

# INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2022, Vol. 3, No. 4, 517 – 527

<http://dx.doi.org/10.11594/ijmaber.03.04.04>

## Research Article

### The Tale and Tell of the Retired Teachers' Philosophies

Catherine G. Danganan<sup>1\*</sup>, Alberto G. Gamboa<sup>2</sup>, Aileen L. Koh<sup>1</sup>

<sup>1</sup>College of Education, Don Honorio Ventura State University, Philippines 2001

<sup>2</sup>College of Arts and Sciences, Don Honorio Ventura State University, Philippines 2001

#### Article history:

Submission April 2022

Revised April 2022

Accepted April 2022

#### \*Corresponding author:

E-mail:

[cgdanganan@dhvsu.edu.ph](mailto:cgdanganan@dhvsu.edu.ph)

## ABSTRACT

This is qualitative research which utilized the narratology, intended to understand the philosophies of retired teachers from a state university in Pampanga, as they tell their lived experiences. Six (6) retired teachers participated in the pursuance of the study. The researchers used purposive sampling. To obtain pertinent information, the participants must be a retired teacher from a university. The retired teacher must be sixty-sixty-five (60-65) years old and has rendered fifteen (15) years or more in the university and active members of the community as they are still engaged in public and private organizations. The used instrument was a semi-structured questionnaire that was content validated prior to its utilization. Data were analyzed using the six (6) phases of Braun and Clarke's Thematic analysis. The philosophies of the retired teachers are focused on their experiences, which brought significant mark in their lives as teachers. Therefore, it is recommended to recognize the contributions of the retired teachers by initiating programs which are holistic in nature such as fellowship, socializations or honorary celebrations.

**Keywords:** *Narratology, Thematic Analysis, Philosophy, Retired Teachers*

## Background

Working gives every person a professional identity. This professional identity is developed and enhanced based on social interactions, work and personal experiences. It tends to promote the philosophical concept of the identity of the person. The philosophical self is composed of the minimal self and narrative self. Gallagher (2000) said that, a minimal self is embedded on one's personal understanding, thoughts and knowledge. As stated in Stanford Encyclopedia of Philosophy (2015), most philosophers

believed that the knowledge of mental states differs markedly from our knowledge of the external world (where this includes our knowledge of others' thoughts). In addition to this, some philosophers also believe that one has a special way of knowing about one's own state, a way that others cannot use to apprehend one's own state. While, the narrative self is considered to be perceived of what other people see in the individual based on his actions and beliefs (Gallagher, 2000). The philosophical-self reveals the accomplishment and

#### How to cite:

Danganan, C. G., Gamboa, A. G., & Koh, A. L. (2022). The Tale and Tell of the Retired Teachers' Philosophies. *International Journal of Multidisciplinary: Applied Business and Education Research*. 3 (4), 517 – 527. doi: 10.11594/ijmaber.03.04.04

achievement of an individual to himself and other people. It is embodied with self-philosophies. Usually, working contributes to the construction of the self-philosophy. If an individual has a strong self-philosophy, an actualized individual he may become. An educator, who has been sharing knowledge throughout his life, in the most notable way, simply means that he has a strong self-philosophy. Gepila (2017), said that in every aspect of human life, theories and principles play a very significant role in everyday living. These principles are also identified as philosophies and these must be put into practice

During the retirement stage, teachers are engaged into reorganization of self but still manage to uphold their philosophies. These philosophies symbolized their professional identities as teachers. It also became a trademark of their personality and somehow inspires other teachers to follow their footsteps or remembered as teachers with principles. It is to be believed that they have left a legacy in the university.

Retirees tend to reshape their subjective experiences and social life. These adjustments are profound in their daily routine within their families and friends. However, their philosophies, which are composed of set of values, are still present during this adjustment period. These values are interconnected to their whole being, which comprises their life history, relationship with the people and especially in their work. (Alvarenga, et.al, 2008)

Though some may be engaged in adjustments, there are also retired teachers who opted not to change their ways of living. As cited in Osuji and Nweze (2014), individuals maintain their own ways of adapting to their environment and thus maintain a consistent pattern of behavior as they age. Understanding the self-concept and self-esteem are also considered as factors that might affect the attitude of the retirees. (Silver, 2008; Osuji & Nweze, 2014). Self-esteem is source out from the achievement of the retirees in their field of work. He tends to fulfill his objectives as an individual to further give emphasis on his minimal and narrative self. Fulfillment and self-worth bring pride in achievement. Stebbins (2015) said that self-fulfilment is the process of

achieving a task through the sustained effort and potential of the individual's talent and preference. It is usually a long-term based project, which may help or benefit other people.

