

# Exemplary Teacher Characteristics: A Predictor of Teacher Retention in Davao City National High School

Jezer Ashvi Q. Salibat<sup>1</sup>, Biancamille A. Busalla<sup>2</sup>, Annabel P. Ornopia<sup>3</sup>

<sup>1</sup>Edd(CAR), Teacher, Davao City National High School

<sup>2</sup>MAEd, Teacher, Davao City National High School

<sup>3</sup>MIT, Teacher, Davao City National High School

## ABSTRACT

The main goal of this study was to determine which domain(s) of exemplary teacher characteristics significantly influence(s) teacher retention in Davao City National High School. The respondents of this study were the 210 licensed secondary teachers of the said school in the Academic Year 2023-2024. Proportionate Stratified Random Sampling Technique was reinforced to determine the sample size out from the population. A quantitative, non-experimental, and descriptive-quantitative research design was employed and adapted questionnaires were used to furnish a functional questionnaire to fit in the local setting for sole purpose of data collection. Mean, Pearson Product Moment Correlation Coefficient, Multiple Linear Regression, and JASP Software were the statistical tools and software used in data treatment. Results revealed that exemplary teacher characteristics was regarded as very high, teacher retention was observed as high. Notably, the study unveiled a significant relationship observed between exemplary teacher characteristics and teacher retention. Also, outside of the classroom, a dimension of exemplary teacher characteristics was the only dimension which influenced teacher retention.

**Keywords:** exemplary teacher characteristics, teacher retention, Davao City National High School, public secondary teachers, Philippines

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## INTRODUCTION

### Rationale

Globally, educational institutions face provocations whenever their “assets” cede working for them. Circumstances like these are the ones that schools tend to avoid since they are tantamount to greater costs: further recruitment, training, and professional growth and development for new hires (Thomas & Hammond, 2017; Huls & Flores, 2020). Cabigas (2019) emphasized the major reasons why teachers leave: detrimental school systems, negative self-perceptions, and personal-environmental concerns. Similarly, in a relevant context, Bulawat (2020) highlighted that the extent of responsibilities, career advancement procedures, department policies, provisions, and technical support are some of the processes that disgruntled their motivations to continue working for DepEd under the Philippine Government. This gives further context to the growing number of teachers who openly document their resignations on social media platforms like Facebook and TikTok, to name a few.

Performing and highly skilled teachers are the treasures that school administrations tend to keep and retain, for they equate to higher achievement growth in students (Swain et al., 2019). This is supported by Lasagna (2009), when the study pointed out the benefits of retaining qualified, effective, and exemplary teachers; the benefits create stability and growth among the teaching force, raise student achievement, and save money.

The teaching cadre will most likely be a “profession at risk” if no preventive measures are undertaken by educational stakeholders. Kavenuke (2013) postulates that keeping qualified teachers is invaluable in education, which relies on them as their main driving force. He further states that education, with the help of efficient teachers, can alleviate major concerns like poverty and environmental challenges. This is supported by the study of Santiago et al. (2022), wherein they emphasized the necessity of retention programs for efficient and exemplary faculty members; retaining them is tantamount to keeping the educational institutions’ capability at par with their needed competencies. From a local perspective, Sapsal et al. (2019) shed light on why exemplary teachers stay in their institutions. They tend to give importance to matters like workplace atmosphere, physical and mental well-being, remuneration, supervision, and professional development.

The above-mentioned scenarios are also attributed to the so-called induction and monitoring of teachers. Substantial studies show that teacher attrition contributes adverse effects on education as a whole, as it concerns students, teachers, educators, and policymakers (Dan et al., 2023).

### Research Questions

The purpose of this study is to determine if any domain(s) of exemplary teacher characteristics significantly influence(s) teacher retention in Davao City National High School. It also seeks to unravel the following questions:

1. What is the level of exemplary teacher characteristics in terms of: outside of the classroom, classroom culture, assessment and motivation, content knowledge, pedagogical knowledge, and teacher beliefs.
2. What is the level of teacher retention in terms of: environment, fit, compensation, leadership, evaluation, and mentoring.
3. Is there a significant relationship between exemplary teacher characteristics and teacher retention in Davao City National High School?
4. Is there any domain(s) of exemplary teacher characteristics significantly influences(s) teacher retention in Davao City National High School?

## Hypothesis

The following are the null hypotheses to be tested at a 0.05 level of significance, that:

1. there is no significant relationship between exemplary teacher characteristics and teacher retention in Davao City National High School, and
2. there is/are no domain(s) of exemplary teacher characteristics that significantly influence(s) teacher retention in Davao City National High School.

## Review of Related Literature

This section deals with the review of related literature on exemplary teacher characteristics and teacher retention. As cited from the Office of Educational Innovation and Evaluation (2008), exemplary teacher characteristics cover, *outside of the classroom, classroom culture, assessment and motivation, content knowledge, pedagogical knowledge, and teacher beliefs*. Keeping quality teachers embraces *work conditions, the role of the administrator, and induction and monitoring* (The University of the States of New York, 2004). These readings are discussed under the following headings:

### Exemplary Teacher Characteristics

Generally, it takes a combination of many unique characteristics and talents to become a good teacher. The teacher assumes a noteworthy role in conveying classroom administration regarding his or her own and expert attributes. Certain teacher characteristics are believed to be vital in upholding student competence, which is high level of positivity and higher cognitive functioning (Chan, 2011). Teacher characteristics additionally rank with standards of truth, acceptance, respect, uprightness, and excellence. Genuine training does not disregard the estimation of logical learning but rather values control, power, and goodness, above scholarly ability. Also, teachers represent a critical part of education and a compelling interest in keeping them is a dire necessity (Fajardo, 2006).

Empowering innovative methods of teaching–learning process requires a fantastic teacher to provide a generous and diligent variety of accomplishments and developments (Rockoff et al., 2008). Likewise, ensuring suitable teachers will enable the enhancement of students’ competence (Armstrong, 2015). Thus, providing learner-centered classrooms, personalized instructions, students as producers, learning new technologies, going into global aspects, collaboration and connection, innovation, and lastly continuous learning (Palmer, 2015). The following aspects such as *outside of the classroom, classroom culture, content knowledge, pedagogical knowledge, and teacher beliefs* are identified indicators under a national survey by the Office of Educational Innovation and Evaluation (2008).

The first indicator of exemplary teacher characteristics is *outside of the classroom* in educating and learning can be limitless and student–centered if moved from four corners of the classroom with the ideas of community–based activities that provide special connections because of hands-on experiences in realizing the concepts learned. Field encounters or excursions can be developmental to students’ interests (Clairborne & Bruff, 2017).

Teaching and learning become automatic and more student-centered when practiced from beyond the borders of the classroom. From a collaborative learning atmosphere that results from the unique relationships developed *outside the classroom*, to the deep learning that occurs when students must put into practice “in the real world” what they have theorized about from behind a desk, field experiences are unmatched in their learning potential. Field experiences early in a student’s career can be formative and can inspire students to continue in a field (Mcdaniel, 2018). Also, with the idea of Marczak (2018), teachers in an institution provide students with varied learning environments outside of the normal

classroom to teach skills that prepare them to make decisions about their future education and career. It connects students more directly to their interests and boosts their motivation (Richmond, 2015).

A new study headed by Ming Kuo of the University of Illinois discloses that classes in nature help them become more attentive, engaged, and focused when they are indoors. Hence, learning experiences planned by teachers are innately interdisciplinary – going out into the world of varied lenses (Clairborne et al., 2018). Reinforced by a study in George Washington University’s Center of Education Policy as cited in the work of Alliance (2017), a link between student’s motivation to learn and multiple programs *outside the classroom* were created to boost student motivation in class.

*Class culture* under exemplary teacher characteristics is another variable that is fortified by teachers who promote positive relationships and active learning through collaborative activities as this motivates students and fosters their desire to learn more while developing sympathy, respect, and understanding on the notion of individual differences (Kidwell, 2015). This promotes order and appropriateness of student’s behavior which accesses technology and tools for hands-on engagement for a meaningful interconnection of activities or lessons (Teaching Tolerance, 2017).

For example, allowing students to express what they learned irregularly, whether verbally through writing or by some other concrete expression, and using varied assessment methods to reach all types of learners are necessary (Ministry of Education, 2017). Such things are involved in clearing up and interpreting learning objectives and tasks by providing feedback in making students as doers of learning (Dyer, 2016); it aids in reaching certain desired results that serve to inform and stimulate actions (Muskin, 2017). Resulting in likely engagement in learning which is an essential component in the way independence is conceptualized (Pinner, 2016).

The study of Larsson (2016) has shown that the inquiry type of classroom culture is interrelated to a higher form of cognitive levels for student thinking. As supported by Garaas (2014), developing a positive kind of classroom culture leads to a higher level of student involvement in any form of classroom discussions. Through this, students feel a sense of belongingness, trust, and encouragement to deal with tasks and answer questions with such provide appropriate content, clearer goals and feedback, opportunities for social skills, and strategies to help students (Young, 2014).

The third indicator under exemplary teacher characteristics is *assessment and motivation*. The valuation of learning and educating is seen to be a fundamental practice or routine that yields learning itself and the expertise of the teachers as it arouses students’ interest. If they cannot connect certain information learned to the newer one, they tend not to participate and may even be dismembered. A teacher must look for a method or strategy to retain students’ interest in the field of a subject (Carnegie Mellon University, 2016). Involving students in checking their mistakes or errors in any form of evaluation gives them comprehension of the ideal learning outcomes and gives them a clearer overview of their educational journey. Feedback is needed in the identification of failures or errors in a potent manner for students to increase or enhance their learning (Sindelar, 2018). Naturally, this provides cues in achieving certain learning objectives that serve to tell and stimulate doings (Muskin, 2017). Actions or doings that are more likely to engage in learning is an essential component in the way independence is conceptualized. The more responsible a learner is for their act of learning, the more motivated they must be to take responsibility (Pinner, 2016).

The fourth indicator under exemplary teacher characteristics is *content knowledge* which involves the concepts and contents that teachers utilize inside the classroom for student development (Knowles Teacher Initiative, 2017). The ideas of Ball et al. (2008) consolidated two collections of information. One is

learning of the subject(s) they educate: its truths, as well as its methods for contemplating the world, and how we realize what we know. The other is information about the act of instructing: how to impart to students, and how students learn. As added by Morrison (2014), to improve the crux of quality teaching, a greater mastery of content knowledge must be possessed by the teacher as a component of a good teacher. Besides, teaching is a content-concentrated task that requires teachers to unravel problems as they participate in daily and eventful endeavors of teaching certain subjects. A study establishes the conception that if teachers understood the subject matter, they were more likely to help students develop comprehension which is then so vital as it involves teacher's knowledge, beliefs, and even behavior (EducationDive, 2016).

The fifth indicator under exemplary teacher characteristics is *pedagogical knowledge*. It is a kind of learning that is extraordinary to teachers and leans on their academic achievements. It is the reconciliation or the union of instructors' academic learning and their topic information that includes educational substance (Cochran, 1997). This is an application of teaching that includes the use of proficient strategies, approaches, and methods for better classroom practices, management, procedures, motivation, and differentiated ways of delivering facts. Teacher's pedagogical knowledge is narrowed as an exceptional passion since it establishes specific science for teaching. As much as to the improvement of students relies on the characteristics of the teacher and aspects of teaching (Watson, 2018).

