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A PROPOSED FACULTY DEVELOPMENT PLAN AIMED TO INCREASE TEACHER RETENTION FOR PRIVATE SENIOR HIGH SCHOOLS

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ABSTRACT

Aligning with the 2023 Philippines National University Research agenda, this study examines the Basic Education System with a focus on school leadership, policy, and teacher well-being. The research evaluates the satisfaction levels of private senior high school teachers regarding leadership culture and working conditions, specifically analyzing factors such as leadership style, communication, mentoring, environment, and compensation. Employing a mixed-methods, sequential explanatory design, data were gathered from 102 survey respondents and 7 school administrator interviews.

Utilizing purposive sampling, the data were analyzed through descriptive and inferential statistics, including linear regression. Results indicate a moderate level of satisfaction across both variables. For "stayers," satisfaction was driven by student relationships, professional development, and democratic leadership. For "leavers," the primary concerns were salary, job security, and management relations. The study also found that age and educational attainment significantly influenced response quality.

Synthesizing these findings through the lens of motivators and hygiene factors, the study proposes a faculty development plan rooted in hygiene improvements. The conclusion posits that long-term commitment is fostered through mentorship, growth opportunities, and meaningful recognition. It is recommended that future research quantify the impact of personal attrition factors and validate these findings across diverse geographical and economic contexts.

KEYWORDS: *human resource management, humans resource, education, educational management, leadership culture, leadership practices, working conditions, job satisfaction, private schools, Philippines, Philippines Education*

1. INTRODUCTION

Background of the Study

The Philippines National University Research agenda, in 2023, has highlighted the need for further research work on the topic Human Resource Development in Education specifically in the area of leadership and job satisfaction as well as in transforming society and sustaining teacher quality in basic education.

This mixed-methods research study aimed to investigate the influence of leadership culture and working conditions on teacher retention in private schools in the Philippines, with the ultimate goal of developing a human resource development plan for workers in the education industry. The impact of the aforementioned variables, leadership culture and working conditions were measured in terms of job satisfaction. The results for the study would necessarily be beneficial to the education industry, particularly in educational management and educational leadership.

Research indicates that a positive leadership culture—characterized by transparency, mentorship, and diversity—is essential for teacher retention. Drawing on Edgar Schein's framework, this culture operates across three distinct levels: visible artifacts, espoused values, and deep underlying assumptions. While artifacts include physical elements like office design and policies, espoused values encompass the organization's formal missions and social contracts. The most profound level consists of unconscious assumptions regarding fundamental priorities like quality and safety. This study aimed to analyze these cultural dynamics at both the organizational and departmental levels

Drawing on Maslow's theoretical frameworks, research by Cain (2024), Demil (2021), and Sumipo (2020) collectively highlights how meeting motivational needs through teamwork, collaboration, and job satisfaction drives teacher retention across diverse educational settings, while Hill (2020) further identifies salary as a critical motivating factor in keeping educators in the profession.

Building on Herzberg's Two-Factor Theory, researchers including Ewton (2025), Laury (2024), Raymond (2018), and Domaloan (2025) have analyzed how school working conditions—specifically "hygiene factors" like compensation and professional opportunities—directly impact teacher retention and attrition across diverse urban and private settings. Concurrently, studies by Wesley (2024), Gault (2020), Sergiovanni (1992), and Bona (2020) emphasize that enhancing job satisfaction through professional development, performance recognition, and positive school climates is essential for ensuring educators remain committed and productive. Collectively, these works demonstrate that addressing both motivational and environmental needs is critical for mitigating the contemporary educator shortage.

By validating established approaches to investigating job satisfaction, these studies provide a robust foundation for the specific factors analyzed in this research. This study utilizes Herzberg's Two-Factor Theory to identify the root causes of employee satisfaction and dissatisfaction, facilitating the development of a comprehensive motivation strategy.

This research aims to address its core questions by proposing a human resource development plan—categorized as either a long-term strategic plan for vision-setting or a specific one-year operational plan—and developing a retention model aligned with established educational frameworks like human capital theory, the rights discourse approach, or the capability approach. By synthesizing concepts ranging from skill productivity and human dignity to teacher functioning and retirement benefits, the study will determine a specific model that emerges from the data to best support private school teachers. Ultimately, the goal is to implement a comprehensive plan that enhances management and leadership within the Philippine educational system.

Statement of the Problem

This section provides the questions of this particular research study:
1.What is the level of job satisfaction of the respondents in terms of
1.1 Leadership Culture
1.2Working Conditions?
2.To what extent did the respondents describe the other factors for staying and leaving
their jobs?
3.What human resource development plan can be recommended based on the results of the study?