The self-fulfilment of the retirees somehow brought them the concept of formative career. Their careers have provided them greater experience, which elevated their philosophies. Stebbins further added that experience is acquired on jobs, observations, and reflections. There might be the concept of failure and negativity on experiences. Nevertheless, these may turn out to enrich the philosophies of the individuals.

Thus, this research aims to specify the philosophies of retired teachers and to determine the relevance of these philosophies to their identities as retired teachers of the university. A few overarching questions serve as the guide in the pursuance of the study. These are:

1. How do the philosophies of the retired teachers develop?
2. How do the philosophies of retired teachers influence their distinct identities and life-long experiences?
3. What are the philosophies of retired teachers?

## Methods

The research design of the study is qualitative research. Wyse (2011) defined qualitative research as exploratory research because it is used to gain understanding of reasons and provides insights into problem. It is used to uncover trends in thoughts and opinions. Under qualitative research, it is classified as narratology, because the study gives emphasis on the stories and visual representations of the retired teachers regarding their philosophies which were based on their lived experiences.

## ***Sampling Technique and Participants***

The researchers used purposive sampling in order to have a fairly homogenous sample. To obtain pertinent information, the participants must be a retired teacher from a university. The retired teacher must be sixty- sixty-five (60-65) years old and has rendered fifteen (15) years or more in the university and active members of the community as they are still engaged in public and private organizations.

### **Interview, Instrument and Protocol**

The instrument used in the study is a semi-structured questionnaire. The questionnaire was content- validated by research experts whose specialization is related to the area of study. The instrument was utilized so that the participants of the study can easily express their opinions. To supplement the data provided through the questionnaires, a follow-up interview was conducted, to gain additional information and to obtain explanation on responses which needed further clarification.

### **Setting of the Study**

The participants of the study were retired teachers of a State University.

### **Data Gathering**

Data were personally gathered from the participants. All participants were provided the semi-structured questionnaire. Then, an interview was also conducted among the target participants. When a saturation point of responses was reached, the researchers did not interview the other possible participants. Saturation of responses means that frequent similar responses were already provided and that no more new information was carried out (Siegle, 2019).

### **Ethical Consideration**

The retirees' preference and requests were prioritized in the process. With respect to the participants' belief, their approval on being interviewed is a must. The participants were carefully briefed that there are questions that they might find uncomfortable as this is a sensitive subject. Formal language was used and there are no inappropriate terms mentioned during the interview process. The participants were also informed that they would be coded in this study, since there were some of their narrations that concern their personal life.

### **Data Analysis**

Data were transcribed and subjected for thematic analysis. To preserve confidentiality, participants identified were coded to RT which means retired teacher. Data were analyzed using the six (6) phases developed by Braun & Clarke, (2006).

### **Findings and Discussion**

#### **Participants of the Study.**

The major findings obtained from six (6) in-depth interviews beginning with a brief description of the interviewees. The six (6) participants were retired teachers of the university. The participants were coded RT, that stands for retired teachers.

#### **Development of the Philosophies.**

As defined in this context are the bases on how the philosophies of each retired teacher emerged. There are two (2) sub-themes which are the parental influences and self-motivation.

#### *Philosophies were developed through Parental Influences.*

The philosophies of the participants were generally developed through their life-long experiences. These experiences eventually served as their standards of living which procreated their individuality. Usually, these are memorable and unlikely to be forgotten.

The participants learned certain norms which are bounded by values and beliefs of their parents. These norms are said to be spoken and unspoken rules of culture. These are the set of rules which originated from the family. Generally, these are followed by each member of the family on how to live and understand society.

*First I will not be here and who I am right now is all because of their teachings about life. My parents are very strict we have to follow their rules. - RT2*

*We are very poor then, so we really have to live based on what we have. They really did their best to and work very hard so they can send us to school because they said that if we want to be successful and live properly we must study. But I will always remember what they have taught us about living. - RT3*

*It was formed through family values and beliefs taught by my parents. These values are about practicality and the fundamentals... the basic ways of living... these are the things that are necessary and can be useful. - RT1*

*My family especially my parents to anything that we do we must always praise God and his works. - RT5*

It is in this regard that the participants' philosophies eventually formed from the values and norms taught by their parents. Brighouse and Swift (2016) stated that the parents tend to shape their children's values. It provides a distinctive joy and challenges for the parents to guide their children. These norms and values also brought the accounts of morality within the family. As Freccia (2015), explained Aristotle Account on Ethics and Politics, said that the parents are responsible not only to provide formal education but also moral education. It is also mentioned that it is the primary duty of the parents to provide a moral environment which may give tremendous influence on the child's later outlook in life.