Then, teachers govern the overall development of students and are expected to process and evaluate student's new knowledge relevant to their practices. Quality teacher must update their professional knowledge base including creativity, critical thinking, problem-solving, collaboration, and communication (Sonmark et al., 2017). Since, teachers play a vital role in an educational system and the optimal development of students (Roy, S. & Roy, R., 2015), they must observe the continuous renewal of professional knowledge as narrowed by Guerriero (2017) in her study that there is a new demand to update and utilize innovative and creative teaching practices as well as the use of various sources of knowledge. Leading to the fortification of pedagogical content knowledge has effects on student's cognitive activation, learning, and instruction (Ergonenc et al., 2014).

The last indicator under exemplary teacher characteristics is *teacher beliefs*, which is an insight and awareness of useful methods. This directs dynamic teachers' activities in daily aspects as well as accomplishment as they mold the optimum progress of students (Organization for Economic Cooperation & Development [OECD], 2009). Even more, this promotes not just learning but also motivation and later affects the openness toward devising new approaches in the lesson and classroom management strategies (Rocane, 2015).

Understanding the relevance of teacher beliefs in teaching and learning processes reflects on the quality of teaching practices, as this involves the aspects of thoughts, sound judgment, and decision-making (Solis, 2015; Fives & Buehl, 2016). A research study by Jamalzadeha and Shahsavarb (2015) reveals that belief involves the aspects of thoughts, judgment, and decision-making of teachers through context, practices, and personal knowledge which are used by teachers to remember, interpret, predict, and control what may happen.

*Teacher beliefs* have a great impact on classroom principles as they reflect accomplishments, attitudes, and even students' beliefs towards crafting strategies or approaches in coping with teaching challenges (Thomas, 2013; Branch & Gilakjani, 2017). Current research of Bender et al. (2015) points out that teachers are the center of learning processes and it's necessary to continually develop professional practices that reflect their competencies on cognitive aspects, beliefs, and motivation. Teachers who are

assured of their professionalism can realize their responsibility for students' growth and believe in student's ability to learn meaningfully. This enables teachers to become reflective experts on putting importance on their belief system and constantly monitor their actions to reflect their beliefs (Xu, 2012; Rocane, 2015).

Exemplary teacher characteristics play a vital part in providing quality learning to harmonious yet effective and aligned activities. Though, teaching is a difficult task since it is into forming individuals' lives daily. Teachers consider everyone each day and consider how each feels. Likewise, they promote a sense of respect and fairness in the classroom that is felt by the teacher to the students and vice versa.

### Teacher Retention

Nowadays, it is occurring and re-occurring, the signs, and symptoms of discontentment as workplaces suffer from unnecessary turnovers, unfilled positions, lost customers, overworked staff, conceded profit, and most of all morale decline. Both turnover and attrition cost a big blow to an organization's money (Work Institute, 2019). Thus, retention ability must be of utmost importance and improvement of this is the only way to reduce expenses and protect the bottom part (DailyPay, 2018).

The core of paid work and employment relations is directed toward their *environment* or others coined it to working conditions. These cover a wider range of topics and concerns from working time to compensation as well as both physical and mental demands present in the workplace (International Labour Organization, 2019). The ever-dynamic media globalization and digital revolution pave the way to newer forms of workload, in other words, workers are doing more and more work (Deutsche Welle, 2019).

In the United States of America, work environment conditions are subjected to both labor standards for private and public sectors (Kelly & Todd, 2017). Supported by Uddin et al. (2019) that it's the employer's responsibility to make sure that a workplace is free from health hazards and dangerous conditions, and keeping the employees safe and satisfied makes a good sense of work quality. Low-quality work conditions have a positive effect on extrinsic work values as participants by 18 to 35 years old from 11 various countries in Europe (Rainsford et al., 2019).

The working environment significantly impacts teacher retention through its influence on job satisfaction, leadership turnover, organizational commitment, and external contextual factors. Research has shown that various aspects of the working environment, such as supportive administrative leadership, transformational school leadership, and a positive school culture and climate, have been identified as strong predictors of teacher retention (DeMatthews et al., 2021; Zhang, 2023) emphasized the importance of identifying working conditions that promote teacher job satisfaction to inform policy and improve the school working environment, ultimately promoting teacher retention (Toropova et al., 2020). Additionally, Hartono (2019) highlights a significant negative correlation between turnover intention and the work environment, indicating that a positive work environment can reduce turnover intention among teachers. Moreover, the literature suggests that teacher retention is not only influenced by the internal working environment of schools but also by external contextual factors, such as location and economic forces. For instance, the offshore teachers' retention level is significantly associated with their location. Furthermore, the research emphasizes the need to address larger economic and social forces, such as structural racism and inequality, in addition to improving school climate, to stem teacher turnover. This highlights the complex interplay of internal and external factors in influencing teacher retention (Grant & Brantlinger, 2022; Cruz, 2023).

*Fit* in relation to teacher retention is a critical factor that has been extensively studied in educational research. The concept of fit encompasses various dimensions, including the fit between teachers and their students, principals, school organizations, and the teaching profession as a whole. Studies have consistently shown that teachers' perceptions of fit with their school organizations and the teaching profession are significantly associated with their commitment to their school and retention in the profession (Youngs, 2019). Furthermore, the fit between job demands and teachers' abilities has been identified as a predictor of teachers' commitment to their profession and job satisfaction, both of which are crucial for retention (Bogler & Nir, 2014).

These findings collectively underscore the multifaceted nature of fit in relation to teacher retention. They emphasize the significance of various dimensions of fit, including organizational fit, job demands-abilities fit, and leadership fit, in influencing teacher commitment, job satisfaction, and ultimately, retention. Policymakers and educational leaders can leverage these insights to develop comprehensive strategies that address the diverse aspects of fit to enhance teacher retention and promote a more stable and satisfied teaching workforce.

There is more to teacher *compensation* than just pay. It provides a whole package that includes benefits, pension, overtime compensation, and salary. Each country has a different average income for teachers, and some have adopted creative compensation schemes to provide long-term, viable alternatives. It's crucial to remember, too, that teacher pay is frequently back-loaded, meaning that entry-level earnings could be purposefully kept low in order to support the larger compensation packages of more experienced teachers. To better promote good teaching, this practice may need to be reexamined as it may have an adverse influence on the appeal of teaching as a career (National Education Association; 2018; Office of Elementary and Secondary Education, 2020).

Moreover, it has been shown that teachers receive lower pay than professionals with comparable education, with a projected 24% pay gap in 2021 (adjusted for inflation). There are suggestions for compensation reforms to address this problem, like paying all teachers at the master's degree rate without making a master's degree requirement. Increased teacher remuneration and a steady supply of qualified educators for all children are the two goals of these changes (Hansen, 2023).

Unfortunately, retention of teachers is difficult due to some factors. Motivation, for example, affects teachers' decision to stay in their school community. Both high- and low-income countries around the world face issues in both attracting and retaining quality teachers, due largely to poor motivation and incentive structures. Both high- and low-income countries around the world face issues in both attracting and retaining quality teachers, due largely to poor motivation and incentive structures (Crehan, 2016; Han & Yin, 2016).

A poor working environment also affects teacher motivation. Limited education budgets may also lead to insufficient resources for school infrastructure or teaching materials. Data indicate, for example, that approximately 25 percent of primary schools globally do not have access to clean drinking water or single-sex sanitation facilities. Shortages of equipment such as desks, books, computers, and other teaching materials can frustrate teachers and cause drops in motivation (World Bank, 2018).

Both the academic success of learners and the success of educational institutions are greatly influenced by the leadership played in a school. Research indicates that teaching has the greatest influence on students' learning, followed by school leadership. Proficient educational administrators recognize the value of fostering a sense of community, enabling educators, and developing leadership abilities. Additionally, they create inclusive, compassionate, and culturally sensitive school communities by establishing and

maintaining reciprocal family and community partnerships (Haines et al., 2015; Shogren et al., 2015; Opoku-Nkoom & Ackah-Jnr, 2023).

Another issue that impedes keeping quality teachers is a weak teacher management system. Many countries have weak teacher management systems. School leaders often do not have suitable training or background experience to provide teachers with proper support or oversight (Ngang et al., 2015; Jayaweera et al., 2021; Haelermans et al., 2022). This can lead to teachers losing trust in their leadership and the established system, lowering expectations and motivation (Cordingley et al., 2019). Leaders who recruit or assess teachers based on patronage or political leanings also raise frustrations and reduce confidence in the validity of the system (Education Commission, 2019).

Additionally, the influence of school administrators on teacher retention decisions has been highlighted, with policies such as mentoring programs and retention bonuses being implemented to address high teacher turnover rates (Boyd et al., 2011). Moreover, the relationship between principal background, school processes, and teacher job satisfaction has been investigated, emphasizing the importance of dynamic leadership in influencing teacher job satisfaction and, consequently, retention (Shen et al., 2012). Furthermore, the correlation between kindergarten climate and retention intention of teachers has been explored, indicating the mediating role of perceived organizational support and psychological empowerment in this relationship (Shi et al., 2022). For this reason, leaders who come with administrative roles come in. An administrator is an individual who warrants efficient organizational operations and tasks that differ depending on the kind of company, organization, or entity but must have good communication skills. Such a position plays a crucial part in various manners like communication, scheduling, data entry, secretarial services, and much more (Al-Nabae & Sammani 2019; Setiana et al. 2019; Chytiri et al. 2020). Markedly, working conditions will not affect a worker's commitment, nonetheless with the aid of superintendents, principals, and special and/or education administrators (Ni, 2017). Since they can influence others and are a source of directing behavior in a desired way to achieve goals. Chiefly, a research study participated by 292 workers, specifically teachers from the central districts of Denizli found that the administrator's ability and worker's organizational commitment foresee job performance (Dogan et al., 2021). Coupled with positive reinforcement on a study by Ekaette (2019), participated by 8, 300 teachers which exposed that mid-level intelligence possessed by an administrator reflects the educational quality and recommends an appropriateness of screening and investiture of research-based interpersonal intelligence programs to filter a best-suited administrator.

To achieve educational excellence, schools are continuously improving their human resources (HR) processes in light of the competitiveness of today's dynamic world. One of the most important HR processes is teacher performance evaluation, which entails evaluating current performance, identifying high and low performers, and giving feedback (Fogoros et al., 2020). An *evaluation* is a supervisor's periodic assessment of a teacher's performance. It provides the chance to evaluate the growth and progress of teachers while also recognizing their achievements, and to work together to set and fulfill goals to enhance performance and support the attainment of the school's objectives (BambooHR, 2023). An effective teacher evaluation procedure is seen as being essential since it may support both the institutional growth of the school and the individual growth of its personnel (Foester-Pastor & Golowko, 2018).

In McGregor's study, as reported in Kampkötter's (2017) literature, indicates that in any typical educational institution, the reinforcement of the evaluation process is embraced for a variety of reasons, including promotion, salary improvement, termination, feedback to supervisors regarding work efficiency, and serving as the foundation for their investigation of leading performance. The discipline of human resources



(HR) has significantly transformed assessment methods in this technological age, including computerized performance management (Schwarz Müller et al., 2018).

Aside from the tasks performed by the leaders *mentoring* – induction and monitoring, is one of the basic tasks in tracking teachers as it is used commonly to increase the level of productivity – ensuring they are not slacking off and comply with data requirements (Literary Information and Communication System, 2015). Induction is an organizational procedure that introduces someone to a new job and/or organization or a process through which the new workers learn and adapt to the norms and expectations of the organization (Mind Tool Content Team, 2024). When newly hired workers start working, it is quite significant to get them to become productive and efficient as quickly as possible as others refer to this as on-boarding. This is proven through research that the provision of a thorough introduction to the company leads directly towards long-term retention (Gorde, 2019). Usually, it allows the newly hire to meet new colleagues, find a way around the workplace, understand terms and conditions of employment, identification of roles or responsibilities, and even identify available training and development needs to enable them to undertake the tasks more effectively (Seismic, 2024).

