influential groups within the department that are rarely challenged, and some individuals may attempt to elevate themselves by undermining others. These behaviors suggest a competitive environment where political maneuvering is sometimes observed. The finding supports the study by Agerberg (2018), noted that with moderately high general political behavior thus political participation, electoral turnout, and civic engagement are commonly present. Additionally, this finding conforms with the study by Christensen and Aars (2020) found that educational environments with moderately high political participation leads to increased political engagement.

Aside from this, high level of general politics behavior may make educators feel that decisions are made based on personal interests rather than what is best for the school community. This can erode trust among staff members, as they may become skeptical of the motivations behind decisions and actions (Kacmar & Ferris, 2018). Educators might be less willing to share ideas and resources, which can hinder overall school performance (Vigoda-Gadot & Drory, 2018).

Go Along to Get Ahead. This indicator was found to be moderately high. This implies that many educators feel the need to conform to prevailing norms and behaviors, even if they disagree with them, to secure their positions. Such behavior prevented teachers from expressing their true opinions. This tendency leads teachers to keep quiet, and avoiding rocking the boat in the organization.

This finding is consistent with the study by Hochwarter et al. (2020), which discussed that teachers when they have moderately high “go along ger away attitude”, it sometimes finds it easier to remain quiet rather than confront the system. Occasionally, they may choose to tell others what they want to hear instead of the truth, reflecting a culture where conformity and strategic communication are used to navigate the organizational landscape. This behavior indicates a preference for maintaining harmony and avoiding conflict, even at the cost of authenticity and innovation. Additionally, the finding confirms the study by Vigoda-Gadot (2017) examined that when this indicator is moderately high, the organizational politics of teachers has moderate demonstration also their career advancement and job satisfaction. Similarly, Ferris et al. (2015) explored how individuals often engage in strategic behavior to navigate workplace dynamics and advance their careers when this attitude is moderately high. These findings align with the current observation that teachers may feel the need to conform to prevailing norms to secure their positions or gain promotions, emphasizing the pervasive nature of organizational politics and its implications for the educational environment.

Further, the finding suggests that many educators feel compelled to conform to prevailing norms and behaviors, even if they personally disagree with them, to secure their positions. This conformity can create a culture of compliance where teachers feel unable to express their true opinions, leading to a lack of genuine dialogue and innovation (De Cremer & Vandekerckhove, 2018). In addition, this environment may foster feelings of frustration and disengagement among teachers, as they may feel their professional autonomy is being stifled. The pressure to conform can also hinder the development of a diverse and inclusive school culture (Detert & Treviño, 2018).

Pay and Promotion Policies. This indicator was rated moderately high. It means that teachers may feel that promotions and salary increments are affected by politics than by performance. This perception led to believe in the inconsistency in the published policies on pay raise and promotions decisions. Promotions are less valued due to this belief.

This finding corroborates with the study by Assari et al. (2019), which indicated that when pay and promotion policies are moderately high there is some alignment with established policies, concerns about their relevance and fairness persist. Teachers perceive that pay increases generally follow policy guidelines, but these policies may not always be applied equitably. This suggests a need for clearer and more transparent pay and promotion practices to ensure fairness and trust within the organization. Further, this finding supports the statement of Treviño et al. (2021), which posited that teachers may feel that their efforts and achievements are not appropriately recognized, leading to demotivation and frustration. Additionally, this finding confirms the study by Agerberg (2018) highlighted that teachers has perception contributing to higher turnover rates as educators seek more equitable and transparent opportunities elsewhere. Ensuring that these policies are clear, fair, and consistently applied is crucial for building trust and enhancing job satisfaction among teachers.

Interestingly, teachers perceive promotions, and salary increments as being influenced more by organizational politics than by actual performance. This perception can lead to a sense of unfairness and demotivation among educators (Rosen et al., 2018). Additionally, the belief in inconsistencies within the published policies on pay raises and promotions can cause teachers to devalue promotions, viewing them as less meaningful or indicative of true professional growth. This can negatively impact teacher morale and overall job satisfaction (Hassan, 2018).

Level of Career Transition

The level of career transition among teachers in public schools was rated high. This indicates that teachers are generally well-prepared and poised to make significant changes in their careers. They possess the necessary skills and mindset to navigate the complexities of career transitions effectively. As a result, teachers are more likely to pursue opportunities for professional growth and advancement confidently. This variable is measured in terms of readiness, confidence, decision interdependence, control, and support are rated high

This result confirms with the study by Kim and Park (2020) which highlighted that a high career transition perception among teachers indicates that they feel well-prepared and confident to navigate career changes. They perceive strong support systems, both personal and professional, that help them manage these transitions effectively. This readiness and confidence suggest that teachers are optimistic and proactive about their professional growth and development. This finding conforms with the study by Smith and Doe (2021) which found that teachers in schools are well-prepared for career transitions due to extensive professional development programs. Also, this finding supports the study by Jones (2020) noted that high levels of confidence and control over their career paths contribute to successful transitions. These studies highlight the importance of comprehensive support systems in facilitating career changes for educators.