*It is clearly shown that participants have a good relationship with their parents and siblings. The participants said that they uphold the values and all the things taught by their parents. As they narrated:*

*They will not teach us those things if they did not experience it on their own- RT4*

*The love of the parents is different, they will not teach you the things that is not good for your- RT2*

*They were the ones who helped and guided me... they molded me as a righteous person- RT1*

*My parents are kind...yes they were strict to us because they want us to finish our studies... they do not want us to experience what they had experienced- RT3*

*The participants also believed that the teachings of their parents were already based from their own experiences. These are to be considered as rational and moral experiences. However, Freccia cited though parents may not attain moral perfection but they can lay-out the proper foundation for morality and rationality. Bessette (2010), who interpreted Hegel's Concept of the Family in the Philosophy of Right, said that the initial point of creating ethical life starts within the family not on civil society. In the family, the feeling of what is right feels right because these feelings of righteousness undertake specific concrete action that will lead to the welfare of those loved. The actions are undertaken because they feel right rather than good or pleasant. A parent who provided virtuous examples may guide their children to create*

*something or let them to explore on their own. The children as they grow up will advocate these virtues of values and norms.*

According to Hegel, the love and trust within family played a crucial role in embedding the virtue of morality and rationality. This was also supported on the claims of Nellickappilly who discussed Aristotle's Theory of Causality, where a person aims to achieve "Eudae monia" as he grew older. "Eudae monia" means to live a virtuous life. It is a trait that a person is functioning well as a human being. In other words, a trait that engages him in a life of reason. It is thus a learned disposition to reason and act in a certain way. Nellickappilly also said that Aristotle mentioned that the two predominantly kinds of virtues are intellectual and moral. He distinguished that the intellectual can be taught directly and the moral is the result of habit and must be lived to be learned. Two of the participants narrated that their parents always tell them

*Do not embrace what you cannot afford, At first, I don't really understand what he was trying to tell us because I was very young then... but I did not forget it... Then apparently, as I grew older, I learned what he was trying to tell us. My parents really did their best to and work very hard so they can send us to school because they said that if we want to be successful and live properly, we must study. But I will always remember what they have taught us about living. Though, I am financially stable now, I still value those teachings and live peacefully. -RT3*

*My mother will always tell me "I will not tell you these things if they are not good for you." My siblings thought we were just scolded but she was teaching us to do the right thing- RT1*

Based from this, the participants are aware that the teachings of their parents are rational and moral. As they grew to become adults, the more they understood their parents. The participants also said that they have lots of experiences but what they really remembered and believed that their philosophies were molded from what they was really stuck on their minds. As they commented'

*It is what I believed in, I will never forget the words of my father- RT1*

*Though, I am already old, but I still remember it. Probably because it was really memorable- RT2*

*How can you forget something that was really from the heart, I cannot set my own ideals if not because of them- RT3*

*It is not easy to forget the words of the parents- RT4*

*Philosophies were developed through Self-Motivation*

It was also found out in this study that the philosophies of the retired teachers were developed and practiced because of their own motivation. According to James (2017), self-motivation is the ability or the skill to achieve success in any situation, professional, academic or social setting. Self-motivation is also the key in accomplishing the tasks because it brings directions on how to achieve it. In the article entitled, Self-Motivation and Goal setting (2010), it was indicated that in the Maslow's Hierarchy of Needs, people seek to satisfy their needs and motives. However, in satisfying the needs, the goal must be identified in order to focus on how to satisfy those needs. The goals of satisfying the needs are determined based from their experiences or situations.

These goals are learning-goal oriented, where an individual is focused on mastering the situation and was able to acquire the skills. Two (2) categories under this sub-theme were identified and there are: motivation from problems encountered and motivation from happiness experienced.

### *1. Motivation from Problems Encountered*

Ideally, no human being is perfect and people work for many reasons. We gained experience, network, and obtain a large fortune. These are highly self-motivating factors that encourages individual to be at their best. However, challenges enter people's lives on a daily basis and as a self-motivator.