Theoretical Framework

Job Satisfaction Theory

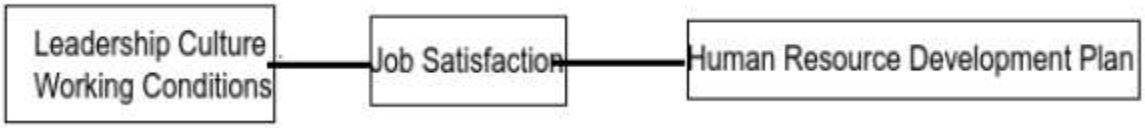
This research evaluates how variables such as mentoring, working conditions, and compensation influence job satisfaction and retention rankings among private senior high school teachers. Utilizing Herzberg's Two-Factor Theory, the study distinguishes between "motivators" that drive intrinsic growth and "hygiene factors"—like company policy and job security—that prevent dissatisfaction. Findings from scholars like Gault (2020) and Bona (2020) emphasize that improving these factors directly enhances teacher commitment and productivity. By analyzing these specific influences, the research establishes a data-driven foundation for a comprehensive retention plan. Consequently, the study posits a significant, interdependent relationship between organizational policy, job satisfaction, and long-term teacher retention.

Retention Theory

Teacher retention remains one of the most complex challenges facing Philippine schools, further complicated by external pressures like inflation and high unemployment. Since no uniform solution exists, school leaders must develop creative, localized strategies to address teacher turnover and attrition. Building on previous studies regarding human asset management and job conditions, this research proposes a multi-dimensional framework for a new retention program. This framework specifically categorizes influences into four key areas: individual factors, school factors, community factors, and the balance between motivators and hygienes. Ultimately, these integrated findings will serve as the blueprint for a proposed teacher retention plan tailored to the Philippine educational context.

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Conceptual Framework



This framework presents the analytical tool that this study used in order to find the solution/s for the research problem. The independent variables are the expected results of the research project as being dependent on the probable functionality of the independent variable's presentational design

Significance of the Study

This research is beneficial and of use to the following: human resource managers, educators, students, curriculum developers, policymakers, educational researchers, and researchers in related fields.

Scope and Delimitation

This research examines the impact of leadership culture and practices and working conditions on the job satisfaction ratings of employees working in the education sector.

The research is confined to private schools in the Philippines, and may not be generalizable to other educational levels, such as primary or higher education institutions, being that the respondents were employees working for the secondary/senior high school level. With regard to location,the findings will be specific to Metro Manila, Philippines, and results may vary in different cultural or educational contexts.Furthermore, the study will concentrate solely on leadership culture, leadership practices and working conditions, excluding other potential factors that may influence job satisfaction amongst employees working in the education sector.

Also,the sample size may limit the ability to generalize findings across all employees working for the education sector. Participants were selected based on availability and willingness to participate, potentially introducing selection bias.Lastly,the research is based on data collected during a specific academic year; therefore, it may not reflect long-term trends or changes in leadership culture, leadership practices or working conditions and the relationship of the impact of these variables on job satisfaction over time.

By clearly defining the scope and delimitation of this study, this research aims to provide focused insights into the role of job satisfaction on retention rates pertaining to workers who are situated in jobs which fall under the education sector. Future studies could expand on these findings by exploring different contexts or demographic groups.

Operational Definition of Terms

Leadership Culture: Leadership culture represents the collective beliefs, values, and practices that govern how leaders behave and are perceived within an organization. It establishes the standards for professional conduct, decision-making, and interpersonal interactions. Ultimately, a robust leadership culture prioritizes growth by emphasizing leadership development, staff mentoring, and the strategic pursuit of organizational objectives.

Working Conditions: Working conditions encompass the overall professional environment and the specific contractual terms governing an employee's role. This broad concept includes administrative support, opportunities for professional development, and the quality of interpersonal relationships with management, colleagues, students, and parents. Furthermore, it incorporates critical elements of a teacher's career trajectory, such as specific responsibilities, pathways for advancement, and the stability provided by job security and tenure.

Job Satisfaction: refers to the level of contentment and fulfillment an individual feels toward their work, reflecting the extent to which their professional needs and expectations are met. It is influenced by a combination of intrinsic factors, such as personal growth and recognition, and extrinsic factors, such as salary, safety, and workplace culture.

Human Resource Development Plan: a development plan for workers who qualify as human resource.

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2. METHODOLOGY

Mixed Methods Design

The Mixed Methods design of survey research with the purpose for gathering both quantitative data and qualitative data had been chosen for this study.

Respondents and Sampling

Participants

The participants were selected from workers in the educational sector who are currently employed in private schools located in Metro Manila.

Every survey respondent willingly filled out online consent forms for the use of all data required for the study with the knowledge that every participant would maintain their anonymity following an explanation from the researchers of the study's goals all throughout the procedure.