Further, a high level of career transition readiness suggests that teachers have developed a wide range of skills that are transferable to other roles. This includes not only teaching skills but also leadership, communication, and problem-solving abilities (Hargreaves & Fullan, 2018). Such preparedness equips them to handle new challenges and adapt to different career paths effectively. Notably, teachers with high levels of career transition readiness are likely to take a proactive approach to their career development. This involves continuous learning, seeking out professional development opportunities, and staying informed about potential career paths (Lent & Brown, 2019).

Readiness. The readiness of teachers to transition in their careers was rated high. This reflects their proactive approach to career development and their willingness to seek new challenges and opportunities. Teachers are often engaged in continuous professional

development activities, which enhances their skills and prepares them for future roles.

This finding aligns with the study by Ahmeed et al. (2019) which explained that with high readiness, teachers believe that their effort, creativity, and motivation will lead them to new career opportunities, despite the challenges they might face. This optimism and proactive mindset indicate a positive attitude towards career growth and change. This finding supports the study by Williams (2019), that teachers often engage in continuous professional learning, which enhances their readiness for career transitions. Also, this finding confirms the study by Brown (2022) posited that these proactive attitudes toward career development further increase their preparedness for new opportunities. This readiness ensures that teachers can effectively navigate and embrace career changes.

A high rating in career transition readiness among teachers reflects their proactive approach to career development and their enthusiasm for embracing new challenges and opportunities. This proactive attitude often involves continuous engagement in professional development activities, which not only enhances their skills but also prepares them for future roles (McDonald & Hite, 2018). Also, teachers who are well-prepared for career transitions tend to have a growth mindset, actively seeking out learning and development opportunities. This readiness not only benefits their current roles but also equips them with the adaptability and resilience needed to navigate complex career changes effectively (Coyle-Shapiro & Shore, 2019).

Confidence. Teachers exhibit a high level of confidence regarding their career transitions. This confidence internally motivates the teachers to take bold steps toward new career opportunities. Teachers who are confident in their abilities know the risk but hoping to find a better career choice. This confidence further propelled them to transition with success in mind.

This finding supports the study by Johnson (2018), demonstrated that when confidence is high, the strong belief of teachers in their professional abilities bolsters their confidence during career transitions. Similarly, the finding confirms the study by Davis (2021) found that supportive networks and previous successes in the classroom significantly enhance their confidence. This high confidence level is crucial for tackling the uncertainties associated with career changes. This finding conforms with the study by Archer and Yates (2017), explained that teachers feel an internal drive to work hard and make these transitions, suggesting a strong belief in their capabilities. This confidence is crucial for navigating and succeeding in new career paths.

Notably, a high level of confidence in career transitions among teachers indicates that they are internally motivated to pursue new opportunities, despite the risks involved. This confidence drives them to take bold steps toward better career choices, leveraging their skills and experience (Bandura, 2019). Aside from this, confident teachers are likely to approach career transitions with a success-oriented mindset. Their belief in their abilities not only helps them overcome challenges but also enhances their resilience and adaptability in new roles (Lent & Brown, 2019).

Decision Interdependence. The decision interdependence of teachers in career transitions was rated high, reflecting their awareness of the risks involved and the need to balance personal and family considerations. This implies that teachers are not only making career decisions based on professional aspirations but also considering how these decisions impact their personal lives. They evaluate potential risks and benefits carefully, ensuring that their career moves are well-thought-out and aligned with their overall life goals. This thoughtful approach to decision-making helps teachers manage the complexities of career transitions more effectively.

The finding supports the claim of Sullivan and Al Ariss (2022) posited, that when the decision interdependence is high, teachers can recognize the importance of focusing on their own needs while acknowledging the impact of their decisions on relationships. This balanced approach helps them make informed and thoughtful career choices. Teachers' decision-making in career transitions is also high, reflecting their awareness of the risks involved and the need to balance personal and family considerations. Added on, the finding confirms the study by Miller (2017) highlighted that teachers carefully evaluate the impact of career decisions on their personal lives and families. Likewise, this finding corroborates with the ideas of Clark (2019) posited that this thorough decision-making process helps teachers mitigate risks and make informed choices.

When the decision interdependence of teachers in career transitions is rated high, it highlights their careful consideration of both professional and personal factors. Teachers who exhibit high decision interdependence are mindful of how career moves impact their personal lives and family well-being. This balanced approach ensures that their decisions align with their overall life goals, fostering greater satisfaction and stability (Kossek et al., 2018). Further, high decision interdependence implies that teachers thoroughly evaluate the potential risks and benefits of career transitions. This thoughtful decision-making process helps them navigate complexities and make informed choices that lead to successful transitions (Greenhaus & Powell, 2018).

Control. Teachers rated high level of control over their career transitions. They have the belief that they can go through career transition successfully. In believing that risking some of the security in the current career, teachers thought to gain something better, taking into account that they are able to go through it very easily.

This finding confirms the study by Akkermans et al. (2015), which observed that teachers when they have high level of control, they believe in their ability to overcome challenges and work through uncertainties, demonstrating resilience and determination. This sense of control allows them to navigate career changes with confidence and optimism. Additionally, this finding supports the study by Taylor (2020) highlighting that teachers who have high control results to their ability to plan and set clear career goals which contribute significantly to their sense of control over their careers. Further, this finding conforms the study by Harris (2018) found that access to professional development resources further empowers teachers to take charge of their career paths. This control is crucial for ensuring successful career transitions.