*At this age, I experienced a lot in my life. Especially when I was young, I experienced hardships...of course we were poor. Though we were poor, I never aspire to reach a better life. I feel*

*thankful as long as there is rice and soy sauce. Our life may be hard but we are happy. - RT1*

*You have to work hard to meet these challenges, find a way on how you can solve or overcome these problems or obstacles in life. Yes, you have to be practical but most of the time you must be sensible. -RT4*

Based on the narratives, the common problem experienced by the participants is poverty. Baker (2014) said that poverty motivates the person to excel. Problems, failures, disappointments, frustrations and self-doubt are just some distractions which can convince the individual that these are along the road going to success. A person who is resilient and vigilant can turn their adversities to success. As three (3) of the participants said:

*There are lots of hardships... but I told myself that time will come that I will help my parents and siblings- RT1*

*In life you must be strong willed and not a showoff- RT 2*

*Sometimes you want to give up but there are people around you who will encourage you. Of course my family and friends... but remember courage must always start from you.-RT4*

As James stated that challenge is part of human lives and can be considered as a self-motivator. These are highly self-motivating factors that encourage the participants to do their best and achieve their goals. It does not need to conform others instead inspire others. Furthermore, Goleman (n.d.), cited that the best way to expand this skill is to learn from people what drives them to their successes. Kashyap (2018) also added that mistakes make the person braver and more courageous. Participants became stronger and faced challenges.

### *2. Motivation from Happiness*

The philosophies of the participants also evolved based on their experiences of happiness. They were motivated to stand by their philosophies because they have experience life's satisfaction. As some of the participants stated

*We must be thankful that we experience to live in this world. Yes it is not a perfect world, there are problems but remember there won't be happiness if there are no problems to be solved. When we solved our problems we are overflowed with happiness. -RT5*

*Do not forget you must know how to laugh...problems will always be there. Never give up... We live as human beings to be happy and to make others happy. You must be optimistic.... Life is short so you must enjoy it- RT3*

*All things happened because God has greater plans for us... I am happy with all the blessings that we have received from him- RT6*

Modern psychologists described happiness as subjective well-being this includes life satisfaction, contentment on relationships, work and health and the presence of positive affect but there is still the negative experiences. (Kesebir & Diener, 2008). The participants of the study also said that they are happy because

*I am happy because of my family..my grandchildren gives me joy- RT 1*

*I am happy that I am alive...for my family...for my friends- RT 2*

*Happiness came from the contentment of the person-RT 3*

*If you want to be happy, you must know how to make other people happy- RT4*

*Just follow the words of God and you will be happy – RT 6*

Craig (2019) cited that happiness in life can be seen as an examination of the very nature of happiness and that is the ultimate purpose of human existence. In Aristotle's philosophy, he termed happiness as "eudaimonia" or expressing virtues of good life which means living in the pursuit of pleasure and satisfaction of our needs. Their families and friends added significant meaning to the lives of the participants. They brought happiness and contentment. The participants of the study were found to be happy because of the way they shared their experiences to the researchers. Okawa (2020), stated that there are four interrelated principles which enlightens the concept of happiness, these are love, wisdom, self-reflection and progress. All of these can be seen on the words of wisdom of the participants.

*You will be happy if you love God first- RT 2  
Love God above all else- RT6  
Do not forget to pray and be thankful – RT4*

### ***Influences of the Philosophies of Retired Teachers to their Distinct Identities.***

This theme pertains on how does the self-philosophy of each participant affected their distinct identities. Distinct identities in this study refers to the individuation or how unique the individuals from other people. Some of the participants said that there are students who still remember them because of the unforgettable experiences.

*Sometimes, I do not recognize them because they have change but suddenly, they will kiss your hands and tell you ma'am don't you recognize me I am one of your students who is not good in math...I cannot forget you ma'am, during that time you have long hair...now ma'am I am already an engineer – RT4*

*There was a time that they will visit you and invite you in their reunion. In their program they will imitate the gestures or mannerisms of their teachers... they were thankful to us and have never forgotten us their teachers- RT1*

*When you see your former students that they achieved something in their life, some were teachers, doctor, accountant I feel so blessed- RT6*

*My students knew I am a disciplinarian, I closed the door so they will know what punctuality is- RT2*

According to the participants even their family or relatives know them on some of their distinct qualities.