Together with monitoring through observation or recording certain activities or performances (EvalCommunity, 2024), currently, organizations treat this as a routine part of a worker-employer relationship in the sense of checking the quantity and quality of produced work (Rice University, 2024). As appeared in the study of Literary Information and Communication System (2015) and McCain (2022), about 4% of employees admitted to wasting 4-5 hours of their workday on non-work-related activities and 31% mentioned that they wasted an hour daily. In essence, monitoring widens its scope towards internet usage, phone calls, physical movement, emails, and more, which might then have a negative consequence if done wrongly. For the most part, both induction and monitoring are means to support workers in setting clear goals and responding to performance. Understanding strengths and weaknesses puts the organization in a positive direction (The Chartered Institute of Personnel and Development, 2022).

Some factors truly affect teacher retention. Most of these factors such as exemplary teacher characteristics, interpersonal reactivity, and organizational climate pave the way to keeping quality teachers. However, some issues truly affect keeping quality teachers. Teacher issues are also currently high on policy agendas because of concerns expressed by teachers themselves about the future of their profession – whether it is sufficiently attractive to talented new entrants, and whether teachers are sufficiently rewarded and supported in their work. As teachers are in daily contact with the students who potentially form the next generation of teachers, the enthusiasm and morale of the current teacher workforce are important influences on future teacher supply (Organization for Economic Cooperation & Development, 2009; Sage Publication, Inc., 2022).

Retaining teachers is seen as a key factor influencing the quality of education. Teacher quality has often been defined narrowly and related to standards, performativity, and managerialism. However, it is also possible to identify a more comprehensive understanding of teaching which considers contextual, professional, political, and personal dimensions (Teachers for Tomorrow, 2024). Providing a quality education for all lies at the heart of the Education 2030 Agenda. Achieving this goal will require ‘well-qualified, trained, adequately remunerated, and motivated teachers (United Nations, 2015).

Thus, addressing factors such as supportive administrative leadership, transformational school leadership, a positive school culture and climate, and external contextual factors is crucial for promoting teacher retention and ultimately enhancing school effectiveness.

### Correlation between Measures

Teacher quality has a greater impact on student accomplishment than school infrastructure and curricula. Furthermore, it increases as a student progresses through the grades, demonstrating that a school's instructors' attributes have a cumulative impact on a student's success. Again, it appears that the quality of the teachers is more crucial to minority accomplishment than it is to the majority. As a result, all schools must keep good teachers (Goldhaber, 2022). Teacher characteristics that are exemplary, interpersonal reactivity and the organizational climate are all thought to play a role in retaining high-quality teachers. Several authors have supported this claim. Apart from teaching, teachers have a lot of work to do *outside of the classroom*. With their day-to-day teaching responsibilities, most teachers are kept very busy. When you add in the extra responsibilities that teachers have outside of the classroom, their workdays become overburdened with responsibilities. One of the highlighted features of teacher qualities has been teachers working outside the classroom. Administrators' responsibility, which is one of the markers of keeping outstanding teachers, is to share the tasks equally when they are overloaded with enormous workloads and obligations (Gonzalez, 2021). Administrators have an important role in ensuring that good teachers are retained. The resources and tactics can be used by school leaders at all levels of education to boost their efforts to guarantee that learners to acquire knowledge from high-quality teachers (Kampen, 2023).

Another dimension of exemplary teacher characteristic is *class culture* which has been viewed under the perspective of the IRIS Center (2024) together with keeping quality teachers, specifically the *working conditions* or *environment* that yield this so-called classroom environment, relating towards support and reflection on the learner's total development. It has been believed that *class culture*, environment, and literacy learning are thoroughly interrelated as learners require safety and classroom culture to try new skills in listening, speaking, and reading.

*Motivation*, one of the indicators of exemplary teacher characteristics, plays an important role in teacher performance, reversing this trend is critical to maintaining quality teaching and thus positively impacting student learning outcomes (Capunitan, 2023). Motivating teachers with the proper incentives is key to achieving Sustainable Development Goal (Mulvik et al., 2021). However, global trends indicate that teacher motivation has been falling in recent years, leading to teacher shortages (Education Alliance Finland, 2021).

In this case, the *role of administrator* which is one of the indicators of keeping quality teachers, can play a vital role in inspiring and motivating teachers, by offering support, consistent standards, and effective evaluation and accountability structures. Such support from school leaders can further improve professionalism and reduce rates of teacher absenteeism (Day et al., 2020; Indeed Editorial Team, 2023). Another dimension of exemplary teacher characteristic that leads to keeping quality teachers is the *content knowledge* and *pedagogical knowledge* of teachers. Literature highlights many features that characterize expert teachers which particularly includes extensive pedagogical content knowledge. To ensure quality education, teachers must master the 'content knowledge' –the body of knowledge composed of facts, theories, principles, ideas, and vocabulary– they teach, as well as the appropriate pedagogy for teaching it (pedagogical content knowledge). Content and pedagogical knowledge have also served as a basis for retaining quality teachers (Guerrero, 2022).

Teacher characteristics specifically *teacher beliefs* are also considered in keeping or retaining quality teachers. Higher levels of teacher beliefs were also linked to lower turnover intentions (Calvert, 2016; Bonke et al., 2024). Moreover, Toropova et al. (2020) concluded that teacher beliefs moderated the effect

of stressful working conditions on teacher occupational commitment. This leads to the retention of teachers.

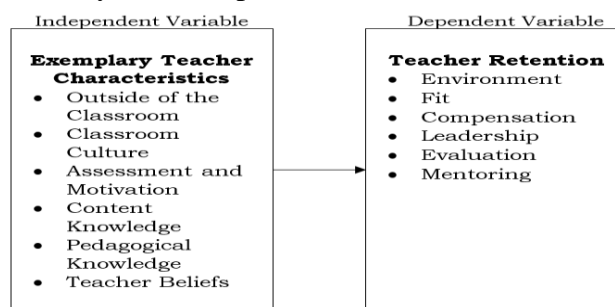
In Utah’s districts and schools, keeping high-quality teacher relies on their incentive structures, professional culture, and supports for new teachers considering this information. Improving working conditions that include class culture can have a greater effect on keeping teachers. In Franklin City Public Schools, they have developed strategies that aim to keep their teachers. These include targeting some dimensions of exemplary teachers' characteristics which are recognizing teachers’ contributions and accomplishments, maintaining a safe and supportive work environment, and providing relevant professional development opportunities (Hale, 2019).

Given all the above-mentioned scenarios, research shows that allowing teachers to have a more agency to work towards different promotion opportunities can offer a strong incentive to remain in the profession (Calvert, 2016; Cordingley et al., 2019; Tournier et al., 2019; Snoek, 2022). Measures that improve teachers’ characteristics, such as collaboration and continuous professional development, have also been shown to improve motivation (Cordingley et al., 2019; Padillo et al., 2021; Zhang, 2021). School leaders can play a vital role in inspiring teachers, by offering support, consistent standards, and effective evaluation and accountability structures. Such support from school leaders can further improve professionalism and reduce rates of teacher absenteeism (Wills, 2015; Buskila & Chen-Levi, 2021; O’Sullivan, 2022).

The compiled literature and studies present comprehensive inputs about exemplary teacher characteristics and teacher retention. Also, most of the studies presented showcased the bivariate relationship of the involved variables. The dimensions of each independent variable are linked to the dependent variable. The presentations and discussions of related studies offered invaluable information on these relationships, which will be beneficial in the professional discussion of the study's findings and the sound formation of the recommendation.

### Conceptual and Theoretical Frameworks

Presented in Figure 1 is the conceptual framework illustrating the interplay of variables understudied. The independent variable of this study is the “Exemplary Teacher Characteristics” taken from the Office of Educational Innovation and Evaluation (2008), encompasses the following indicators such as *outside of the classroom* which develops deep learning from concepts to practical application for unmatched learning potential; *classroom culture* refers to the foundation for establishing an environment to improve classroom teaching and learning; *assessment and motivation* deals with improving individual student performance and to audit or measure system competence.



**Figure 1. Conceptual Framework of the Study**

The remaining indicators of “Exemplary Teacher Characteristics” are as follows: *content knowledge* deals with the information, content, theories, and principles taught and learned from different courses than

reading, writing, or researching; *pedagogical knowledge* focuses on a type of knowledge that is a unique attribute of teachers and is based on the aspects of relating to the subject matter being taught; and *teacher beliefs* direct on the attitudes and educational philosophies that influence teaching approaches.

In the same manner, “Teacher Retention” was taken from Jeffery Phillips (2019) covering the following: *environment* (the setting, social features and physical condition in which one performs the job), *fit*, *compensation*, *leadership*, *evaluation*, and *mentoring*.

As basis of the interplay of variables, one of the theories that posit this concept is the Human Capital Theory by Grissmer and Kirby (1993). This further shows that the teacher-educational institution is like a dance wherein they both go with each other’s rhythm. In context, the theory explains that staying in the profession is conditional; once the teacher, and the employer as well, undergo critical circumstances, they tend to leave the profession; termination for the employer’s perception. It further states that every profession leans on the *search* (characteristics) and *specific* (experiences) concepts. Search involves wage, type of neighborhood, type of school, and benefits. Meanwhile, Specific concerns type of students, workload, extracurricular activities, and support from colleagues and immediate superiors.

Another theory that supports the context of the study is the Self-Determination Theory which was elucidated by Deci and Ryan (2000). This explains that each individual has an internal locus called Perceived Locus of Causality (PLOC) that drives a person’s motivation and decision-making. Inner PLOC determines a person’s construct concerning their decisions, qualities, and interests; outer PLOC is the construct that is affected by external motivators. In the context of the study, the concept is relevant since teachers depend on their decisions on their intrinsic and external motivators. This further concerns the notion that exemplary teachers who tend to be driven by their internal characteristics might choose to stay in an institution because of its external forces like a supportive learning environment and rewarding incentives, to name a few.

### Scope and Limitation

This study focused on the regression analysis of teacher retention in Davao City National High School, or simply the analysis of the explanatory dimensions or regressors to predict the outcome of a response variable.

Moreover, it covered only the perspectives of licensed teachers who are still in the said school and not of those who parted ways. Licensed teachers, both in junior and senior high were given the same questionnaire to answer. The results of this study will apply only to human resource management and governance. A modified questionnaire served as the main source of data and issued under certain conditions on validity and reliability tests.

### Significance of the Study

In light of this study, the following entities serve as beneficiaries of the study:

*DepEd Officials.* The study would bring an advancement of knowledge concerning teacher attrition, especially in this dire time in which teachers seek greener pastures other than being in DepEd. Contextually, this would be beneficial to the Department of Education, with its role to constantly develop its curriculum and instruction since without quality teachers, the department’s VMG would be of waste.

*School Administrators.* Davao City National High School’s administration would be knowledgeable about the extent of the capabilities of the teachers and how teacher retention would impact the school as a whole.

*Teachers.* The runt of the study would be asserted mostly by the teachers. Through it, they would know certain exemplary characteristics as perceived by them and how these constitute to the provisions for keeping them.

*Future Researchers.* They would be educated on what parameters they have to undertake to ensure that the Department of Education and Davao City National High School are equipped with exemplary teachers and that they are willing to be of service to the students.

