



HUMAN CAPITAL DEVELOPMENT IN EDUCATION: UNDERSTANDING ADMINISTRATOR APPROACHES TO TEACHER RETENTION AND GROWTH

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ABSTRACT

The purpose of this study was to explore how school administrators approach human capital development as a means to foster teacher retention and promote professional growth within their institutions. This study adopted a qualitative phenomenological research design to delve into the lived experiences of school leaders in managing resource allocation in under-resourced schools. The participants for this study were the eight (8) administrative officials selected through purposive sampling, which was an intentional approach to ensure that individuals who met specific criteria are included in the research. The findings of this study is that when investing in teachers through strategic leadership and responsive development programs is key to building a stable and motivated teaching workforce. When leaders support reforms, provide tailored training, and prioritize teacher well-being, they create a positive environment that enhances performance and retention. Low-cost, peer-led models and clear career pathways further support growth, while visionary leadership that fosters unity and purpose strengthens both teacher identity and the school community.

KEYWORDS- Human Capital Development, Education, Understanding Administrator Approaches, Teacher Retention, Growth

INTRODUCTION

Teacher retention and professional growth are critical challenges for educational institutions as they strive for academic excellence, student achievement, and innovation. Administrators play a vital role in developing a skilled, motivated, and effective teaching workforce through strategic human capital development. This study explores the strategies educational leaders use to address teacher retention and professional growth, aiming to identify effective practices that mitigate turnover and strengthen teacher commitment. Additionally, it examines factors administrators perceive as essential for fostering supportive environments and the challenges they face in implementing these strategies. Insights from this research will help develop frameworks to support educators, enhance school stability, and improve student outcomes.

A comprehensive study across 900 schools in the United States examined how strategic human capital management practices by school leaders significantly impact teacher retention. The researchers found that schools implementing structured professional development programs and clear career advancement pathways retained more teachers over a five-year period compared to schools without such systems. Particularly noteworthy was the finding that administrative support in the form of mentoring and collaborative decision-making reduced new teacher attrition, (Ingersoll et al., 2022).

Moreover, Darling-Hammond & McLaughlin (2023) analyzed professional development programs across seven high-performing education systems internationally. Their findings revealed that sustained, job-embedded professional learning opportunities resulted in improved teacher effectiveness and satisfaction. Schools that allocated teachers' work time to professional development saw significant improvements in both teacher performance and retention rates, with particular success in Finland, Singapore, and Canada.

Meanwhile, the study found that supportive leadership communication, clear career progression pathways, and the integration of mental health and well-being initiatives were instrumental in sustaining teacher commitment and satisfaction. In particular, administrators who prioritized teacher well-being through flexible work arrangements and provided mental health resources saw greater engagement and lower turnover rates among their staff. Furthermore, fostering a culture of recognition and appreciation, where teachers' achievements and contributions were regularly celebrated, also played a vital role in boosting morale and retention. These findings reveal that administrators who adopt a holistic approach to human capital development one that addresses both professional and personal aspects of teacher well-being are more likely to create resilient, motivated, and committed teaching teams, (Harris & Jones, 2023).

Consequently, the study by Reyes and Mendoza (2022) offers valuable insights into the Department of Education's (DepEd) human resources programs, emphasizing the varied impact of these initiatives on teacher retention across different school settings. The research highlights that schools implementing comprehensive development plans were able to retain more teachers compared to those without such structured programs. Key elements of these successful



plans included structured mentoring initiatives, regular skills training workshops, clear career advancement opportunities, performance feedback systems, and the establishment of professional learning communities. These components together provided teachers with a sense of support, ongoing growth, and a clear professional trajectory, contributing significantly to higher retention rates.

Also, a survey of 1,200 public school teachers across Luzon, Visayas, and Mindanao underscored the widespread concern over limited professional development, with the respondents identifying this as a key factor in low retention rates. Teachers expressed a strong desire for more structured career advancement pathways and specialized training programs that directly support the competencies needed to teach the K-12 curriculum effectively, emphasizing the importance of relevant, practical skill-building for sustained professional growth, (Santos & Cruz, 2023).

In an examination of leadership practices across 50 Philippine schools, e Guzman & Torres (2023) identified effective strategies for fostering teacher development, including structured mentoring systems, professional learning communities, and collaborative decision-making processes. Schools with robust administrative support systems not only reported an increase in teacher satisfaction rates but also observed improved teacher engagement and commitment. These findings suggest that supportive leadership practices play a crucial role in creating a positive work environment, which in turn enhances teacher retention and professional fulfillment.