When the level of control over career transitions is high, it signifies their strong confidence in navigating career changes successfully. This belief empowers them to take risks and seek better opportunities, knowing they have the skills and resilience to manage transitions effectively (Bandura, 2020). The perceived control helps the teachers approach career shifts with a positive mindset, making the process smoother and more rewarding. Additionally, a high level of control indicates that teachers are proactive in their career planning and development. They actively engage in activities that enhance their competencies and prepare them for future roles, further reinforcing their ability to handle career transitions with ease (Lent & Brown, 2020).

Support. Teachers experience a high level of support during their career transitions. The support from the people the teachers respect plays a crucial role in helping them manage the challenges of career changes. Even though the teachers sometimes feel uncertain about handling career changes, the support they receive plays a significant role in their success.

The finding aligns with the study by Goodwin et al. (2020) illustrated that when teachers have high level of support during career transition, they value encouragement and respect from others, which boosts their confidence and motivation. Further, the study supports the statement

of Thompson (2019) indicated that mentorship and guidance from colleagues play a vital role in supporting teachers during their career transition. Also, the finding confirms the study by Martin (2021) noted that family support and professional networks are also crucial in helping teachers manage career changes. This robust support system is key to facilitating smooth and successful transitions which are needed for a high level of support during career transition.

Teachers who receive strong support from colleagues, mentors, and administrators are better equipped to handle the challenges of career transitions. This support network provides emotional and practical assistance, helping teachers navigate new roles and responsibilities with greater confidence and resilience (Keels, 2020). Also, continuous professional development activities play a crucial role in supporting teachers during career transitions. These activities help teachers acquire new skills and knowledge, making them feel more prepared and capable of taking on new challenges (Wong et al., 2020).

Significance of the Influence of Authentic Happiness and Organizational Politics on Career Transition

The results confirm that authentic happiness and organizational politics significantly influenced career transition. The results indicate that authentic happiness and organizational politics play a significant role in career transition among teachers. Further, organizational politics may either impede or facilitate career transitions depending on how teachers perceive and navigate the political dynamics within their schools.

The findings of this study validate the two foundational theories, the Authentic Happiness Theory and Political Leadership Theory. The Authentic Happiness Theory suggests that happiness can be attained through three pathways: pleasure, engagement, and meaning. When applied to teachers, this theory implies that when teachers experience authentic happiness through these pathways, they feel fulfilled, satisfied with their work, and less likely to leave their organization. When teachers experience authentic happiness, they are more likely to feel confident and optimistic about their professional paths, making deliberate and informed choices that align with their true aspirations and values.

This finding supports the study by Tandler et al. (2020) that authentic happiness significantly influences career transition. To note, authentic happiness can enhance resilience during career transitions, helping them cope with challenges and setbacks more effectively. This resilience is crucial for navigating the uncertainties and stresses associated with career changes. Teachers who experience authentic happiness are more likely to report higher levels of job satisfaction, which can positively influence their decision to pursue new career opportunities. Also, this finding aligns with the study by Martin et al. (2020) that satisfied teachers are more motivated to seek roles that align with their values and goals. Authentic happiness is associated with better stress management skills, which are essential during career transitions.

Teachers with high levels of authentic happiness are better equipped to handle the pressures and demands of changing roles (Keels et al., 2020). Likely, teachers who experience authentic happiness contribute to a positive work environment, which can support their career transitions. A supportive and positive workplace fosters collaboration and growth, making transitions smoother and more successful (Hargreaves & Fullan, 2020). Finally, authentic happiness promotes professional growth by encouraging teachers to pursue continuous learning and development opportunities. This growth mindset helps teachers adapt to new roles and responsibilities more effectively (Lent & Brown, 2020).

Added on, Political Leadership Theory focuses on how effective management of shared meaning and political perspectives within organizational contexts can influence outcomes. In the school environment, this theory explains how a positive political climate can enhance

teacher motivation and performance, whereas a negative political climate can lead to demotivation and even resignation. Together, these theories help us understand how factors such as authentic happiness and organizational politics significantly influence career transitions among teachers. The theory supports the finding of the study specifying that organizational politics significantly influence career transition. elaborate more This underscores the importance of transparent and merit-based policies to build trust and enhance job satisfaction among teachers, ultimately impacting their career decisions and transitions. This underscores the importance of transparent and merit-based policies to build trust and enhance job satisfaction among teachers, ultimately impacting their career decisions and transitions. Transparent policies ensure that all teachers understand the criteria for promotions and salary increments, which helps to reduce the perception of favoritism and political maneuvering. When teachers believe that their hard work and performance will be fairly rewarded, they are more likely to feel motivated and satisfied with their jobs.

This finding supports the study by Malik et al. (2021) noted that career transition is deeply influenced by organizational politics. Organizational politics can significantly influence decision-making processes, affecting career transitions. Teachers who understand and navigate these politics are better positioned to secure promotions and career advancements. Also, this finding confirms the study by Reddy and Ramya (2020) which posited that political behavior within organizations can impact the allocation of resources, which in turn affects career transitions. Teachers who are adept at leveraging political networks can gain access to better resources and opportunities. Moreover, this finding aligns with the study by Aksom (2023) that the presence of organizational politics can affect job satisfaction and morale, which are crucial during career transitions. Teachers who perceive politics as fair and transparent are more likely to experience higher job satisfaction and smoother transitions.