## Definition Of Terms

The following terms of this study are operationally defined for clarity purposes:

*Exemplary Teacher Characteristics.* It refers to outside of the classroom, classroom culture, assessment and motivation, content knowledge, content knowledge, pedagogical knowledge, and teacher beliefs.

*Teacher Retention.* It pertains to environment, fit, compensation, leadership, evaluation, and mentoring.

## METHODOLOGY

### Research Design

This portion highlights research design, research locale, population and sample, data analysis, data gathering, and ethical considerations.

This study employs quantitative, non-experimental, and descriptive-correlational design. This was used in the process of collecting and analyzing numerical data as this finds patterns and averages, makes predictions, test causal relationship, and generalize results from a wider population (Trefy, 2017; Bhandari, 2022). In this manner, the researchers gathered numerical data from teachers of Davao City National High School to establish accurately the level of exemplary teacher characteristics and teacher retention, association, and influence.

The research called for a descriptive approach, which accurately and systematically described a population's situation, characteristics, events, frequencies, trends, and categories to answer specific questions on what, when, and where (Jhangiani et al., 2019; McCombes, 2022). Since the study indulged in relationships, a correlational approach was required as it looks at the relationships between two or more variables. Added that correlational studies were non-experimental, which means that the experimenter does not manipulate or employ something on any of the variables (Cherry, 2022).

The design was reinforced to align it with the variables being studied as found in the, which aimed to determine if there is/are domain(s) of exemplary teacher characteristics that significantly influence(s) teacher retention in Davao City National High School.



**Figure 2. Map of the Philippines pointing to Davao City**

**Research Locale**

The study was conducted in Davao City National High School as presented in Figure 2, located in Florentino Torres Street, Davao City established in 1922 and considered one of the premier schools in the Davao Region. The school caters a secondary education program recognized by the Department of Education with both junior high school and senior high school. The Senior High School offers programs on the Academic Track: Science, Technology, Engineering, and Mathematics (STEM), Humanities and Social Sciences (HUMSS), and Accountancy, Business and Management (ABM). Other tracks include Arts and Design (A&D) and Technical-Vocational-Livelihood (TVL). This school offers a Modified Work Study Program and a Late Afternoon Program for working individuals who intend to pursue their education (Edukasyon.ph, 2023).

For more than 100 years, Davao City National High School has been active in preparing and honing the youth of Davao City to be of excellence and competitive. Thus, the study opted to target such a setting since the quality of students reflects the quality of teachers working in this said school.

**Population and Sampling**

The study encompassed 210 licensed teachers of Davao City National High School from the Junior High School and Senior High School departments of the said school. The selection was done through a Proportionate Stratified Random Sampling. This sampling technique showed the sample size was proportional to the size of the population strata (Hayes, 2023a). The details and proportionate stratified random sampling were shown on the left side.

The inclusion criteria included licensed teachers in Junior and Senior High who were currently teaching in the Academic Year 2023-2024. The study excluded students, non-teaching personnel, and detailed teachers since they

Stratum	Population	Yamane's Formula	Proportionate	Final Sample Size
Senior High Department	91		20.48%	43
English Department	45		10.00%	21
Edukasyon sa Pagpapakatao (EsP) Department	25		5.71%	12
Filipino Department	39		9.05%	19
MAPEH Department	49		10.95%	23
Science Department	45		10.48%	22
Araling Panlipunan	32		7.14%	15

(AP) Department				
Mathematics Department	40		<b>9.05%</b>	<b>19</b>
Madapo Annex	23		<b>5.24%</b>	<b>11</b>
Technical and Livelihood Education (TLE) Department	52		<b>11.90%</b>	<b>25</b>
<b>Total</b>	<b>441</b>	<b>210</b>	<b>100%</b>	<b>210</b>

lack the initial data that the study needed which can be filled by the inclusive teachers due to their permanence and pedagogical role in the said school.

**Research Instrument**

The study used a modified and unified instrument coming from two adopted questionnaires: Exemplary Teacher Characteristics from the Office of the Educational Innovation and Evaluation (2008) and Teacher Retention of Phillips (2019).

Instrument of Exemplary Teacher Characteristics encompasses the following indicators: *outside the classroom, classroom culture, content knowledge, pedagogical knowledge, and teacher beliefs* were taken into consideration. The following were the numeric equivalent and descriptive interpretation to be used in determining the level of exemplary teacher characteristics.

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	Teachers' exemplary characteristics are always evident and observed by learners, co-teachers, mentors, and school administration.
3.40 – 4.19	High	Teachers' exemplary characteristics are oftentimes evident and observed by learners, co-teachers, mentors, and school administration.
2.60 – 3.39	Moderate	Teachers' exemplary characteristics are sometimes evident and observed by learners, co-teachers, mentors, and school administration.
1.80 – 2.59	Low	Teachers' exemplary characteristics are seldom evident and observed by learners, co-teachers, mentors, and school administration.
1.00 – 1.79	Very Low	Teachers' exemplary characteristics are never evident and observed by learners, co-teachers, mentors, and school administration.

Teacher Retention covered *environment, fit, compensation, leadership, evaluation, and mentoring*, as such the following orderable gradations with respective numeric equivalents and descriptive interpretations are as follows:

Range of Means	Descriptive Level	Interpretation
4.20 – 5.00	Very High	The school always keeps (retains) quality teachers in the teaching-learning process.
3.40 – 4.19	High	The school oftentimes keeps (retains) quality teachers in the teaching-learning process.
2.60 – 3.39	Moderate	The school sometimes keeps (retains) quality teachers in the teaching-learning process.
1.80 – 2.59	Low	The school seldom keeps (retains) quality teachers in the teaching-learning process.
1.00 – 1.79	Very Low	The school never keeps (retains) quality teachers in the teaching-learning process.

The unified survey questionnaire underwent a validation process and obtained a mean score of 4.67 from expert validators as well as treated with Cronbach alpha for the dependability test of items with a coefficient value result of 0.886 for Exemplary Teacher Characteristics (Part 1) and Teacher Retention (Part 2) with a coefficient value result of 0.826, such results led to a good internal consistency as both ranges fall to 0.80 to 0.89 based on the study of Glen (2023).

### Data Collection

In data collection, the following steps served as guides for the researchers to obtain the data necessary for the fruition of the study.

*Ask for Permission to Conduct the Study.* Primary data were collected using the unified instrument of exemplary teacher characteristics and teacher retention. To obtain the data, the researchers requested the school’s division superintendent through a letter to grant the conduct of the study. After this, the permission letter from the superintendent, it was presented to Davao City National High School’s Principal.

*Administration of Research Instrument.* A unified instrument on exemplary teacher characteristics and teacher retention was given to the target respondents via Google form (for pilot testing) and pen-and-paper survey method for full blast data collection. Administration took a week to reach the target respondents as appeared in the sample size.

*Tabulation of Data.* All the data were collected in/and placed in an Excel file. The utmost respect and confidentiality were observed. JASP Software, a free and open-source program for statistical analysis was reinforced in data treatment. Tables and/or figures were made available for presenting the gathered data.

### Data Analysis

To understand completely the data to be collated, the following statistical tools and software were utilized and tested at 0.05 level of significance to answer the purpose of the study and other relative questions:

*Mean.* A measure of statistics used to determine the average deviation from the mean value of the specified data collection (Eads & Gafner, 2022). This addresses the first and second research questions of the study: the level of both exemplary teacher characteristics and teacher retention.

*Pearson Product Moment Correlation Coefficient (Pearson r).* Measures how strongly two variables are correlated and is denoted by r (Turney, 2022a). This aids in answering the third research question, whether



there is a significant relationship between exemplary teacher characteristics and teacher retention in Davao City National High School.

*Multiple Linear Regression.* A statistical tool that used explanatory variables to predict the outcome of a response variable (Hayes, 2023b). This study aligns with the purpose of the study, to determine if any domain(s) of exemplary teacher characteristics significantly influence(s) teacher retention in Davao City National High School.

*JASP Software.* An open-source statistical program founded by the University of Amsterdam. This software was used for reliability testing and statistical treatment.

### **Ethical Considerations**

Quantitative inquiry acknowledged ethical issues and concerns that are present in this study. The methodology utilized in this study called for such issues and concerns. The right to conduct the study, confidentiality, and anonymity are ethical standards that are deemed pertinent to the conduct of this study. To have permission to conduct the study, a request letter and research proposal will be submitted to the school division Superintendent. Once it has been approved and accepted, a copy of the approved letter will be sent to the Principal's Office of Davao City National High School where the study will be conducted. Confidentiality and anonymity will be upheld by addressing and making it certain that the respondents show a willingness to answer the survey questionnaire. The researchers make sure that the views and opinions of the respondents will be dealt with integrity whether they choose to participate or not. Accomplished questionnaires, which are contextualized and gone through validity and reliability testing, will be seared, or scorched after the analysis and interpretation of data; and removed from the researchers' cloud drive.

Full ethical standards will be observed by the researcher for the entire duration of the study. The particulars fell on how the researchers managed study protocol assessments, population, and data such as, but not limited to:

**Voluntary Participation.** The teachers to be chosen from the selected school will be given the free will to participate without any form of consequences, penalty, or loss of benefits. If the participants choose to not participate in the study, then the researcher will give the utmost respect to that. Their right to the extent of contribution to the body of knowledge that this study is on will be considered and adhered to.

**Privacy and Confidentiality.** There was utmost confidentiality when it came to the respondents' personal information that may be deemed pertinent in the pursuance of this study.

**Informed Consent Process.** The research questionnaire was made to be comprehensive and understandable for the respondents; it is thus free from technical terms that may hinder the very purpose of the study. This provided a clear view on what were the benefits the school system, school administration, and teachers gathered after the conduct of the study.

**Recruitment.** Righteous selection will be made to uphold the integrity of this study. Freewill was observed and participants were able to get the rationale behind the study.

**Risks.** The study will not procure any high-risk situation, may it be physical, psychological, or socioeconomic. The researchers value the respondents' well-being which is the utmost priority.

**Benefits.** The result of the study is essential to the teachers, school administrators and the school system of the specified respondents. Specifically, the teachers would be aware and educated on whether keeping quality teachers commensurate with their exemplary characteristics.

**Plagiarism.** The study has no trace or evidence of misinterpretation of someone else’s work as his own. All citations used in this research paper surely appears on the reference list using American Psychology Association format. It underwent plagiarism detector in TurnItIn which obtained a 13% Similarity Index. Adding that designated editors or quality controllers will inspect the paper for errors and other plagiarized content.

**Fabrication.** In the same way, fabrication will be avoided by the researcher wherein there will be no trace/evidence of intentional misrepresentation. No fabrication of data and/or results, or purposefully putting forward inaccurate conclusions. No inconsistency with the existing literature among the information included in the manuscript.

**Falsification.** More so, falsification will be taken into consideration in which no trace of purposefully misrepresenting the work to use a model or theoretical presentation. No evidence of claims or exaggerations.

**Conflict of Interest.** When it comes to conflict of interest (COI) wherein no trace of COI, there would be no set of conditions in which a professional judgment concerning primary interest such as the participants’ welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains or recognition.

**Deceit.** This will be avoided in which evidence that the benefit of misleading the respondents outweighs any possible harm to them.

**Permission from Organization/Location.** Permission from the institution will also be ensured by the researchers. The researchers ensured permission from the School Division Superintendent, District Supervisor, School Head, and teachers.

**Authorship.** Finally, the study would provide provisions of clear and proper authorship such as authorship qualifications, authorship credit, or based only on substantial contributions to conception and design or acquisition of data or analysis and interpretation of data. The researchers also seek to draft the article and revise it correctly for important intellectual content and final approval of the version to be published.