Sampling

There were 102 survey respondents and 7 school administrator interview participants. This serves as the sample size for this research study.

Research Instrument

This study made use of a self-developed survey questionnaire to be answered by the respondents.According to Canonizado (2021), a self- developed questionnaire is an instrument to be used in a research which is made or crafted by the researchers themselves. The survey questionnaire will be descriptive in nature and will collect information on the operational variables. The self-assessment tool contains questions which allow the respondents to answer using the Likert scale as well as to reply using short answers. There are many types of Likert scale survey response sets (Brown,2010). However, a 5 point Likert scale is more reliable than a 3 point or 4 point scale and is easily understood by respondents.

Survey Questionnaire (Research Instrument)

The research survey is divided into 5 parts . The first part asks questions pertaining to socio-demographic profile.The second part of the survey questionnaire were the questions created for Leadership Culture while the third part of the research instrument includes questions about Working Conditions. The fourth and fifth parts of the survey focused on questions about Job Satisfaction.

Data Gathering Procedure

A survey questionnaire was developed and consequently validated before it was utilized for data gathering. The survey was conducted online using Google Forms. The survey contained an embedded voluntary participation clause which participants must have agreed to the terms of before they were allowed to continue on with the survey.

Reliability (Cronbach's Alpha)

The research instrument underwent a pilot testing phase with 30 respondents. The statistical treatment for the data gathered generated a reliability statistic, also known as Cronbach's alpha, of 0.974. The reliability of the research instrument was discovered to be acceptable, good and reliable. An acceptable Cronbach alpha statistic means that the research instrument is reliable and can be used for data gathering.

Data Analysis

This quantitative research has submitted the following types of statistical evidence for the future researchers to use: 1.) descriptive statistics, and 2.) inferential statistics. This study examined the mean, median, mode of the significant variables. It also examined the correlational statistic in order to ascertain whether to accept or reject the null hypothesis if this research. A t-test of significance was performed in order to determine this.

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3. RESULTS AND DISCUSSION

Overview

Again, here are the particular research questions to be answered:

1.What is the level of job satisfaction of the respondents in terms of

1.1 Leadership Culture

1.2Working Conditions?

2.To what extent did the respondents describe the other factors for staying and leaving their jobs?

3.What human resource development plan can be recommended based on the results of the study?

This study has a mixed methods research design which makes use of a survey methodology. In this data analysis chapter is arranged in this manner:a.) demographic data,b) summary of findings and c.) conclusion.

Preview of the Sampling Demographic

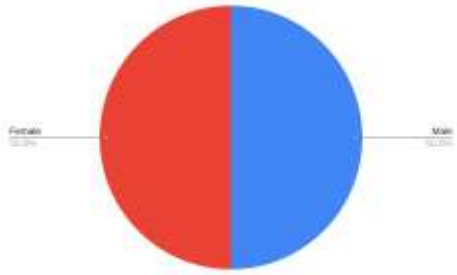


Figure 1. Demographic of Sample Population

The gender representation for this study is as follows: among the 102 respondents, there were 51 female respondents and 51 male respondents. Majority of the respondents were a single male or female, aged 21-30 years old, with no children, holding a Bachelor's degree, employed full-time, and having 4-6 or 11-20 years of teaching experience.

Summary of Findings

Research Question # 1:

What is the level of job satisfaction of the respondents in terms of

1.1 Leadership Culture

1.2Working Conditions?

Variable	Standard Deviation	Mean	Descriptive/ Interpretation
Leadership Culture			
• Teachers Who Stayed in their Teaching Positions (RG1)	0.776	4.136	Medium

Table 1: Leadership Culture (Job Satisfaction)

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Variable	Standard Deviation	Mean	Level of Standard Deviation and Interpretation
Working Conditions (Level of Satisfaction)			
• Teachers Who Stayed in their Teaching Positions (RG1)	0.778	4.131	Medium

Table 2: Working Conditions (Job Satisfaction Ratings)

The results show that for the variables (1) Leadership culture and (2) Working conditions, the group of teachers who stayed in their teaching positions have a medium/moderate level of satisfaction in their private senior high school. The results show that this group of private high school survey respondents have a perceived leadership style of democratic nature when describing the leadership style of their administrators. The results show that private senior high school leaders have good leadership communication in terms of effective communication skills, adaptability, clarity, and active listening. It was discovered that a majority of the respondents receive guidance from an informal mentor/coach in the private senior high school level in the form of a coordinator, team leader, or supervisor. The respondents reported 13th month pay as the area of high satisfaction for both teachers who stayed in their jobs.Health benefits was an area of low satisfaction.