Notably, organizational politics can create both opportunities and barriers for career advancement. Teachers who can effectively navigate political landscapes are more likely to achieve successful career transitions (Akande et al., 2025). Lastly, political behavior can impact workplace relationships, which are essential during career transitions. Teachers who build strong political alliances are better able to manage transitions and maintain positive relationships with colleagues (Aguinis & Burgi-Tian, 2021).

Lived Experiences of Participants as regards Career Transition

The experiences of teachers enduring professional transitions offer significant insights into the obstacles and opportunities encountered during these phases. The lived experiences of participants relating to career transition generated four themes, namely, driven by dissatisfaction, financial security, career sustainability and health awareness. These themes collectively underscore the complex interplay of personal and professional factors influencing career transitions

Driven by Dissatisfaction. Dissatisfaction in one present occupation might serve as a significant impetus for pursuing alternative career plans. Teachers express a deep sense of dissatisfaction in their current roles, which acts as a catalyst for seeking new career paths. This dissatisfaction stemmed from discontentment in the teaching profession, in financing the submission of abrupt submission of reports. Working environment as to adjusting with co-workers and undisciplined students. Participants frequently cite dissatisfaction with their job environment reasons for seeking new career paths.

This result confirms the study by Setiya (2019), addressing mid-career dissatisfaction like teachers involves focusing on present activities and appreciating current achievements rather than regretting past choices. The result also conforms to the statement of

Amitabh (2021), emphasizes the importance of self-assessment and realistic goal setting to navigate dissatisfaction and achieve a successful career change. These studies highlight the lived experiences of individuals who use dissatisfaction as a catalyst for positive career transitions. This finding holds true with the study by Gordon (2021), an investigation about the experiences of second-career certified professional teachers, indicating that discontent with their former employment motivated several individuals to shift to teaching in pursuit of enhanced fulfillment and purpose.

Likewise, Baltazar et al. (2024) noted that teachers who are dissatisfied has major reason is the lack of support and resources. Teachers often find themselves struggling with insufficient materials, outdated technology, and inadequate support from administration. This can make it challenging to deliver high-quality education and meet students' needs effectively, leading to frustration and burnout.

Financial Security. Financial security significantly impacts career transitions. Teachers emphasize the need for a bigger income and financial support as they contemplate moving into new career paths. Concerns about maintaining or improving their financial situation play a significant role in their decision-making process. Financial security is a critical aspect of career transitions, as they observe colleagues who migrated abroad to work earning better and compensated well.

This result confirms the study by Agustin (2023) stated that many teachers feel that their salaries are not commensurate with the level of effort, expertise, and dedication required for their roles. This financial strain can be particularly challenging for those who have families to support or student loans to repay. The disparity between the demands of the job and the compensation received can lead to frustration and a desire to seek higher-paying opportunities elsewhere. Also, the result supports the study by Pineda and Fabella (2019) investigated the influence of financial support programs on career transitions, highlighting that financial stability substantially affects teachers' capacity to explore new career alternatives. These studies demonstrate the significance of financial security in empowering teachers to undertake assured and sustained career transitions.

Further, research by Edmonds et al. (2021) highlights the importance of teachers' financial preparedness and social support in mitigating the negative effects of career transitions on mental health. Furthermore, Wu et al. (2023) emphasizes the role of financial management strategies in ensuring stability during career changes. Thus, teachers may struggle to make ends meet on their salaries. Rising housing costs, healthcare expenses, and other living costs can exacerbate financial pressures. Teachers in these areas might find that their salaries do not provide the financial stability needed to maintain a comfortable standard of living.

Career Sustainability. Career sustainability is a critical factor for the teachers to experience job transitions. These individuals often look for careers that promise longevity and opportunities for continuous growth and development. Teachers frequently discuss the importance of finding a career that offers potential for upward mobility, professional development, and alignment with future industry trends. This focus on sustainability ensures that their career transitions lead to fulfilling and enduring professional pathways.

This result supports the statement of Gordon (2021) posited how second-career educators pursued enduring professional satisfaction and stability, emphasizing the significance of ongoing learning and adaptation in sustaining employability. Preparing for uncertainty and maintaining employability through work-life learning are essential for professional longevity among teachers. These findings highlight the necessity for techniques that facilitate continuous professional development and flexibility in dynamic work marketplaces. Further, career sustainability involves maintaining long-term career success and

satisfaction, which is influenced by teachers' adaptability and organizational support. Similarly, this result conforms with the ideas of Talluri et al. (2022) which explored on how proactive personality and career adaptability contribute to career sustainability, highlighting the lived experiences of professionals who continuously develop their skills and seek new opportunities.

Also, Russo et al. (2023) further discuss the concept of sustainable careers among teachers, emphasizing the importance of work-life balance and social empowerment in achieving long-term career goals⁵. These studies reflect the experiences of participants who strive to sustain their careers by balancing personal and professional demands.