**RESULTS AND DISCUSSION**

This part shows the data collated from answered survey questionnaires, analyses, and discussions regarding exemplary teacher characteristics and teacher retention in Davao City National High School. The following details are presented based on the presented research questions followed by conclusion, recommendation, and ethical considerations.

**Level of Exemplary Teacher Characteristics**

Presented in Table 1 is the result on the level of exemplary teacher characteristics in Davao City National High School. The overall standard deviation obtained is 0.37, which is less than 1.00 corresponding to a homogeneity of responses. The overall mean result shows that exemplary teacher characteristics are *very high* indicated by an overall mean of 4.60

**Table 1**  
*Level of Exemplary Teacher Characteristics*

Indicators	Mean	Standard Deviation	Descriptive Level
Teacher Beliefs	4.68	0.40	Very High

Assessment and Motivation	4.66	0.42	Very High
Classroom Culture	4.62	0.43	Very High
Content Knowledge	4.55	0.45	Very High
Outside of the Classroom	4.55	0.48	Very High
Pedagogical Knowledge	4.52	0.46	Very High
<b>Overall</b>	<b>4.60</b>	<b>0.37</b>	<b>Very High</b>

suggesting that teacher exemplary characteristics are always evident and observed by learners, co-teachers, mentors, and school administration.

It is emphasized that the highest indicator recognized is *teacher beliefs* with a mean rating of 4.68, which is described as *very high*. The remaining indicators namely: *assessment and motivation*, *classroom culture*, *content knowledge*, *outside of the classroom*, and *pedagogical knowledge* are described also as *very high* with the obtained mean ranging from 4.66 down to 4.52, respectively.

The *very high-level* result on the level of exemplary teacher characteristics is due to ratings obtained by the respondents across its dimensions. Teachers in Davao City National High School *believe that both teachers and learners are responsible for learning, aligns assessment with instructional objectives, fosters respect, development of content knowledge is based on learner’s prior knowledge, sets goals to become a better version of oneself, and observed the art of questioning and explaining rational skills*. This aligns with views of many authors (Fajardo, 2006; Rockoff et al., 2008; Chan, 2011; Armstrong, 2016; Palmer, 2016) who indicated that an exemplary teacher is made of unique characteristics with the goal in mind to become a better one embodied with attributed of classroom administration, instructions, respect, values control, uprightness, excellence in upholding the level of positivity and higher cognition. These compel schools in keeping exemplary teachers, which is a dire necessity. Unfortunately, such data is in contrast with the study conducted in an Arab sector in Israel derived from ten (10) prominent principals interviewed. They narrowed that other exemplary characteristics of teachers is linking to professional growth, relationship with other teachers, learners, administrators, and parents were less important (Ilaiyan & Safadi, 2016).

### Level of Teacher Retention

As shown in Table 2 is the result on the level of teacher retention in Davao City National High School. The overall standard deviation obtained is 0.56, which is less than 1.00 confirming the homogeneity of responses. The overall result showed that teacher retention is *high* indicated by an overall mean of 3.89 implying that the school oftentimes keeps (retains) quality teachers in the teaching-learning process. *Mentoring* has the highest obtained mean rating of 4.28 described as *very high*, followed by *evaluation*, *leadership*, *compensation*, and *fit* which obtained the mean ratings of 4.03 down to 3.85, respectively. *Environment* from the results is described to be *moderate* with an obtained mean rating of 3.32.

**Table 2**  
*Level of Teacher Retention*

Indicators	Mean	Standard Deviation	Descriptive Level
Mentoring	4.28	0.75	Very High
Evaluation	4.03	0.83	High

Leadership	3.94	0.90	High
Compensation	3.93	0.71	High
Fit	3.85	0.43	High
Environment	3.32	0.57	Moderate
<b>Overall</b>	<b>3.89</b>	<b>0.56</b>	<b>High</b>

The *high* level result of teacher retention is due to the ratings provided by the respondents along its dimension. Teachers in Davao City National High School *felt safe as they were aided by experienced teachers to have an effective and productive teaching-learning outcome, evaluated using a standardized system which ensured optimum teaching-learning success, and believed that interconnectedness in all its members as well as an increased in pay would influence them to stay in the profession.* Such result is congruent to various authors (Garcia & Weiss, 2019; Shuls & Flores, 2020; Ross, 2023; American University, 2024) stating that dimensions of teacher retention act as a critical part for education as it negatively impact students’ academic success reflective in their lower grades and test score, learning institutions as it affects the educational quality and stability, and communities. To address this adequate pay and standardized promotion schemes including evident mentorship programs for new teachers be observed, among others.

**Test of Relationship between Exemplary Teacher Characteristics and Teacher Retention**

The third research question deals in finding out whether exemplary teacher characteristics is associated with teacher retention in Davao City National High School. Presented in Table 3 is the result of the test of relationship between variables understudied. The overall r-value of 0.458 with a p-value of 0.001 signifies the rejection of the first hypothesis on no relationship. This infers a positive – moderate degree of correlation based on Statistics Solutions (2024).

**Table 3**

*Test of Relationship between Exemplary Teacher Characteristics and Teacher Retention*

	ET	F	CN	LP	EN	MG	<b>Overall</b>
OC	0.234 0.001	0.399 0.001	0.228 0.001	0.364 0.001	0.344 0.001	0.386 0.001	<b>0.404</b> <b>0.001</b>
CC	0.164 0.017	0.340 0.001	0.207 0.003	0.268 0.001	0.252 0.001	0.299 0.001	<b>0.313</b> <b>0.001</b>
AM	0.218 0.001	0.272 0.001	0.273 0.001	0.354 0.001	0.344 0.001	0.386 0.001	<b>0.391</b> <b>0.001</b>
CK	0.222 0.001	0.315 0.001	0.226 0.001	0.402 0.001	0.298 0.001	0.376 0.001	<b>0.387</b> <b>0.001</b>
PK	0.309 0.001	0.383 0.001	0.191 0.005	0.422 0.001	0.318 0.001	0.318 0.001	<b>0.401</b> <b>0.001</b>
TB	0.271 0.001	0.366 0.001	0.245 0.001	0.329 0.001	0.277 0.001	0.392 0.001	<b>0.385</b> <b>0.001</b>
<b>Overall</b>	<b>0.285</b> <b>0.001</b>	<b>0.416</b> <b>0.000</b>	<b>0.273</b> <b>0.001</b>	<b>0.430</b> <b>0.001</b>	<b>0.368</b> <b>0.001</b>	<b>0.432</b> <b>0.001</b>	<b>0.458</b> <b>0.001</b>

Legends:

OC – Outside of the Classroom, CC – Classroom Culture, AM – Assessment and Motivation, CK – Content Knowledge, PK – Pedagogical Knowledge, TB – Teacher Beliefs, ET – Environment, F – Fit, CN – Compensation, LP – Leadership, EN – Evaluation, and MG - Mentoring

The data also implied that exemplary teacher characteristics has something to do with teacher retention. This is also congruent with the views of some authors (Holms et al., 2019; Wronowski & Urick, 2019; Cohen, 2021; Goldhaber, 2022; Pivovarova & Powers, 2022) that it is necessary for schools to retain exemplary and efficient teachers since they play a significant role in shaping the professional identify of prospective teachers. It was asserted further that teachers who received higher level of administrative support, autonomy over their work, and quality of teaching-learning processes are few of critical elements influencing teacher retention, among others. This also abides on the Human Capital Theory which showcases teacher-educational institutions as to dance with the rhythm, where characteristics, experiences, wages, type of school, benefits, concepts of students, workload, extracurricular activities, and support from colleagues and superiors are factors in staying in the current profession as well as collective experiences of teachers in a school and the quality of instructions that students received is a critical element influencing teacher retention.

**Test of Influence of Exemplary Teacher Characteristics on Teacher Retention**

Presented in Table 4 is the regression analysis result which narrows the test of influence of exemplary teacher characteristics on teacher retention in Davao City National High School. This reveals that *outside of the classroom* is the only significant dimension under exemplary teacher characteristics that influences teacher retention with a registered p-value of 0.001 and F-value of 9.785 and such data exposes that when the variable of exemplary teacher characteristics regress on teacher retention.

Furthermore, it generates and R<sup>2</sup> (Coefficient of Determination) of 0.224 (22.40%) which plays along between 0 to 1 that exemplary teacher characteristics predict retention of teachers (Turney, 2022b) in Davao City National High School.

**Table 4**

*Test of Influence of Exemplary Teacher Characteristics on Teacher Retention*

Exemplary Teacher Characteristics	Teacher Retention			
	B	β	t	Sig.
Outside of the Classroom	0.244	0.208	2.333	0.021
Classroom Culture	-0.096	-0.074	-0.770	0.442
Assessment and Motivation	0.111	0.083	0.748	0.445
Content Knowledge	0.109	0.087	0.867	0.867
Pedagogical Knowledge	0.186	0.151	1.524	0.129
Teacher Beliefs	0.133	0.095	1.017	0.310
	R =	0.474		
	R <sup>2</sup> =	0.224		
	F =	9.785		
	p =	0.001		

In this manner, the null hypothesis stating that there is no domain of exemplary teacher characteristics significantly influence teacher retention, be rejected. This concurs the views of various authors (Suttie, 2018; Brophy, 2019) that outside of the classroom learning activities, thus creating more dynamics and supportive learning environment offer tremendous for teachers and students alike affecting teacher satisfaction, student success, and engagement which then leads to higher retention rates, among others.

## CONCLUSION

Based on the findings of the study, conclusions are drawn in this section. The level of exemplary teacher characteristics is very high and the level of teacher retention is high. A significant relationship is observed with a positive-moderate degree of correlation as well as outside of the classroom influences teacher retention in Davao City National High School. Finally, this protocol affirms the Human Capital Theory that factors such as teacher's characteristics, experiences, wages, type of school, benefits, concepts of students, workload, extracurricular activities, and support from colleagues and superiors are factors in staying in the current profession.

## RECOMMENDATION

The following statements serve as exhortations from the results of the findings.

Exemplary Teacher Characteristics highlight a significant input on the teachers in the said research locale. The results assert that all six domains considerably gained a Very High descriptive level but leave out the indicator *Pedagogical Knowledge* as the lowest. This implies that though teachers consider themselves as capable, there is a need to retool teachers in the aspect of knowing the basics of teaching: *learning how to teach*. With that, Professional development is essential in the development of pedagogical knowledge. With this, the concept of Guskey's Logic of Model Change (2002) can be utilized to impact teacher practices, which will eventually lead to an improved student learning outcome because of enhanced classroom management strategies. The model further explains that for teachers to believe in themselves, they must successfully reach the intended student outcomes, both academically and behaviorally, which was brought by a good set of practices. An objective way of strategies that can be implemented is to create learning teams amongst teachers who establish Evidence-Based Classroom Management Strategies or PERBAORC, which stands for P – Physical Layout, E – Expectations, R -Routines, B – Behavior Specific Praise, A – Active Supervision, O – Opportunities to Respond, R – Reminders about Behavior, C – Consistent Responding (Mitchell et al., 2017).

In terms of teacher retention, the *moderate* result of *environment* is due to the facts that *teachers leave their posts which can have a minimum impact to student's learning process* as well as the *number of learners is a factor in determining optimal learning*. With these, the researchers highly recommend the following acts to be observed by any public schools:

1. for *teacher leaving their posts which can impact learning process*, the researchers recommend the creation of "*Pagpanginlabot sa Magtutudlo*". Here, teachers in per department shall be given two (2) days per month to having leisure time such that of sports and etcetera which the bond teacher-to-teacher be established which on the latter run, be a prime reason in prevent teacher's exodus.
2. *number of learners is a factor in determining optimal learning*, the public schools to strictly embody the House Bill 473 or An Act Regulating the Class Size in All Public Schools and Appointing Funds for teachers to handle minimum of 35 learners to a maximum of no more than 50 learners. With this, teachers may have an ease way of delivering the content which lessens the great effort of teaching

while maintaining its quality, and through this teacher-learner ratio, optimal teaching-learning processes may happen.