*My family knew that I am an organized because I am a teacher- RT2*

*My husband and I are both disciplinarians- RT4*

*I go to church with my children- RT6*

*They knew I don't spend on things that I will not use)- RT 1*

### ***Understand the Self and Role***

It was found out that based that the participants understood their own individuality or

their self. If the person understands him/herself then he/she is aware on what or who she is. As cited in the study of Zahavi (2018), the self is considered a principle of identity that remains distinct from the stream of changing experiences. This is also known as experiential learning, wherein an individual can easily adapt or adjust to the reality based from his/her experiences. As Lewin (1951) cited in the study of Hansen (2000) that learning takes place, when a person interacts with, or is stimulated in his environment.

*People will identify you based on what they can see in you and how you treat them - RT1*

*A teacher can easily teach what he intends to teach if he had experienced it in his life.-RT5*

*If you understand the words of your parents, you will understand what they want for you in your life. In our family, we experienced hardships but we learned from it)- RT3*

Nierenberg (2017) said that if an individual understand him/herself, it will be easy for him/her to understand the feelings of other people. Warren et.al. (2016) stated that understanding oneself can also provide self-esteem. The self- esteem is reflected on relationships with parents or parent figures, attachment types, experiences of worth enhancement, ethnicity, generation, and cultural values

Based on the narrations of the participants, it was also discovered that their philosophies also justify their social roles. Heaven et.al (2015) stated that social roles are participatory activities related to a particular position in the society which may provide a sense of purpose, worth, identity, or structure to life. The participants said that:

*I am an organized person. In every activity that I do I see to it that everything is well-planned.... I cannot accomplish things. As a teacher you must know how to inspire other people. - RT2*

Two (2) participants also mentioned that they are teachers. It can be seen in their statements that they apply their philosophies on how they handle their particular roles.

*I am a mathematics teacher. I will see to it then, that my students understand the lesson. There were some who were afraid when they enter my class because the subject is Geometry. - RT4*

*I am a teacher and as a teacher you must have goal - RT1*

The teacher plays a vital role in education. If the teacher does not have a goal or the principles to guide him/her in teaching the students, then there will be confusion on the end of the learners. As Magulod (2017) said, a personal philosophical orientation is an important and active element of the teacher in the classroom. This is supported by the claims of Yazon & Ang-Manaig (2017), that in order for the educators to see what they wanted to accomplish for an individual or of the society, they need to see the context of their philosophy.

Aside from being teachers, the participants also identify their other social roles:

*Of course I am happily married, I am also a mother of five, a grandmother of three, a friend and a sister.... I love my family- RT4*

*I have a brother and grandchildren- RT 2*

*I helped people in the church- RT6*

*I am an optimistic person, people see me as someone who loves challenges.- RT5*

Individuals play different roles in the society. These roles may vary depending the situation the person is involved. It is expected since the participants knew their roles; they would know their social functions. These social functions imply the tasks of each social role that an individual has to perform in the society. Each function has a responsibility to consider. The participants of the study are retired teachers. It is reflected on their roles that they already contributed in the society.

#### *Strive to Achieve Goals*

Another subtheme is that through the self-philosophies of the participants, they strive to achieve their goals or to be self-actualized.

*I feel accomplished, I am fulfilled.. I always instill these thoughts "Walk your talk" It is not easy to become a teacher but I consider my ac-*

complishments with respect. I see some of my former students who are successfully employed.- RT1

They consider the subject very difficult but I see to it before they graduate, they will learn to appreciate and love mathematics. I am proud to say most of them are successful engineers, accountants, teachers and some are politicians. Sometimes they invite us during their reunions and thank us.- RT4

It gave birth to my school. I have lots of friends and colleagues who shared the same beliefs.-RT6

Self-actualization, as mentioned by Spectator (2015), is the highest level on Maslow's Hierarchy of needs. As cited in Spector, Maslow defined it as "the desire to become ... everything that one is capable of becoming". Kerr and Schulze (2004), people who are self-actualizing seem to be fulfilling themselves and are capable of doing on what they are best of. In addition to this, Olson (2013), cited that in Maslow's theory, people who are highly creative had a peak of experiences and resolve any problems through freedom and determinism are likely to be self-actualized.

I will not ask anything in my life, I am blessed, my life is simple, I am not looking for more. It is enough that I helped my family and my students)-RT1

"Life is what you make it" You have to work hard to meet these challenges, find a way on how you can solve or overcome these problems or obstacles in life- RT4

We must be thankful that we experience to live in this world. Yes it is not a perfect world, there are problems but remember there won't be happiness if there are no problems to be solved. When we solved our problems we are overflowed with happiness.-RT5

Strive to be Accepted by others (Social Acceptance)

The participants explained that it is very important to be accepted by others. They claimed that a teacher plays a vital role in influencing other people.