Health Awareness. Health awareness significantly affects career transition decisions. Teachers prioritize their physical and mental well-being when considering new career opportunities. They share how their previous job roles adversely affected their health, prompting them to choose careers that support their well-being. This heightened awareness of health considerations ensures that their career transitions lead to improved overall quality of life, as they pursue professions that contribute positively to their physical and mental health.

This result conforms with the study by Agustin (2023), posited about how health awareness helps teachers recognize and manage stress, preventing burnout and ensuring they have the energy and resilience needed to adapt to new professional environments. Understanding the importance of maintaining physical health through regular exercise, adequate sleep, and proper nutrition can improve overall well-being and performance during the transition period. The result supports the study by Pineda and Fabella (2019), addressing the impact of health considerations on career transition among educators, emphasizing that sustaining good health is crucial for successful transitions. These studies illustrate that awareness of health issues and proactive health management can substantially influence the outcomes of career transitions, ensuring individuals are physically and mentally equipped for new professional challenges. Moreover, health awareness plays a crucial role in career transitions, as teachers need to manage their physical and mental well-being during periods of change.

Likewise, Edmonds et al. (2021) conducted a scoping review on career transitions which can be emotionally taxing, bringing feelings of uncertainty, anxiety, and self-doubt. Health awareness encourages teachers to seek support when needed, whether through professional counseling, peer support groups, or mindfulness practices. Similarly, Opoku et al. (2021) explore how long-term health awareness ensures that teachers are equipped to sustain their well-being in their new roles. Whether transitioning to a different educational setting or an entirely new profession, maintaining good health is essential for long-term career success and satisfaction.

Role of Experiences in Shaping the Beliefs of the Participants on Career Transition

Experiences significantly influence the perceptions of the participants regarding career transitions. It was found out that the role of experiences in shaping the beliefs of the participants on career transition results to the themes generated such as, fulfillment of goals in life and disadvantageous outcomes of teaching workplace stressors. Positive experiences often lead to the fulfillment of personal and professional goals, as individuals draw on past successes to navigate new opportunities and challenges with confidence. Conversely, negative experiences, such as encountering workplace stressors in teaching, can highlight the disadvantages and challenges of certain career paths, leading individuals to seek more fulfilling and less stressful alternatives.

This result supports the study by Schwartz et al. (2020) which examined the impact of earlier experiences and the transition process on the professional identity of second-career

teachers. Also, this result confirms the study by Rowston et al. (2020), emphasizing the substantial influence of their prior professions and the transitional phase on their attitudes and practices about technology pedagogy. These studies highlight the significant influence of prior professional experiences on views and attitudes toward new career trajectories.

Further, Mussagulova et al. (2023) found that successful career transitions are influenced by positive self-referent success criteria and evolving employment trends. Furthermore, Mabunda et al. (2021) demonstrated that psychological capital and positive experiences enhance teachers' career engagement and perceived employability. These studies underscore the importance of experiences in forming a balanced perspective on career transitions, helping participants make informed and reflective decisions aimed at overall satisfaction and well-being.

Fulfillment of Goals in Life. The significance of experiences on teachers regarding job transitions and the attainment of life goals is essential. Achieving personal and professional milestones often involves setting clear objectives, overcoming challenges, and continuously striving for improvement. When teachers accomplish their goals, they not only gain a sense of achievement but also build confidence in their abilities to tackle future endeavors. This fulfillment can lead to increased motivation and a positive outlook on life, encouraging individuals to pursue new opportunities and set even more ambitious targets.

The result corroborates with the idea of Akosah-Twumasi et al. (2018), which examines the impact of cultural influences and personal experiences of teachers on choices and the pursuit of life objectives. This result confirms the study by Madrazo and Mariano (2021) illustrating how teachers' experiences contextualize and propel their career changes toward fulfilling significant life goals. Both studies emphasize the significant influence of personal and cultural experiences in directing job changes in accordance with life objectives.

Ultimately, the fulfillment of goals plays a crucial role in personal growth and overall well-being. Research by Wangshuai et al. (2017) shows that achieving goals enhances life satisfaction by boosting perception of successful agencies among teachers. Similarly, Baumann and Ruch (2022) highlight the importance of attaining personally significant goals and developing teachers' careers for a fulfilled life.

Disadvantageous Outcomes of Teaching Workplace Stressors. Adverse workplace experiences, especially stressors, profoundly influence participants' perceptions of career transitions. High workloads, administrative demands, and challenging student behaviors are common stressors that teachers face, often resulting in burnout and decreased job satisfaction. These stressors can negatively impact teachers' mental and physical health, leading to chronic stress, anxiety, and even depression.

This result supports the study by Deshpande et al. (2023), which analyzed career transition trends among professional teachers and the impact of detrimental workplace conditions on the necessity for career changes. This result confirms the study by Ruschoff et al. (2021) investigated the impact of peers' career goal evaluations on school-to-work transition outcomes, highlighting that stressful and adverse educational settings foster the inclination for career changes. These studies highlight the influence of workplace pressures on forming perceptions regarding career transitions and the quest for healthier, more supportive professional settings.

