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## Life of Filipino educators after retirement: A reflective phenomenological study

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### Abstract

This qualitative research, a reflective phenomenological study explored the demographic profile and the open-ended questions of the participants such as life fulfillment as a retired educator in terms of confidence, spirit, and sadness; participating in any organizations; and their life situation now. This study used convenience sampling, which is a type of non-probability sampling with Giorgi method to analyzed the gathered data. The study concludes that the majority of the participants are 65 years old and with 25-30 years of teaching experience; the self-motivation is practiced by the participants in order to acquire self-confidence; employees who are self-motivated are those who are driven by their own interests and goals, which leads to self-assurance; the participants maintain an optimistic attitude regardless of their circumstances. The participants continue to have faith in themselves, are contented with what they have, and are linked to everyone; the participants stated that they don't have time for grief, although sadness does strike them from time to time. Sadness is an emotional state characterized by or accompanied by feelings of loss, despair, helplessness, and disappointment; the participants were enthusiastic about joining any group where they might continue to share their newly acquired knowledge and expertise and the participants are enjoying being with their grandchildren and gardening are two examples of their new duties. Retired educators' most common story involves living with their families.

**Keywords:** Filipino educator; Retirement; Sadness; Self-confidence; Spirit

### 1. Introduction

Retirement is a significant turning point in one's life. This is the period when someone leaves their employment, either for professional or personal grounds. Educators, like other professionals approaching retirement, may be concerned about the physical, mental, social, emotional, and financial aspects of making the transition from work to retirement. Some people may be concerned about their ability to maintain a good quality of living once they retire.

Educators who are accustomed to making a substantial difference in the lives of others may be concerned about how they will be able to continue to do so after they retire. Retirement is the cessation or withdrawal of employment from a company or business after having completed an active working life. On the other hand, retirement takes on many meanings depending on the persons and circumstances involved. For some people, retirement for educators is quitting the teaching profession and embarking on a new endeavor, either full-time or part-time. For others, it spells the end of a successful career. According to [1], coping in retirement refers to a retiree's ability to put his or her skills and energy to good use for himself and others. Maintaining excellent social relationships with his or her family, as well as being responsible and feelings, or providing socio-economic help to others, are examples of constructive ways of coping. The purpose of this study is to determine the life of Filipino educators after retirement.

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## 2. Methodology

### 2.1. Data Collection Tools

Data were collected in a structured form that was developed by the researchers and revised in line with the view of experts to give it a final form. The online survey questionnaire includes 2 parts. The first part is demographic profile and the second part is open-ended questions such as 1) How do the participants describe their life fulfillment as a retired educator in terms of confidence, spirit, and sadness, 2) Does participation in any organizations affect the participant's life fulfillment as a retired educator? and 3) What do the participants do in their life now?

### 2.2. Research Sampling

The primary goal of sampling is to get a representative sample, or a small group of units or examples from a much larger group or population, so that the researcher can focus on the smaller group while drawing accurate generalizations about the larger groups. Qualitative researchers investigate how a small number of cases, units, or activities can disclose important features of societal life.

This study used convenience sampling, which is a type of non-probability sampling. Convenience sampling, as the name implies, entails the researcher selecting individuals at his or her leisure. The researchers used this sampling to determine the life satisfaction of Filipino educators after retirement.

### 2.3. Research Design

Qualitative research uses data gathered from firsthand observation, interviews, questionnaires (on which participants write descriptively), focus groups, participant observation, recordings in a natural setting, documents, and artifacts, among other sources. The information is mostly non-numerical [2].

A phenomenological reflection method for examining empirical data and, more broadly, a guiding philosophy that can be utilized to assist reflection on an experience [3]. An online interview is a method of acquiring data. The online interview method was used by the researchers. In this unstructured interview, the researchers ask open-ended questions based on a specific area of interest and then let the conversation flow naturally. This study used an unstructured online interview to assess the profile of the participants such as age, years of experience, life fulfillment in terms of confidence, spirit, and sadness, joining any organization, and their current situation now.

### 2.4. Data Analysis

The Giorgi method of data analysis was used in this study. This is solely dependent on the analysts based on their observations. Through the discovery of important themes, [4]. The technique of analysis tries to unveil the meaning of an occurrence as experienced by a human. This study used a Giorgi method to assess the profile of the participants such as age, years of experience, life fulfillment in terms of confidence, spirit, and sadness, joining any organization, and their current situation now.

## 3. Results

The results of this study contain the presentation of data in tabular form with their corresponding interpretations. The majority of the participants are 65 years old and rendered 25-30 years of teaching.

**Table 1** Life Fulfillment in terms of confidence

Superordinate Theme	Subordinate Theme	Meaning Unit
The practices used by educators are self-motivation both intrinsic and extrinsic motivation. They are confident enough after teaching for more than 20 years.	Self-motivation is suitable for educators with difficulties in confidence.	Self-motivation must be practiced always to gain self-confidence.

The table shows that the participants practice self-motivation in gaining self-confidence. Self-motivated employees are examples of people who are driven by their own interests and objectives which leads to self-confidence.

Throughout the literature, self-confidence has been characterized in a variety of ways. The majority of these definitions include confidence in one’s own ability to perform [5]. The more generalized type of self-confidence, in which one has a generalized belief in one’s abilities, is theoretically separate from the specific kind of self-confidence used in this study; broad self-confidence is more accurately described as self-esteem. Self-esteem is an emotion-based assessment of one’s self-worth or value [6]. The value judgment is self-directed, that is, one feels oneself is of value, but the personal judgement is often externally driven [7]. Self-esteem is believed to have a basis in genetics and experiences during key phases of personal and physical development [6].