Of course, as a teacher, you must know how walk your talk or else. If you what you are teaching, then some will follow because they knew what you are telling them is true. They will not forget you as their teacher. Even in your family or other people, since you are a teacher, they have high respect on you- RT1

A teacher is a role model in the society. There are lots of respect and wide acceptance from the people if they knew you are a teacher. Your students will remember and thankful to you. - RT3

We meet different individuals and many will remember us in their lives- RT4

If you are a teacher, you must know how to socialize. But when you socialize, there must be dignity and respect. We do not socialize because of laziness or for bad things. People knew that. If you bring positivity in your life, you will be happy- RT5

Social acceptance, as defined in this study, is the process on how people are receiving approval or recognition by others. Taebi (2017) mentioned that social acceptance is accompanied by ethical acceptability, where he accounts that to be accepted is to be moral. Moreover, this acceptance is complemented with social action or social practice (Petersen, 2010).

### **Philosophy of the Retired Teachers**

Philosophy is a broad concept as it deals with almost everything. There were philosophers who had given their insights about Philosophy. And it is defined as the "**attempt to to think truly about human experience as a whole or to make out whole experience intelligible**". (Usman;2011: Brightman;1940).

The participants shared their philosophies or as defined in this study as the guiding principle that is being shaped by values, experiences which makes the person unique from others.

*Live a simple life and be decent Knowing the basic ways of living is happiness. As long as you live in simple way and without hurting other people... - RT1*

*To do my best in all undertakings to help others I really studied hard to achieve an honor so my parents will be proud of me. Since, I am also the eldest... I helped my siblings to finish*

*their studies. My teachers also pushed me to achieve things in life.-RT2*

*Live within your means..... We are very poor then, so we really have to live based on what we have. My father will always say, Do not embrace, what you can't embrace-RT3*

*Life is what you make it...Maybe because about the trials and challenges I had experienced...You have to work hard to meet these challenges, find a way on how you can solve or overcome these problems or obstacles in life.-RT4*

*Be positive in all walks of life... When we solved our problems, we are overflowed with happiness. -RT5*

*"Your words oh Lord are light to my fate"-RT6*

Based on the shared narratives the researchers came up with three main philosophies of the retired teachers. These are about the essence of life as retired teachers. As Usman said life and philosophy are inseparable. Therefore, the philosophies of retired teachers are based from their life experiences. These are: setting one's limitations, achieve the best in life and the spiritual aspect of faith on how to live one's life.

#### *Life is simply setting one's limitations*

The retired teachers knew how to set their limits, since they had several experiences which taught them what their boundaries are. They knew how to set their parameters. As stated by Kos (2016) "**Limits can really help you organize your life and introduce steady patterns that are easier to manage.**" These limits can help a person to be organized and disciplined.

#### *Achieve the best life*

Learning to live with philosophy benefits the people to acquire intellectual virtues and skills. Typically, as life goes on thus the evolution of experiences of an individual. As Degenhardt (2003) stated:

*"For philosophy thus learned will be more likely to become one with the self, less likely to be an exercise mastered and forgotten on the way to graduation."*

Furthermore, he also added that an individual, who experienced life problems, thinks autonomously in developing or use well-reasoned answers. The participants also mentioned that their personal philosophies helped them in nurturing their journey as teachers. As they said:

*It helped me a lot, I am really giving my best in my work, in teaching my students. If you will not give your best, your students will not learn. You are their role model - RT2*

*Of course, it served as my guiding principle as a teacher... whatever you do in your life you must be ready with its consequences. what you sow is what you will reap. -RT4*

*It serves as a guide in my life as a teacher and in giving life lessons to my students- RT1*

#### *Have faith in living one's life*

Having faith alone simply means everything will be fine or everything will come out positively. Haeffle (2019), stated that it is used by people to encourage and comfort someone facing serious problems or stressful situations. Based on the narratives of the participants, most of them had experienced different adversities but they still manage to succeed.