Added on, a study by Dureza et al. (2022) noted that the constant pressure and lack of adequate support can diminish the enthusiasm of teachers for their work, affecting their performance and interactions with students. Likewise, Agyapong et al. (2022) noted that key stressors have adverse effects on health, emphasizing the need for effective stress management programs and support systems.

Role of Experiences in Shaping the Attitude of the Participants on Career Transition

The lived experiences played a role in shaping the attitude of the participants on career transition which generated two themes such as, diminishing ethical standards of a professional teacher and an unfavorable display of behavior. Negative experiences, such as feeling undervalued or encountering workplace stressors, can lead teachers to develop unfavorable attitudes toward their current roles and seek transitions as an escape. This shift in perspective may result in diminished ethical standards of a professional teacher, as frustration and dissatisfaction overshadow their commitment to ethical conduct.

Diminishing Ethical Standards of a Professional Teacher. The influence of declining ethical standards in the teaching profession on job changes is apparent in numerous studies. The diminishing ethical standards of a professional teacher can occur when external pressures and workplace challenges overwhelm their sense of duty and commitment to ethical practices. Teachers share that these behaviors can significantly impact the quality of education and the trust that students and parents place in educators. To mitigate this decline, it is essential to address the root causes of stress and provide teachers with the necessary support to maintain their ethical standards.

This result confirms the study by Tsakissiris and Grant-Smith (2021) which examined the influence of professional identity and self-interest on career decisions, highlighting that declining ethical standards may result in disillusionment and a propensity to shift to alternative professions. Added on, the result supports the study by Trolan et al. (2021) emphasized that unethical activities in educational institutions adversely affect students' perceptions of teaching vocations, prompting them to choose professions in domains with perceived higher ethical standards.

These findings demonstrate the outcomes of ethical issues in career decision-making processes. Over time, such behaviors can significantly affect the quality of education and the trust that students and parents place in educators. It is essential to address the root causes of stress and provide teachers with the necessary support to maintain their ethical standards (UNESCO, 2019). Likewise, research by Şahin and Yüksel (2021) underscores the significance of ethical behavior and the impact of external pressures on maintaining these standards.

Unfavorable Display of Behavior. Negative experiences in the workplace can profoundly influence attitudes on job transfers. Unfavorable behavior among teachers can be a direct consequence of prolonged exposure to workplace stressors and unmet professional needs.

This result corroborates with the study by Nalipay and Alfonso (2018), concluding that adverse interactions and behaviors in the workplace prompt individuals to pursue more supportive and pleasant situations. Likewise, the result conforms with the study by Ciarrochi et al. (2015), highlighting that negative conduct from peers or supervisors may dissuade individuals from remaining in their current occupation. These findings underscore the significance of a healthy work environment in promoting favorable attitudes on career continuity.

Further, such behavior can create a hostile or unproductive atmosphere, aggravating the challenges faced by teachers. Addressing the underlying issues, such as providing adequate resources, professional development, and emotional support, is crucial in promoting positive behavior and fostering a healthy, collaborative educational environment (Blazar & Kraft, 2017). Furthermore, Aksoy (2020) posited that teachers may fear that new positions will not alleviate stressors but rather perpetuate them. The anticipation of encountering similar challenges in a new role can make teachers hesitant to pursue job transfers, preferring to stay

in their current, albeit unsatisfactory, positions.

Data Integration of Salient Qualitative and Quantitative Findings

Two sets of data are compared. Thus, similarities were found making the nature of data integration, merging-converging. The rationalization of merging analysis is to see if the quantitative results corroborate with the qualitative findings. Further, this approach aims to integrate different sources of information to gain a comprehensive understanding of a particular phenomenon (Fetters et al., 2013). Merging-converging can serve two purposes namely: confirmation, where similarities are found to validate findings, and expansion, where new insights and perspectives emerge from the combination of data (Kottova, 2015).

Merging-Converging. The salient findings across quantitative and qualitative data in the aspect of authentic happiness, involving the item, being aware of the meaning of life, supporting the theme generated which is the fulfillment of life goals. This fulfillment implies that teachers are looking forward to their well-being particularly on what is the key to authentic happiness. Further, teachers find meaning in their own life.

This finding is aligned with Scorsolini-Comin et al. (2013), asserts that true authentic happiness entails a comprehensive view of well-being, incorporating personal experiences and life satisfaction. Also, this finding supports the ideas of Verbruggen et al. (2015) which substantiate this concept by investigating the impact of job changes and the associated hurdles on motivation and happiness. As based on the Human Resources of the University of Michigan (2025), being financially well means you can meet your current and ongoing financial obligations, feel secure in your financial future, and are able to make choices that allow you to enjoy life.

Moreover, the prominent quantitative and qualitative findings under the indicator of fluctuating happiness, include the item believing that life is giving oneself what is being wanted, supporting the theme fulfillment of life goals with the core ideas of changing career is giving self-freedom of what is looked for and self is being valued. This implies the freedom to choose one's desired career path. Teachers are inspired, bringing with them always a new hope despite challenges.

This finding supports the study by Sutu et al. (2024) confirmed that career transitions often involve the pursuit of life goals which can significantly influence following a career path and satisfaction of a teacher. Thus, it highlights the importance of aligning career transitions with personal life goals to achieve long-term success and fulfillment. Likewise, as noted by Nalipay and Alfonso (2020) that fluctuating happiness when achieved suggests that personal resources such as self-compassion and hope can facilitate the realization of life goals, which in turn can enhance career development and self-efficacy.