Lastly in Mindanao, a regional study focused on 25 schools in BARMM, analyzing how local cultural contexts influence teacher development programs. The research revealed unique challenges in implementing professional development initiatives in Mindanao, including geographical isolation, cultural considerations, and resource limitations. Schools that successfully adapted their human capital development strategies to local contexts showed improved teacher retention rates compared to those using standardized national approaches, Abdullah & Rodriguez (2023).

This research would contribute valuable insights into how educational leaders can create a sustainable environment that supports teacher growth, increases retention rates, and ultimately contributes to long-term educational improvement.

LITERATURE REVIEW

According to Kim (2019), he investigated the experiences of school leaders in the United States and how their leadership styles influence teacher retention. The findings emphasize the importance of supportive school leadership in fostering an environment conducive to teacher professional growth and longevity. Kim highlights the role of principal leadership in shaping school culture, professional development opportunities, and mentoring systems that contribute to teacher retention.

Additionally, another study based in the United Kingdom examines how administrative decisions related to workload management, work-life balance, and recognition of achievements impact teacher morale. The findings underscore the importance of school leaders' awareness of the factors that contribute to teacher burnout and dissatisfaction. By addressing these issues, administrators not only improve retention but also foster an environment where teachers can thrive professionally and personally, (Day & Gu, 2020).

Moreover, Ingersoll (2020) in the United States underscores the importance of addressing workload and administrative support. Teachers who perceive that their workload is manageable and that they receive adequate support in areas such as classroom management, curriculum design, and student behavior are less likely to leave the profession. Ingersoll's findings suggest that when school leaders focus on fostering a positive organizational climate and providing tangible support for teachers' professional growth, they can significantly reduce teacher turnover, benefiting both educators and students.

This national study in the Philippines examines how administrators' approaches to professional development affect teacher retention. It finds that teachers are more likely to remain in schools where administrators actively promote ongoing learning and career development opportunities. The research highlights the importance of school leaders in fostering an environment that supports continuous professional growth, as teachers who feel that their career progression is nurtured are more inclined to stay in their current positions, (Flores & Day, 2019).

Furthermore, Dizon (2019) research suggests that teachers are more likely to stay in schools where administrators encourage a culture of continuous improvement, offering opportunities for professional development and growth. Teachers who see clear pathways for career progression, such as leadership roles or specialized training, are more likely to invest in their long-term careers within the institution. Overall, Dizon's study emphasizes the significance of administrative leadership in fostering a supportive and nurturing environment that not only addresses teachers' professional needs but also supports their emotional and personal well-being. Through creating such an environment, administrators can significantly enhance teacher retention, contributing to the long-term success of schools and the educational system as a whole.

Similarly, the study examines the role of school leadership in public schools in the Philippines and its impact on teacher retention. The research highlights how administrators' support for teachers' professional growth and recognition programs contribute significantly to retention. It emphasizes the critical role of leadership in creating an



environment where teachers feel valued, supported, and motivated to remain in their positions. The study identifies that school leaders who prioritize professional development initiatives, such as workshops, seminars, and collaborative learning opportunities, provide teachers with the tools and resources needed to enhance their skills and effectiveness. Teachers who have access to these opportunities are more likely to stay in their schools, as they feel their growth is being nurtured and their expertise is being recognized. This support fosters a sense of loyalty and commitment, reducing the likelihood of turnover, (Tabora, 2020).

Work-life balance initiatives also played a significant role in retaining teachers in Davao City. Administrators who recognized the importance of teachers' personal lives and implemented flexible schedules, mental health support, and wellness programs helped reduce stress and burnout, creating a healthier and more sustainable work environment. Teachers who felt that their well-being was prioritized were more likely to remain in their positions, as they experienced a greater sense of balance and fulfillment in both their professional and personal lives. In conclusion, this study underscores the importance of comprehensive support systems provided by school administrators in enhancing teacher retention. By offering mentorship, professional development, and work-life balance initiatives, administrators in Davao City were able to create a positive and supportive environment that encouraged teachers to stay, resulting in higher retention rates and a more stable teaching workforce, (De Guzman, 2019).

Research Questions

Administrator approaches to human capital development are crucial in addressing these challenges, as leaders play a pivotal role in shaping a positive school culture, providing professional development opportunities, and creating pathways for career growth that keep educators engaged and motivated. The following central research question guides this study:

1. What are the experiences of the Administrators towards their approaches to teacher retention and growth in Human Capital Development?
2. What are the coping strategies of the Administrators towards their approaches to teacher retention and growth in Human Capital Development?
3. What are the educational insights of the Administrators towards their approaches to teacher retention and growth in Human Capital Development?