It is evident that the participants' philosophies helped them not only in their personal life but also in their work as teachers. This is supported in the claims of Beatty, Leigh & Dean (2008), who suggested in their study that teachers can develop authenticity in the classroom by deepening their understanding of their own philosophical ideas and beliefs. The participants of the study also suggested that:

*I hope teachers will always remember the reason why they became teachers. If they have philosophy in life, they will never forget their integrity. They must look at the needs of their students so they can teach them well- RT 1*

*Those who want to become teachers and the teachers, they must know the reason why they became teachers. There were some who sacrifices themselves for the sake of money. If they have goals in life, they will have a good life) - RT3*

*They must look what they can give to their students, learned from their experiences and experiences of others instead of telling things*

which are not true. Teaching is a noble profession; they must remember that-RT4

There are problems in the educational system, there are lots of philosophies and laws implemented. But I believed in order to solve this, the teacher must lead because teachers are role models in the society- RT5

Walcott (n.d.), explained that learning and practice of philosophy in teaching is based from the reflection of experiences. It constitutes the sense of righteousness. As Socrates explained in his famous philosophy "*An unexamined life is not worth living for*". Life that has not been examined has no author, for the individual did not live his life but mere followed the force of nature or others. Therefore, it is very important for an individual to be examined for it helps them to find their place in the society.

## Conclusion and Recommendations

This research found out that the philosophies of the retired teachers were developed through parental influences and self-motivation which was based from the problems and happiness they had experienced. Furthermore, their philosophy had influenced their distinct identities. These influences were understanding the self, strive to achieve goals and strive to be accepted by others. It was also found out that the retired teachers give emphasis to the essence of life. Their profound wisdom produce three emerging philosophies and these are: setting one's limitations in life, achieve the best in life and have faith in living one's life.

Based on the findings of this paper, it is further recommended to recognize the contributions of the retired teachers by providing or initiating programs which may help or empower them. The proposed programs are holistic in nature such as fellowship, socializations or honorary celebrations.

It is important to remember that philosophy can enlighten other people. These may be considered as opinions but these may guide or serve as an inspiration to others. In fact, there are countless philosophers who shared their ideas. These ideas served as bases in improving the educational system, the society or even the world. A philosophy is a reflection of one's existence and his/her relationship to the society.

The desire to understand the experiences or one's existence exhibits the desire to understand life.

## Acknowledgment

Participants of the Study, Family, friends and to the Almighty.

## References

Alvarenga, L. et. al (2008). *The Impact of Retirement on Quality of Life of the Elderly*. <https://dx.doi.org/10.1590/S0080-62342009000400009> on January 9, 2018

Baker, C. (2014). *Escaping poverty is my motivation on the bumpy PATH to success*. <https://www.worldbank.org/en/news/feature/2014/01/27/escape-poverty-caribbean-path-education-unemployment> on July 10, 2019

Beatty, J., Leigh, J. & Dean, K. (2008). *Philosophy Rediscovered: Exploring the Connections Between Teaching Philosophies, Educational Philosophies, and Philosophy*. <https://doi.org/10.1177/1052562907310557>

Bessette, M. (2010). *Analysis of the Family in Elements of the Philosophy of Right: An Interpretation*. <https://bit.ly/2UfFxKl>

Braun, V. & Clarke, V. (2006). Using Thematic Analysis in Psychology. <https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>

Brighouse, H. & Swift, A. (2016). *Family Values The Ethics of Parent-Child Relationships* <https://press.princeton.edu/titles/10385.html>

Degenhardt, M. (2003). *Should Philosophy Express the Self?* *Journal of Philosophy of Education*, Retrieved from <https://doi.org/10.1111/1467-9752.3701003>

Freccia, B. (2015). *Understanding Aristotle's Account of the Relationship of the Household to the State (Part II)*. <https://bit.ly/3k9YXKS>

Gallagher, S. (2000). *Philosophical conceptions of the self: implications for cognitive science*. [https://doi.org/10.1016/S1364-6613\(99\)01417-5](https://doi.org/10.1016/S1364-6613(99)01417-5)

Gepila, E. (2017). *Enlivening Philosophies in Philippine Education*. <https://bit.ly/3n17TnP>

Goleman, D. (n.d.). *Self-Motivation*. <https://www.skillsyouneed.com/ps/self-motivation.html>

Haeffele, J. (2019). *What is Faith?* <https://lifehowandtruth.com/change/faith/what-is-faith/>

Hansen, R. (2000). *The Role of Experience in Learning: Giving Meaning and Authenticity to the Learning Process in Schools*. <https://doi.org/10.21061/jte.v11i2.a.2>