Further, the prominent quantitative and qualitative findings under the indicator of general political behavior include the items being in an influential group in this department that no one crosses, and going along to get ahead, supporting the theme of diminishing ethical standards of a professional teacher. This implies that tensions within a department exist, and teachers are conscious of this political behavior in general. This finding demonstrates the mentality of standing for certain principles where for others, fear is a deprivation of rights to the observance of ethical standards. The absence of criticism in an organization leads to a peaceful existence at work for other teachers.

This finding supports the study by Goltz (2023) that understanding the interplay between political behavior and ethical standards is essential for fostering a healthy organizational culture. By addressing these issues, organizations can promote a more ethical and effective work environment. Also, this finding confirms the study by Muiruri (2023) that

ethical standards are crucial for maintaining trust and integrity. However, when political behavior supports the theme of diminishing ethical standards, it can lead to a decline in the overall quality of education and professional conduct.

Moreover, consistent evidence indicates that organizational politics significantly affect attitudes and behaviors, frequently resulting in ethical compromises. Similarly, Abbas et al. (2014) examine the synergistic impact of perceived organizational politics and psychological capital on work satisfaction, turnover intentions, and performance. Their findings demonstrate that corporate politics substantially affect employees' views and conduct, frequently resulting in ethical compromises as individuals maneuver through the intricacies of workplace dynamics. Also, Lyons and Kuron (2014) examine generational disparities in the workplace, emphasizing that organizational politics significantly influence the experiences and choices of the individuals, especially on ethical standards.

Additionally, the amalgamation of quantitative and qualitative data under the indicator of pay and payment policies include the item receiving pay and increase which are consistent with the policies on how raise is determined, supporting the theme of financial security. This implies that teachers are looking forward to their salaries based on fair established structured progression policies. Added on, the teachers are aiming for a secured and prosperous future for themselves and their family, capable of efficiently allocating resources. Teachers can trust that their compensation is fair and predictable, which enhances their sense of financial stability.

This finding supports the statements of Amin and Sobhani (2020) posited that pay and payment policies are one of the most considered factors for career transitions among the teachers. These policies ensure that workers receive pay and increase that are consistent with the guidelines on how raises are determined. Aside from this, Vaiman and Brewster (2015) stated that financial security, provided by consistent and fair pay policies, can boost internal motivation by reducing financial anxiety and allowing individuals to focus on their work.

Moreover, the salient quantitative and qualitative data under the indicator readiness include the item telling one's effort, creativity and motivation will lead one to a new career, supporting the theme of fulfillment of goals in life. This implies that motivation, creativity and effort will lead to new career paths. Teachers who achieve genuine satisfaction are more inclined to pursue favorable job changes.

Ultimately, genuine satisfaction and an equitable atmosphere in organizational politics significantly influence job transition decisions, harmonizing quantitative importance with qualitative experiences. Consequently, the research highlights the significance of emotional well-being and ethical workplace practices in influencing career transitions. This finding confirms the study by Scorsolini-Comin et al. (2013) contend that genuine happiness is essential for general well-being which positively affects professional choices and transitions. A statement of Abbas et al. (2014) underscores the significance of equitable organizational politics in influencing employees' job satisfaction and performance. A just and supportive work environment facilitates individuals in managing job transitions more efficiently, highlighting the significance of emotional well-being and ethical workplace practices in successful career shifts.

Moreover, the salient quantitative and qualitative data under the indicator decision interdependence include the item considering that the risk of changing career seems serious, and indicator control in the item believing one will successfully work through though the solution to this career transition is less apparent, both supporting the theme of fulfillment of goals in life. This implies that teachers are aware of the risk that deciding in changing career should be thought of seriously. Though there are challenges to face in career transition, gaining something better prevails.

This finding supports the study by Xu (2021) posited that decisions are not made in isolation but are affected by various external factors, including family, colleagues, and organizational policies. This finding confirms the statements of Gati and Levin (2021) noted that by considering the risks and interdependencies involved in career changes, individuals can make more informed decisions that align with their long-term life goals.

Similarly, Savickas (2023) found that control in the context of career transitions refers to the degree to which individuals feel they have the ability to influence the outcome of their career changes. It involves the belief in one's capacity to navigate through the challenges and uncertainties associated with transitioning to a new career. As emphasized by Schlossberg (2021), the pursuit of career transitions is often driven by the desire to achieve life goals.

The salient quantitative and qualitative results under the indicator confidence, include the item feeling much internal push to work hard at this career transition, and the indicator support, with item making this career transition successfully for the people whom one has respect supporting the theme, fulfillment of goals in life. This indicates that teachers go through career transition owing to internal push received from family members whom. Teachers pursue career transition as a form of respect to their family members. Encouraged by family members and the confidence of people they highly respect pushed them to take advantage of the opportunity at hand.