Research Question #2

2.To what extent did the respondents describe the other factors for staying and leaving their jobs?

Based on the qualitative data of this research study that has been obtained from the interview answers of the interview participant administrators, the following are the emerging factors for teacher retention in relation to motivation which are also known as satisfiers.

I. Respondent Motivators (Satisfiers)

A. Support and Mentorship/Coaching

The findings suggest that continuous support from school administrators increases job satisfaction.

B. Professional Growth

The respondents agreed that leadership training, workshops, faculty development program in order to improve pedagogies and further instruct them on innovative teaching strategies have increased job satisfaction.

C. Work Environment

Flexible work schedule, good compensation, camaraderie, and collaboration contribute to job satisfaction.

D. Recognition

The findings suggest that promotion and appreciation at work is an employee motivator

II. Respondent Hygiene Factors (Dissatisfiers)

Based on the qualitative data of this research study that has been obtained from the interview answers of the interview participant administrators, the following are the emerging factors for teacher retention in relation to hygiene factors which are also known as dissatisfiers.

A. Compensation

Dissatisfaction with compensation and benefits often stems from a perception of low remuneration or salary that fails to meet an individual's financial needs or expectations.

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B. Career Growth
Limited career growth opportunities within an organization are a primary driver of dissatisfaction, prompting employees to seek better positions and higher compensation elsewhere.

D. Personal & Life Circumstances
Personal and life circumstances, such as relocation or family reasons, frequently lead to job dissatisfaction by necessitating a change in residency. Schedule conflicts, particularly with other commitments like government employment, can also make maintaining a current job unsustainable**.**

E. Retirement
Dissatisfaction concerning retirement often arises when employees either choose to retire early, or reach the mandatory retirement age (65 in the Philippines) or a personally determined age, such as 70+, where they feel it's time to cease teaching. Furthermore, the expiration of an employment contract can create a sense of dissatisfaction if it signifies an abrupt or unwelcome end to their career.

F: Personal Growth
Dissatisfaction due to personal and life circumstances often arises from significant life changes such as personal relocation or family reasons, which can necessitate a change in residency. External personal factors directly impact an individual's contentment and ability to remain in their current job.

G. Work Environment
Dissatisfaction with the work environment often stems from unsupportive management, characterized by a lack of assistance for teachers in activities or training, and generally poor administration. This is further increased by a toxic workplace culture marked by micromanaging, gaslighting, favoritism, and a general lack of trust, which can make the organization emotionally and mentally unsafe.

Research Question # 3
3.What human resource development plan can be recommended based on the results of the study?
The proposed human resource development plan outlines several key initiatives to enhance teacher satisfaction and retention. To improve organizational culture and policies, the plan introduces expert forums focused on job satisfaction and peer recognition platforms such as newsletters. Financial security is addressed through a two-pronged approach: a comprehensive reassessment of salaries and incentives to ensure competitive compensation, alongside the establishment of a formal Retirement Savings Plan with employer contributions.

Teacher growth and well-being are further supported by mentorship workshops, peer coaching groups, and an Employee Assistance Program providing mental health and financial counseling. Additionally, internal grants will fund continuous learning opportunities at professional conferences. To ensure success, the plan includes a financial literacy workshop with independent advisors and a controlled pilot rollout to measure the plan's effectiveness through specific metrics before a full-scale launch.

4. CONCLUSION AND RECOMMENDATIONS

Conclusion
The findings of this research lead to the conclusion that teacher retention in the Philippine private senior high school sector is a multidimensional challenge that cannot be solved through salary adjustments alone. By integrating Herzberg's Two-Factor Theory with the Capability Approach, it becomes evident that while competitive compensation and transparent policies—classified as hygiene factors—are essential to prevent dissatisfaction, long-term commitment is driven by intrinsic motivators such as peer recognition, professional autonomy, and structured mentorship. Furthermore, the alignment of leadership culture across all levels, from visible administrative policies to deep-seated organizational assumptions, plays a decisive role in how teachers perceive their value within the institution. Ultimately, the study concludes that a successful retention strategy must bridge the gap between high-level strategic vision and the daily operational support provided at the departmental level.

Recommendations

Based on these conclusions, it is recommended that educational leaders implement a holistic Human Resource Development Plan that prioritizes both economic security and psychological well-being. Schools should move beyond traditional administrative oversight by establishing formal Employee Assistance Programs and internal grant systems that empower teachers to pursue continuous learning. Additionally, a shift toward a more transparent leadership culture is advised, where professional learning groups and peer coaching are institutionalized to foster a sense of community and shared purpose. Finally, any proposed retention model should undergo a rigorous pilot rollout and evaluation phase, allowing institutions to use data-driven metrics to refine their strategies before full-scale implementation within the Philippine educational system.

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