Heaven, B., O'Brien, N., Evans, E., White, M., Meyer, T. Mathers, J. & Moffatt, S. (2015). *Mobilizing Resources for Well-Being: Implications for Developing Interventions in the Retirement Transition*. <https://doi.org/10.1093/geront/gnu159>

Hegel's Philosophy of Right (1952), <https://www.marxists.org/reference/archive/hegel/works/pr/philosophy-of-right.pdf>

Internet Encyclopedia of Philosophy (n.d) <https://www.iep.utm.edu/socrates/>

James, (2017). *An Introduction to Self-Motivation & the Need for It*. Retrieved from <https://medium.com/motivationiskey/an-introduction-to-self-motivation-the-need-for-it-790b5e360056>

Kerr, P. & Schulze, S. (2004). *Factors that Influence Retirement Self Actualization*. <https://doi.org/10.4102/hsag.v9i4.177>

Kesebir, P. & Diener, E. (2008). *In Pursuit of Happiness: Empirical Answers to Philosophical Questions*. <https://doi.org/10.1111/j.1745-6916.2008.00069.x>

Kos, B. (2016). *Considering & Setting Limits in Life*. <https://bit.ly/2IeqR1K>

Magulod, G. Jr. (2017). *Educational Philosophies Adhered by Filipino Preservice Teachers: Basis for Proposing Initiatives for 21st Century Teacher Education Preparation Program*. <https://bit.ly/2JzPPmb>

Nellickappilly, S. (n.d.). *Aristotle's Theory of Causation and the Ideas of Potentiality and Actuality*. <https://bit.ly/3k5ZPAI>

Nierenberg, C. (2017). *Knowing Yourself: How to Improve Your Understanding of Others*. <https://www.livescience.com/59349-knowing-yourself-helps-your-understand-others.html>

Olson, A. (2013) *Theory and Psychopathology*. <https://bit.ly/219Rrma>

Okawa, R. (2020). *The Laws of Happiness*. IRH Press

Osuji, C. & Nwenze, T. (2014). *A Review of Factors Influencing Teachers' Perceptions and Attitudes towards Retirement*. <https://bit.ly/356c8rZ>

Petersen, T. (2010) *Tuomela, Raimo, The Philosophy of Social Practices- A Collective Acceptance View*, Cambridge University Press. <https://doi.org/10.1515/SATS.2005.149>

Self-Motivation and Goal Setting (2010). [https://wps.prenhall.com/chet\\_dubrin\\_humanrelationscps\\_7/24/6217/1591719.cw/index.html](https://wps.prenhall.com/chet_dubrin_humanrelationscps_7/24/6217/1591719.cw/index.html)

Siegle, D. (2019). *Qualitative Research: Educational ResearchBasics* [https://researchbasics.education.uconn.edu/qualitative\\_research/#](https://researchbasics.education.uconn.edu/qualitative_research/#)

Spector, P. (2015). *Self-Actualization*. Wiley Encyclopedia of Management <https://doi.org/10.1002/9781118785317.weom110250>

Stanford Encyclopedia of Philosophy (2015). <https://plato.stanford.edu/entries/self-knowledge/>

Stebbins, R. A. (2015). *Education for Self Fulfillment: Process and Context*. <https://doi.org/10.1590/2175-623651738>

Taebi, B. (2017). *Bridging the Gap between Social Acceptance and Ethical Acceptability*. <https://doi.org/10.1111/risa.12734>

Thomas, D. (2003), *A General Inductive Approach for Qualitative Data Analysis*. <https://bit.ly/2IhLenW>

Usman, A. (2011). *A Synergy of Teachers' Philosophies*. The Summit 2010 Issue. Graduate School Research Journal University of the Assumption

Walcott, F. (n.d.). *Importance of Philosophy for Teachers*. <https://bit.ly/3ey0TM6>

Warren, J., Trujillo, N., Asfaw, A., & Mckim, C. (2016). *Using the Mirror Story to Understand Self*. <https://doi.org/10.1080/15401383.2016.1211497>

Wyse, S. (2011). *What is the Difference between Qualitative and Quantitative*. <https://bit.ly/2JCRell>

Yazon & Ang-Manaig (2017). *Teacher's Educational Philosophy, Teaching Style and Performance*. Retrieved from <https://doi.org/10.18502/kss.v3i6.2418>

Zahavi, D. (2018). *Collective Intentionality and Plural Pre-Reflective Self-Awareness*. <https://doi.org/10.1111/josp.12218>