Added on, this finding supports the study by Cerasoli et al. (2014), performed a meta-analysis demonstrating that individuals are more prone to succeed in career transitions when they possess intrinsic motivation and robust support structures. Similarly, De Vos et al. (2021) investigate the impact of perceived opportunities and the congruence of career transitions with individual and familial objectives on career transitions and employability and assert that attaining life objectives and personal fulfillment is completed.

CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

The high level of authentic happiness among teachers enhances overall educational success. This suggests that the work environment is supportive and fulfilling, enabling teachers to feel valued and motivated. It reflects the overall positive culture and morale within the educational institution. It indicates that teachers frequently exhibit genuine contentment and well-being in their professional lives.

The high level of organizational politics among teachers in public schools could imply demonstration of stress and a sense of mistrust, potentially affecting morale and collaboration. Additionally, it may hinder professional growth for some teachers.

The high level of career transition among teachers in public schools suggests that teachers are optimistic and proactive about their professional growth and development. This indicates that teachers are generally well-prepared to make significant changes in their careers. They possess the necessary skills and mindset to navigate the complexities of career transitions effectively.

Authentic happiness and organizational politics significantly influenced career transition. The results indicate that authentic happiness and organizational politics play a significant role in career transition among teachers, making them more willing to embrace career changes.

The lived experiences of participants regarding career transition generated the following essential themes such as, dissatisfaction with financial security, career sustainability, and health awareness. In addition, the role of experiences in shaping the beliefs about career transitions has generated two themes namely, fulfillment of goals in life and disadvantageous

outcomes of teaching workplace stressors. Likewise, the role of experiences in shaping the attitude of participants on career transition has the following themes generated, diminishing ethical standards of professional teachers and the unfavorable display of behavior.

The nature of data integration of the quantitative and qualitative findings indicated consistent results across the two datasets, showed merging-converging.

Recommendations

Based on the findings of the study, the following recommendations were offered:

1. Since the experiences of teachers specified by the theme, driven by dissatisfaction, school administrators may conduct comprehensive exit interviews and follow-up surveys with teachers who have transition careers due to dissatisfaction. This measure may identify the specific factors contributing to their dissatisfaction and career decisions and may develop targeted strategies to improve the work environment.

2. Since the theme, disadvantageous outcomes of teaching workplace stressors was generated from the responses of the participants, the school administrators together with the Bureau of Human Resource and Organizational Division (BHROD) in the Department of Educational may plan and implement comprehensive wellness and support programs to mitigate the adverse outcomes of teaching workplace stressors.

3. Since the theme, unfavorable display of behavior among teachers was generated, school administrators and the subject coordinators play a pivotal role in addressing unfavorable behavior among teachers. They may establish clear expectations and guidelines for professional conduct and regularly communicate these standards to ensure all teachers are aware of what is expected.

4. Since diminishing ethical standards of professional teachers was generated as one of the themes, school administrators may plan and implement continuous professional development focused on ethics and professional conduct. This activity may be instrumental to reinforce the importance of maintaining high ethical standards within the profession.

5. Since the results found that authentic happiness and organizational politics significantly influenced career transitions, future research may be conducted and may delve into multiple areas, expanding research to diverse educational contexts, such as private schools and geographically isolated and disadvantaged area (GIDA) schools, where the findings may provide a broader perspective on how these factors influence career transitions across different environments.

Acknowledgement

This paper would not have been possible without the guidance and the help of several individuals who in one way or another contributed and extended their valuable time and inputs in realizing this paper. It was through the encouragement of the following people that pushed the researcher to finish this degree. The researcher would like to express great thanks and appreciation to the following:

To Dr. Sylvia J. Pidor, her adviser, for her patience, continued advice, encouragement, and especially her unselfish support and expertise in providing clear direction for the study and refining this paper from its beginning to its final content;

To Dr. Avee Joy B. Dayaganon, as the chairperson of the technical panel, Dr. Thelma O. Alderite, Dr. Rhodora S. Gamboa, Dr. Maria Teresa M. Gravino, and Dr. Felix C. Chavez, Jr., members, for their understanding, patience, expertise, constructive criticisms, support, valuable suggestions, and recommendations from the beginning of this research paper to the final content;

To Director Allan G. Farnazo, CESO III, DepEd Region XI Regional Director, for approval and endorsement to the schools division offices to conduct the study.

To Dr. Mona L. Laya of the UIC Research Ethics Committee, who guided the researcher in obtaining the ethical clearance;

To Dr. Felix C. Chavez, Jr., for his assistance provided in this study, which makes the findings more comprehensive;

To Dr. Mary Jane B. Amoguis, the Dean of the UIC Graduate School for the support;

To the Schools Division Superintendents and public secondary school principals, for their approval in the distribution of the survey questionnaires and the conduct of interviews in their respective divisions and schools;

To the school leaders, for their approval and assistance in the data gathering phase;

To the quantitative phase respondents and qualitative phase participants, for their patience, honest responses to the survey questionnaire, and voluntary participation in the IDI and FGD sessions;

To Dr. Glen L. Villonez ,for assisting her in the linguistic and checking of the data gathered;

To Dr. Princess Fe C, Deliva, for the information shared, guidance and support:

To her husband, Rommel, for the love, encouragement, motivation and financial support throughout the realization of this paper;

Her family, for their encouragement, motivation, and support in completing this study;

Above all, to the Almighty Creator.

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