To effectively enhance the exemplary teacher characteristics and teacher retention here in the school, the study calls for a HESTC Strategy. This stands for H -igh-Quality Induction-Monitoring Programs that comprehensively introduce and mentor teachers in the DepEd System; rather than by cluster, it shall be done in a school-based activity; E – ncouraging Collaboration, gives opportunities for teachers to work with others to achieve certain objectives/performance; S – upportive School Environment, making the school itself a safe place for teachers, respect is observed with trusted co-workers; T – eacher Recognition-Appreciation, with this, teachers' efforts are recognized and gives them the opportunities to express their thoughts; and C – ompetitive Compensation-Benefits, offering teachers with ease and attractive promotions/reclassification for teachers as add-ons to existing benefits. Focusing on this approach will let school administrators improve teacher retention rates, creating a supportive work environment, and ultimately enhance the quality of education.

Last of all, in order to establish the role played by exemplary teacher characteristics towards retention, the ASPPLM may resolve such. This stands for A – Appreciation and Connection, S – Supportive Leadership, P – Promoting Teacher Voice, P – Professional Development, L – Leadership Training Program, and M – Mentoring Teacher Retention Factors. Through this concept, schools, districts, clusters, & division may establish a positive and harmonious environment that support teachers and ultimately benefits the Department of Education as a whole.

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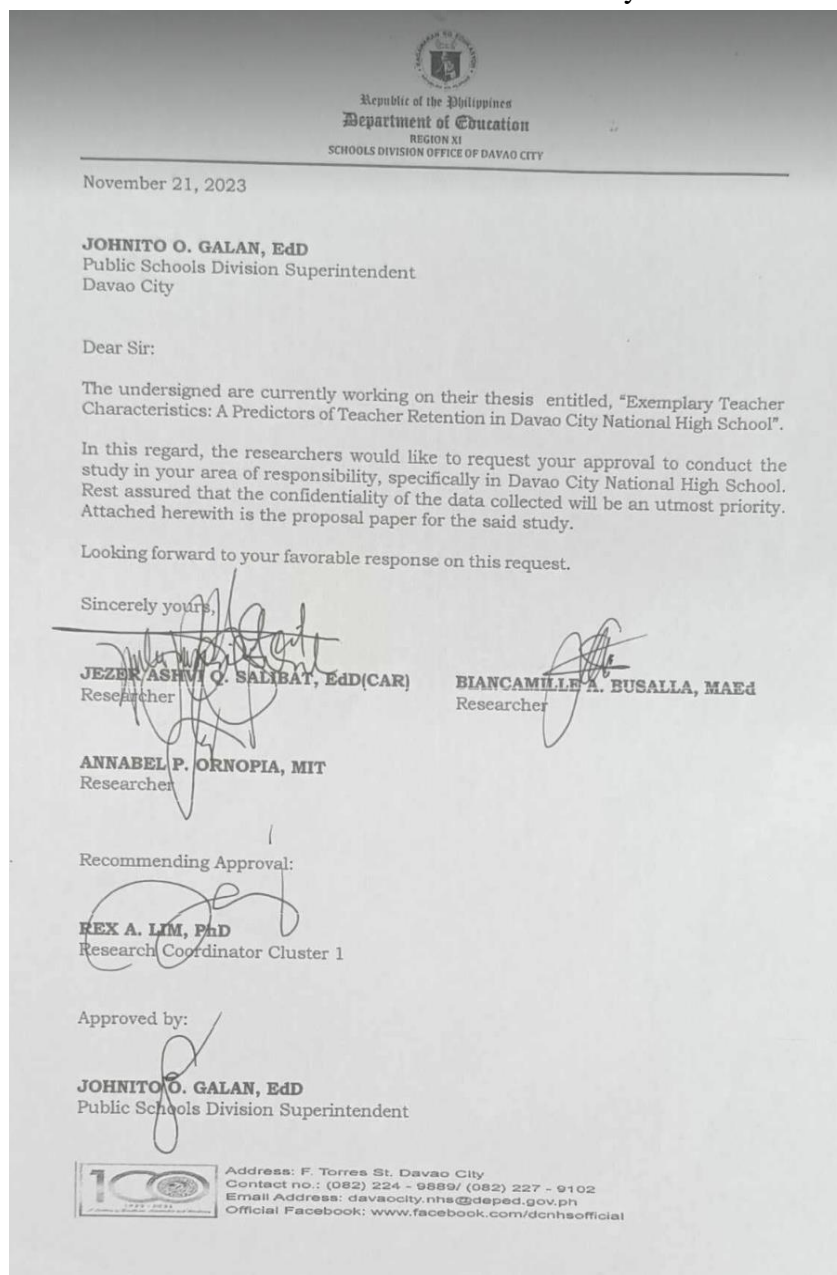


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## APPENDICES

### APPENDIX A

#### Permission to Conduct the Study



Republic of the Philippines  
Department of Education  
REGION XI  
SCHOOLS DIVISION OFFICE OF DAVAO CITY

November 21, 2023

**JOHNITO O. GALAN, EdD**  
Public Schools Division Superintendent  
Davao City

Dear Sir:

The undersigned are currently working on their thesis entitled, "Exemplary Teacher Characteristics: A Predictors of Teacher Retention in Davao City National High School".

In this regard, the researchers would like to request your approval to conduct the study in your area of responsibility, specifically in Davao City National High School. Rest assured that the confidentiality of the data collected will be an utmost priority. Attached herewith is the proposal paper for the said study.

Looking forward to your favorable response on this request.

Sincerely yours,

**JEZER ASHVI O. SALIBAT, EdD(CAR)**  
Researcher

**BIANCAMILLE A. BUSALLA, MAEd**  
Researcher


**ANNABEL P. ORNOPIA, MIT**  
Researcher

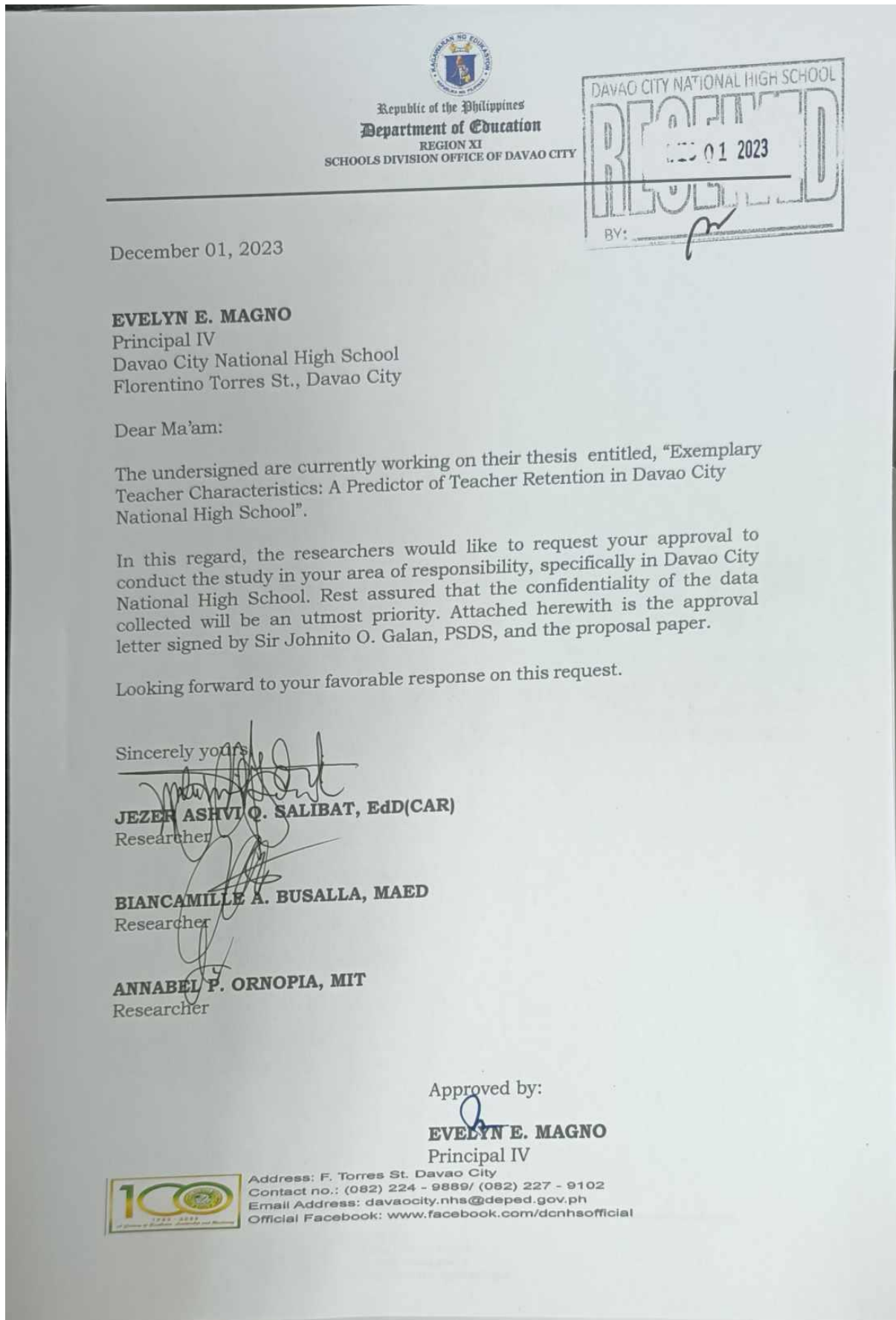
Recommending Approval:

**REX A. LIM, PhD**  
Research Coordinator Cluster 1

Approved by:

**JOHNITO O. GALAN, EdD**  
Public Schools Division Superintendent

 Address: F. Torres St. Davao City  
Contact no.: (082) 224 - 9889 / (082) 227 - 9102  
Email Address: [davaccity.nhs@deped.gov.ph](mailto:davaccity.nhs@deped.gov.ph)  
Official Facebook: [www.facebook.com/dcnhsofficial](http://www.facebook.com/dcnhsofficial)