**Table 2** Life Fulfillment in terms of spirit

<b>Superordinate Theme</b>	<b>Subordinate Theme</b>	<b>Meaning Unit</b>
The participants share that in terms of spirit, you must continue believing in yourself, be satisfied with what you have, and stay connected with everyone, especially to the Almighty.	The keys to life fulfillment are believing in yourself, being satisfied, and staying connected.	The spirit of life fulfillment is seen when you believe in yourself, and are satisfied and connected.

The table shows that the participants stay positive in spirit no matter what they are going through. The participants continue to believe in their selves, be satisfied with what they have, and be connected with everyone.

Satisfaction with spiritual fulfillment refers to a person’s desire to be part of a bigger picture, which influences how they act [8]. It has to do with the concept that each person has a responsibility to contribute to the world in which he or she lives and that this responsibility will be meaningful after the person has died. Spiritual well-being is a lifelong pursuit and an affirmation of living a life in direct connection with the self, the community, the environment, and the sacred [9]. The conceptualization of Spirituality is particularly challenging due to a wide variety of perspectives and assumptions underlying spirituality research [10].

**Table 3** Life Fulfillment in terms of sadness

<b>Superordinate Theme</b>	<b>Subordinate Theme</b>	<b>Meaning Unit</b>
Most of the participants mentioned that the sadness is always there, just go with the flow. However, there are some participants who said that there is no time for sadness because they had given their best when they work.	Sadness is always there whether you like it or not.	Sadness is part of our lives.

The table shows that the participants felt that sadness is a part of our life fulfillment, although some mentioned that they don’t have time for sadness, still sometimes it strikes us. Sadness is a type of emotional distress that is accompanied by or defined by feelings of loss, despair, helplessness, disappointment, and sorrow.

Sadness is a classic example of negative emotion. According to the findings, when people are sad, their attention span is narrowed because they pay more attention to specifics rather than general information. This has been proven by the results of some studies [11] in which cues from sad moods may have been experienced as promoting attention to local information [12]. Participants who were sad or somewhat moderately depressed showed less flanker interference than those who were neither sad nor depressed, according to the studies [13]. In these studies, the target stimulus was an arrow that appeared in the middle of the screen, pointing either left or right; when the stimulus presented, so did interference arrows on either side of the target arrow, pointing either in the same or the opposite direction. The decrease in interference showed that participants had focused on the target arrows, paying less attention to disturbance stimuli; this indicated a narrower scope of attention.

**Table 4** Joining any organizations as a retired educator

Superordinate Theme	Subordinate Theme	Meaning Unit
The participants enjoyed joining in their chosen organization as retired educators to continue sharing their wisdom and knowledge. Though there were some participants who said that they stopped joining after they retired. They wanted to enjoy their time with their families.	Joining organizations are relevant for retired educators to continue teaching what they have especially wisdom and knowledge.	As a retired educator, sharing knowledge and wisdom is important.

The table shows that the participants enjoyed joining any organization to continue sharing their gained knowledge and wisdom. As a retired educator, efficient knowledge sharing is a critical component of scientific research teams' ongoing innovation and long-term progress. However, in real-world management scenarios, scientific research teams' knowledge sharing always appears to be unsustainable, and the reason for this is heavily debated.

Team cohesion, working creativity, group performance, and the knowledge-integration process all benefit from information and wisdom sharing [14]. Furthermore, knowledge exchange is particularly useful since it boosts organizational productivity [15]. The intention to share knowledge depends on the various team and organizational determinants [16].

**Table 5** Life of the retired educators

Superordinate Theme	Subordinate Theme	Meaning Unit
Participants said that they are busy in fixing things like clothes, house, bonding with their grandkids, going to malls, watching movies, gardening, and many more. Others are preparing for a day care center.	The retired educators are enjoying their lives outside the academe field. Such activities are being with their grandkids and gardening.	Living with the family is most shared story by the retired educators.

The table shows that retired educators are enjoying their lives outside the academe field. Such activities are being with their grandkids and gardening. And living with the family is the most shared story by retired educators.

Family relationships, for better or worse, play a significant part in moulding an individual's well-being throughout their lives [17]. As people age, their demands for caregiving increase, and social ties in other domains, such as the workplace, become less vital in their life, family bonds may become even more crucial to their well-being [17].

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## 4. Conclusion

The conclusions were drawn based on the results of the study.

- The majority of the participants are 65 years old and with 25-30 years of teaching experience.
- The self-motivation is practiced by the participants in order to acquire self-confidence. Employees who are self-motivated are those who are driven by their own interests and goals, which leads to self-assurance.
- The participants maintain an optimistic attitude regardless of their circumstances. The participants continue to have faith in themselves, are content with what they have, and are linked to everyone.
- The participants stated that they don't have time for grief, although sadness does strike them from time to time. Sadness is an emotional state characterized by or accompanied by feelings of loss, despair, helplessness, and disappointment.

- The participants were enthusiastic about joining any group where they might continue to share their newly acquired knowledge and expertise.
- The participants are enjoying being with their grandchildren and gardening is two examples of their new duties. Retired educators' most common story involves living with their families.

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## Compliance with ethical standards

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### *Disclosure of conflict of interest*

No conflict of interest.

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