METHODOLOGY

Research Design

This study adopts a qualitative phenomenological research design to delve into the lived experiences of school leaders in managing resource allocation in under-resourced schools. The choice of a phenomenological approach, specifically Greening (2019) transcendental phenomenology, is intentional, as it provides a deep, meaningful exploration of participants' experiences. This approach is particularly suited for capturing the essence of shared experiences among school leaders, offering rich, detailed insights into the strategies they employ to manage scarce resources and navigate complex decision-making processes.

Transcendental phenomenology is focused on understanding how individuals perceive and make sense of their experiences. Through adopting this approach, the study aims to uncover the personal meanings and perspectives of school leaders as they reflect on their resource allocation practices. This provides a clearer picture of how school leaders understand the challenges they face and the strategies they develop to address those challenges, all while shedding light on the complexities involved in their decision-making.

Through this phenomenological approach, the study seeks not only to describe but to deeply understand the meaning behind the decisions school leaders make in under-resourced schools. The insights gained from this approach will contribute to a richer understanding of how school leaders manage the delicate balance of resource allocation and decision-making, providing valuable knowledge for improving practices in educational leadership.

Research Participants

The participants for this study will be the eight (8) administrative officials selected through purposive sampling, which is an intentional approach to ensure that individuals who meet specific criteria are included in the research. This method allows for the selection of school leaders who have direct experience with the challenges of resource allocation in under-resourced schools, ensuring that the data collected is rich, relevant, and insightful.

Research Instrument

The research instrument for this study is designed to gather in-depth insights from school administrators regarding their approaches to teacher retention and growth. Given the qualitative, phenomenological nature of the study, the instrument focuses on capturing participants' lived experiences, perspectives, and strategies. The instrument includes two primary components: semi-structured interviews and document review.

Data Analysis

The study will adopt Moustakas's (1994) modified Van Kaam method for phenomenological data analysis, which is designed to rigorously explore and interpret the lived experiences of participants. This method will help uncover the



essence of the participants' experiences with resource allocation in under-resourced schools by systematically analyzing the interview data.

RESULTS AND DISCUSSION

Implication

Investing in teachers through intentional leadership practices and aligned development strategies is fundamental to building a strong and sustainable teaching workforce. The findings of this study underscore that when educational leaders actively engage in policy shifts and institutional reforms, they become catalysts for teacher stability. These shifts are not merely administrative adjustments but represent deep commitments to creating environments where teachers feel secure, respected, and professionally nurtured. Professional development programs that are responsive to teachers' specific needs and aligned with their classroom realities are critical in this endeavor. Rather than one-size-fits-all training, tailored programs contribute to tangible growth, enhancing pedagogical effectiveness and reinforcing a teacher's sense of purpose. The measurable improvements observed in teacher performance further justify these investments, especially when such initiatives lead to improved learner outcomes. Ultimately, leadership that places value on teacher motivation and long-term commitment fosters a culture of loyalty and continuous improvement, laying the groundwork for a more resilient and empowered teaching community.

The capacity of school leaders to adapt strategically and implement supportive mechanisms is vital to nurturing teacher well-being and retention, particularly in times of constraint and rapid change. Emotional support and wellness initiatives emerge as non-negotiable elements of human capital development, recognizing that teachers thrive best when their holistic needs are met. By prioritizing mental health and creating safe, empathetic spaces within schools, administrators acknowledge that teachers are not just deliverers of content but individuals navigating personal and professional challenges. Furthermore, low-cost, peer-based professional development models are increasingly relevant, especially for schools operating under budget limitations. These models emphasize collaboration, peer learning, and contextual sharing of best practices, making professional growth more accessible and sustainable. Leaders who are flexible and responsive in their decision-making can quickly recalibrate policies to accommodate teacher needs, ensuring continuity and morale. By institutionalizing systems of recognition, engagement, and clear career progression, schools can enhance job satisfaction and professional identity, making the teaching profession more appealing and rewarding.

Leadership that effectively guides educators along their professional journeys is characterized by presence, vision, and the capacity to cultivate eminence among staff. Rather than focusing solely on institutional outputs, transformative leaders invest in the personal and career development of their teachers, nourishing dedication and purpose from the earliest stages. This nurturing approach recognizes the emotional and vocational complexities of teaching, affirming the value of each educator's journey. As teachers progress through various stages in their careers, structured pathways combined with mentoring and institutional support allow them to see a future within the profession, which in turn discourages attrition. Leadership must also be creative and strategic in designing development programs that unfold in diverse ways, ensuring they meet the varied needs and aspirations of the teaching force. Finally, fostering unity and a shared vision among staff not only improves team dynamics but also aligns individual growth with the school's collective mission. This sense of belonging and shared purpose reinforces teacher identity, builds organizational pride, and elevates the entire educational community.

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