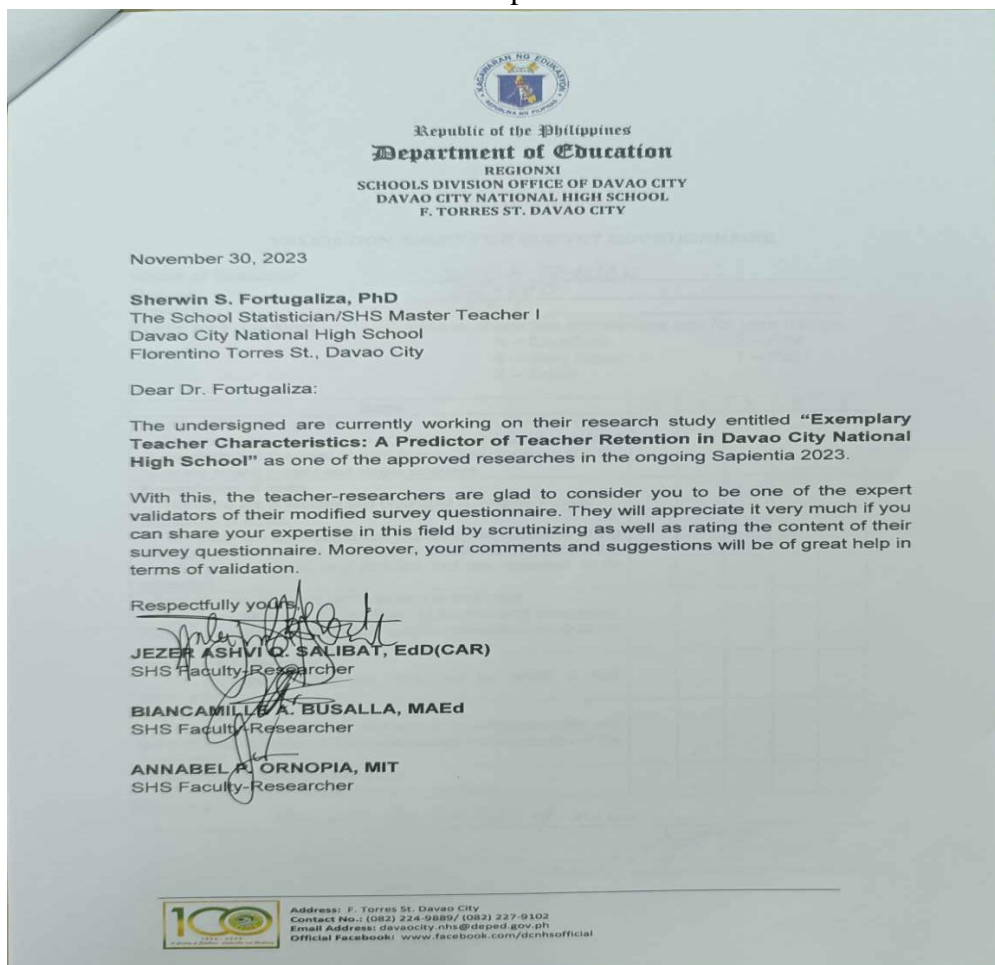


**APPENDIX B**  
Summary of Validation from  
Expert Validators

**Summary of Validation from Expert Validators**

	<b>Dr. Sherwin S. Fortugaliza</b>	<b>Dr. Jenifer D. Bugas</b>	<b>Dr. Juvy S. Tiongson</b>	<b>Rating</b>
Clarity of Direction	5	5	4	4.67
Presentation of Items	5	5	4	4.67
Adequateness of Items per Category or Indicator	5	5	4	4.67
Attainment of Purpose	5	5	4	4.67
Objectivity	5	5	4	4.67
Scale and Evaluation Rating Scale	5	5	4	4.67
<b>Overall Mean</b>				<b>4.67</b>

**APPENDIX C**  
Letter to the Expert Validators





Republic of the Philippines  
**Department of Education**  
REGION XI  
SCHOOLS DIVISION OFFICE OF DAVAO CITY  
DAVAO CITY NATIONAL HIGH SCHOOL  
F. TORRES ST. DAVAO CITY

November 30, 2023

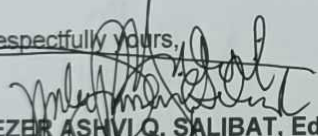
**Jenifer D. Bugas, PhD**  
SHS Master Teacher I  
Davao City National High School  
Florentino Torres St., Davao City

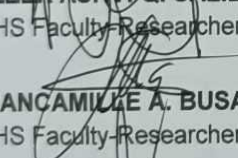
Dear Dr. Bugas:

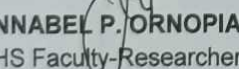
The undersigned are currently working on their research study entitled “**Exemplary Teacher Characteristics: A Predictor of Teacher Retention in Davao City National High School**” as one of the approved researches in the ongoing Sapientia 2023.

With this, the teacher-researchers are glad to consider you to be one of the expert validators of their modified survey questionnaire. They will appreciate it very much if you can share your expertise in this field by scrutinizing as well as rating the content of their survey questionnaire. Moreover, your comments and suggestions will be of great help in terms of validation.

Respectfully yours,

  
**JEZZER ASHVI Q. SALIBAT, EdD(CAR)**  
SHS Faculty-Researcher

  
**BIANCAMILLE A. BUSALLA, MAEd**  
SHS Faculty-Researcher

  
**ANNABEL P. ORNOPIA, MIT**  
SHS Faculty-Researcher



Address: F. Torres St. Davao City  
Contact No.: (082) 224-9889/ (082) 227-9102  
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November 30, 2023

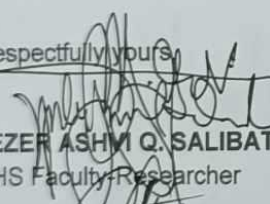
**Juvy S. Tiongson, EdD**  
SHS Master Teacher I  
Davao City National High School  
Florentino Torres St., Davao City

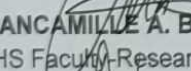
Dear Dr. Tiongson:

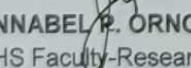
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Respectfully yours,

  
**JEZER ASHM Q. SALIBAT, EdD(CAR)**  
SHS Faculty-Researcher


  
**BIANCAMILLE A. BUSALLA, MAEd**  
SHS Faculty-Researcher

  
**ANNABEL P. ORNOPIA, MIT**  
SHS Faculty-Researcher



Address: F. Torres St. Davao City  
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Official Facebook: [www.facebook.com/dcnhsofficial](http://www.facebook.com/dcnhsofficial)

**APPENDIX D**  
Validation Sheets



Republic of the Philippines  
**Department of Education**  
REGION XI  
SCHOOLS DIVISION OFFICE OF DAVAO CITY  
DAVAO CITY NATIONAL HIGH SCHOOL  
F. TORRES ST. DAVAO CITY

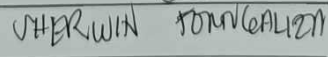
**VALIDATION SHEET FOR SURVEY QUESTIONNAIRE**


Name of Evaluator : HERWIN S. FORTALEZA  
 Degree : PHD in Development Research and Administration  
 Position : \_\_\_\_\_  
 Points for Equivalent : Please check the appropriate box for your ratings

5 – Excellent	2 – Fair
4 – Very Good	1 – Poor
3 – Good	

Items	5	4	3	2	1
<b>Clarity of Direction and Items</b> The vocabulary level, language, structure, and conceptual level of questions suit the level of participants. The directions and the items are written in clear and simple language.	✓				
<b>Presentation of Items</b> The items are presented and organized in a logical manner.	✓				
<b>Suitability of Items</b> The items are appropriate and represent the substance of the research. questions are designed to determine the conditions, knowledge, perception, and attitudes that are supposed to be measured.	✓				
<b>Adequateness of Items per Category or Indicator</b> The items represent the coverage of the research adequately. The questions per category are adequate representations of all the questions needed for research.	✓				
<b>Attainment of Purpose</b> The instrument fulfills the objectives for which it was constructed.	✓				
<b>Objectivity</b> Each item questions only one specific or measures only one behavior and no aspect of the questionnaire is a suggestion of the researchers.	✓				
<b>Scale and Evaluation Rating Scale</b> The scale adapted is appropriate for the items.	✓				

Remarks: Good to go!!!

  
 Validator (Signature over Printed Name with Date)



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 DAVAO CITY NATIONAL HIGH SCHOOL  
 F. TORRES ST. DAVAO CITY

**VALIDATION SHEET FOR SURVEY QUESTIONNAIRE**


Name of Evaluator : Jenifer D. Bugas  
 Degree : PhD Filipino  
 Position : MT I  
 Points for Equivalent : Please check the appropriate box for your ratings  
 5 – Excellent                      2 – Fair  
 4 – Very Good                    1 – Poor  
 3 – Good

Items	5	4	3	2	1
<b>Clarity of Direction and Items</b> The vocabulary level, language, structure, and conceptual level of questions suit the level of participants. The directions and the items are written in clear and simple language.	✓				
<b>Presentation of Items</b> The items are presented and organized in a logical manner.	✓				
<b>Suitability of Items</b> The items are appropriate and represent the substance of the research. questions are designed to determine the conditions, knowledge, perception, and attitudes that are supposed to be measured.	✓				
<b>Adequateness of Items per Category or Indicator</b> The items represent the coverage of the research adequately. The questions per category are adequate representations of all the questions needed for research.	✓				
<b>Attainment of Purpose</b> The instrument fulfills the objectives for which it was constructed.					
<b>Objectivity</b> Each item questions only one specific or measures only one behavior and no aspect of the questionnaire is a suggestion of the researchers.	✓				
<b>Scale and Evaluation Rating Scale</b> The scale adapted is appropriate for the items.	✓				

Remarks: Validated and suited for utilization  
Jenifer D. Bugas  
 Validator (Signature over Printed Name with Date)



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 Contact No.: (082) 224-9889/ (082) 227-9102  
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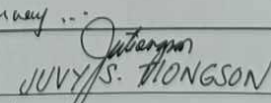
### VALIDATION SHEET FOR SURVEY QUESTIONNAIRE


Name of Evaluator : JUVY S. TIONGSON  
 Degree : EdD - PECE  
 Position : MT-1  
 Points for Equivalent : Please check the appropriate box for your ratings

5 – Excellent	2 – Fair
4 – Very Good	1 – Poor
3 – Good	

Items	5	4	3	2	1
<b>Clarity of Direction and Items</b> The vocabulary level, language, structure, and conceptual level of questions suit the level of participants. The directions and the items are written in clear and simple language.		/			
<b>Presentation of Items</b> The items are presented and organized in a logical manner.		/			
<b>Suitability of Items</b> The items are appropriate and represent the substance of the research. questions are designed to determine the conditions, knowledge, perception, and attitudes that are supposed to be measured.		/			
<b>Adequateness of Items per Category or Indicator</b> The items represent the coverage of the research adequately. The questions per category are adequate representations of all the questions needed for research.		/			
<b>Attainment of Purpose</b> The instrument fulfills the objectives for which it was constructed.		/			
<b>Objectivity</b> Each item questions only one specific or measures only one behavior and no aspect of the questionnaire is a suggestion of the researchers.		/			
<b>Scale and Evaluation Rating Scale</b> The scale adapted is appropriate for the items.		/			

Remarks: Approved to the conduct of survey...

  
JUVY S. TIONGSON  
 Validator (Signature over Printed Name with Date)



Address: F. Torres St. Davao City  
 Contact No.: (082) 224-9889/ (082) 227-9102  
 Email Address: [davaocity.nhs@deped.gov.ph](mailto:davaocity.nhs@deped.gov.ph)  
 Official Facebook: [www.facebook.com/dcnhsofficial](http://www.facebook.com/dcnhsofficial)



**APPENDIX E**  
Survey Questionnaire



**EXEMPLARY TEACHER CHARACTERISTICS: A PREDICTOR OF TEACHER RETENTION IN DAVAO CITY NATIONAL HIGH SCHOOL**

Survey Questionnaire

General Direction: This survey requires you to honestly assess the level of exemplary teacher characteristics and teacher retention in Davao City National High School. Kindly, check (✓) the space provided on the rightmost side of each item which closely corresponds to your general perspectives. There is no right or wrong answer and please do not leave any statements unanswered.

**Name (optional):** \_\_\_\_\_ **Department:** \_\_\_\_\_

**Sex:** \_\_\_\_\_

No Spacing

**Part I – Exemplary Teacher Characteristics**

For every given statement, indicate the level of exemplary teacher characteristics in terms of *outside of the classroom, classroom culture, assessment and motivation, content knowledge, pedagogical knowledge, and teacher beliefs*. Please, refer to the Five-point Likert Scale below:

5-Always, 4-Often, 3-Sometimes, 2-Seldom, and 1-Never

<b>A. OUTSIDE OF THE CLASSROOM</b>					
<i>In my educational institution, I ...</i>	5	4	3	2	1
1. work with other teachers to improve my teaching practices.					
2. set goals to become a better one.					
3. participate in school projects and events.					
4. serve as a valid source of information.					
5. work to improve school practices and procedures for everyone's benefit.					
<b>B. CLASSROOM CULTURE</b>					
<i>In my educational institution, I ...</i>	5	4	3	2	1
1. design a well-functional classroom.					
2. recognize and respond to learners' needs and interests.					
3. create an environment that advances learning.					
4. fosters and maintains respect.					
5. engage learners with decision-making processes.					
<b>C. ASSESSMENT AND MOTIVATION</b>					
<i>In my educational institution, I ...</i>	5	4	3	2	1
1. align my assessment with instructional objectives.					
2. maintain learner-centered activities.					
3. infer the learner's understanding from non-verbal cues.					
4. give positive and specific feedback to learners.					
5. seek information from learners to improve and devise teaching-learning processes.					
<b>D. CONTENT KNOWLEDGE</b>					
<i>In my educational institution, I ...</i>	5	4	3	2	1
1. use varied techniques in facilitating learning.					
2. engage my learners in active learning and researching.					



3. help my learners bridge theoretical conceptions into practical applications					
4. organize the contents of the lesson for my learners to gain a mental map.					
5. establish the level of development of my learners based on their prior knowledge.					
<b>E. PEDAGOGICAL KNOWLEDGE</b>					
<i>In my educational institution, I ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. demonstrate exceptional classroom management abilities.					
2. modify lessons to attain the instructional objectives.					
3. match teaching strategies to meet my learner's needs.					
4. am practicing the art of questioning and explaining rational skills.					
5. bring richer and more personal sources of information to bear on the problem we are trying to solve.					
<b>F. TEACHER BELIEFS</b>					
<i>I ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. believe that teachers and learners are both responsible for the learning.					
2. have the desire to be an excellent one.					
3. am passionate when it comes to teaching.					
4. have confidence that teaching is affected by both attitudes and skills.					
5. develop sets of evidence-based beliefs about learning and the role played by teachers.					

Office of Educational Innovation and Evaluation. (2008). *Exemplary Teacher Characteristics: National Survey Results and Alignment with the DeBruyn Institute for Teaching Excellence® Core Beliefs*. [https://system.netsuite.com/core/media/media.nl?id=46272&c=713075&h=4a6d745015e667b434e1&\\_xt=.pdf%20&gc=clear](https://system.netsuite.com/core/media/media.nl?id=46272&c=713075&h=4a6d745015e667b434e1&_xt=.pdf%20&gc=clear)

## Part II – Teacher Retention

For every given statement, indicate the level of teacher retention in terms of *environment, fit, compensation, leadership, evaluation, and mentoring*. Please, refer to the Five-point Likert Scale below:

5-Always, 4-Often, 3-Sometimes, 2-Seldom, and 1-Never

<b>A. ENVIRONMENT</b>					
<i>At school ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. teachers are choosing to leave the career field creating a shortage of qualified teachers <i>[reverse score]</i>					
2. when teachers leave, newly hired teachers are quickly hired to have minimum impact on learners.					
3. students behave appropriately for learning.					
4. I feel safe.					
5. facilities are conducive to learning.					
6. the number of learners is appropriate to maximize learning opportunities.					
<b>B. FIT</b>					
<i>I ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. am personally satisfied working as a teacher.					



2. am very connected to the community where I work.					
3. am very connected with my coworkers.					
4. fit well in the school.					
5. consider leaving my career field a personal sacrifice. <i>[reverse score]</i>					
6. am a very effective teacher.					
<b>C. COMPENSATION</b>					
<i>I am ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. fairly compensated for the work I do.					
2. attracted to this career field due to its retirement plan.					
3. Increased pay would influence my decision to remain in the teaching profession.					
4. A one-time retention pay bonus would influence my decision to remain in the teaching profession.					
<b>D. LEADERSHIP</b>					
<i>School's leaders ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. make my job easier.					
2. are well-rooted or connected with their teachers.					
3. are actively ensuring our teaching-learning success.					
<b>E. EVALUATION</b>					
<i>My school ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. has an effective evaluation system for measuring my work contributions.					
2. has an effective evaluation system for me to enhance my work performance.					
3. A better teacher evaluation system would influence my decision to remain in the teaching profession.					
<b>F. MENTORING</b>					
<i>At school ...</i>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. more experienced teachers play an active role in helping me to be a more effective teacher.					
2. the existence of a better mentoring program would influence my decision to remain in this career field.					

Phillips, J. (2019). *Factors that Contribute to PK-12 Teacher Retention in One Midwest School District*. <https://dc.etsu.edu/cgi/viewcontent.cgi?article=5124&context=etd>

Thank you for your contribution. If you have any questions regarding the survey questionnaire, please feel free to contact me through my email address at [www.jezerashvisalibat0903@gmail.com](mailto:www.jezerashvisalibat0903@gmail.com).

**APPENDIX F**

Specific Tables for Exemplary Teacher Characteristics

**Table 1. 1. Outside of the Classroom**

In my educational institution, I...	Valid	Mean	Std. Deviation
1. work with other teachers to improve my teaching practices.	210	4.605	0.554
2. set goals to become a better one.	210	4.695	0.511
3. participate in school projects and events.	210	4.424	0.682
4. serve as a valid source of information.	210	4.414	0.645
5. work to improve school practices and procedures for everyone's benefit.	210	4.595	0.621
<b>Mean</b>	<b>210</b>	<b>4.547</b>	<b>0.479</b>

**Table 1. 2. Classroom Culture**

In my educational institution, I...	Valid	Mean	Std. Deviation
1. design a well-functional classroom.	210	4.462	0.612
2. recognize and respond to learners' needs and interests.	210	4.638	0.538
3. create an environment that advances learning.	210	4.548	0.587
4. fosters and maintains respect.	210	4.790	0.442
5. engage learners with decision-making processes.	210	4.681	0.497
<b>Mean</b>	<b>210</b>	<b>4.624</b>	<b>0.433</b>

**Table 1. 3. Assessment and Motivation**

In my educational institution, I ...	Valid	Mean	Std. Deviation
1. align my assessment with instructional objectives.	210	4.757	0.441
2. maintain learner-centered activities.	210	4.676	0.499
3. infer the learner's understanding from non-verbal cues.	210	4.543	0.579
4. give positive and specific feedback to learners.	210	4.700	0.480
5. seek information from learners to improve and devise teaching-learning processes.	210	4.624	0.600
<b>Mean</b>	<b>210</b>	<b>4.660</b>	<b>0.420</b>

**Table 1. 4. Content Knowledge**

In my educational institution, I ...	Valid	Mean	Std. Deviation
1. use varied techniques in facilitating learning.	210	4.543	0.536
2. engage my learners in active learning and researching.	210	4.567	0.534

**Table 1. 4. Content Knowledge**

In my educational institution, I ...	Valid	Mean	Std. Deviation
3. help my learners bridge theoretical conceptions into practical applications.	210	4.481	0.580
4. organize the contents of the lesson for my learners to gain a mental map.	210	4.529	0.580
5. establish the level of development of my learners based on their prior knowledge.	210	4.638	0.556
<b>Mean</b>	<b>210</b>	<b>4.551</b>	<b>0.448</b>

**Table 1. 5. Pedagogical Knowledge**

In my educational institution, I ...	Valid	Mean	Std. Deviation
1. demonstrate exceptional classroom management abilities.	210	4.414	0.630
2. modify lessons to attain the instructional objectives.	210	4.552	0.544
3. match teaching strategies to meet my learner's needs.	210	4.586	0.591
4. am practicing the art of questioning and explaining rational skills.	210	4.571	0.533
5. bring richer and more personal sources of information to bear on the problem we are trying to solve.	210	4.495	0.636
<b>Mean</b>	<b>210</b>	<b>4.524</b>	<b>0.458</b>

**Table 1. 6. Teacher Beliefs**

I ...	Valid	Mean	Std. Deviation
1. believe that teachers and learners are both responsible for the learning.	210	4.790	0.442
2. have the desire to be an excellent one.	210	4.605	0.588
3. am passionate when it comes to teaching.	210	4.652	0.516
4. have confidence that teaching is affected by both attitudes and skills.	210	4.733	0.454
5. develop sets of evidence-based beliefs about learning and the role played by teachers.	210	4.619	0.560
<b>Mean</b>	<b>210</b>	<b>4.680</b>	<b>0.402</b>

**APPENDIX G**

Specific Tables for Teacher Retention

At school ...	Valid	Mean	Std. Deviation
1. teachers are choosing to leave the career field creating a shortage of qualified teachers. [rs]	210	3.733	0.966
2. when teachers leave, newly hired teachers are quickly hired to have minimum impact on learners.	210	1.900	0.702
3. students behave appropriately for learning.	210	3.810	0.924
4. I feel safe.	210	3.933	0.889
5. facilities are conducive to learning.	210	3.500	1.095
6. the number of learners is appropriate to maximize learning opportunities.	210	3.048	1.240
<b>Mean</b>	<b>210</b>	<b>3.320</b>	<b>0.570</b>

I ...	Valid	Mean	Std. Deviation
1. am personally satisfied working as a teacher.	210	4.229	0.735
2. am very connected to the community where I work.	210	4.071	0.712
3. am very connected with my coworkers.	210	4.338	0.674
4. fit well in the school.	210	4.324	0.705
5. consider leaving my career field a personal sacrifice. [rs]	210	1.952	0.730
6. am a very effective teacher.	210	4.167	0.646
<b>Mean</b>	<b>210</b>	<b>3.847</b>	<b>0.425</b>

I am ...	Valid	Mean	Std. Deviation
1. fairly compensated for the work I do.	210	3.895	0.922
2. attracted to this career field due to its retirement plan.	210	3.605	1.012
3. Increased pay would influence my decision to remain in the teaching profession.	210	4.243	0.832
4. A one-time retention pay bonus would influence my decision to remain in the teaching profession.	210	3.986	0.951
<b>Mean</b>	<b>210</b>	<b>3.932</b>	<b>0.708</b>

**Table 2. 4. Leadership**

School’s leaders ...	Valid	Mean	Std. Deviation
1. make my job easier.	210	3.857	0.973
2. are well-rooted or connected with their teachers.	210	3.957	0.940
3. are actively ensuring our teaching-learning success.	210	4.014	0.941
<b>Mean</b>	<b>210</b>	<b>3.943</b>	<b>0.900</b>

**Table 2. 5. Evaluation**

My school ...	Valid	Mean	Std. Deviation
1. has an effective evaluation system for measuring my work contributions.	210	3.981	0.891
2. has an effective evaluation system for me to enhance my work performance.	210	4.005	0.883
3. A better teacher evaluation system would influence my decision to remain in the teaching profession.	210	4.105	0.896
<b>Mean</b>	<b>210</b>	<b>4.030</b>	<b>0.826</b>

**Table 2. 6. Mentoring**

At School ...	Valid	Mean	Std. Deviation
1. more experienced teachers play an active role in helping me to be a more effective teacher.	210	4.324	0.764
2. the existence of a better mentoring program would influence my decision to remain in this career field.	210	4.243	0.877
<b>Mean</b>	<b>210</b>	<b>4.283</b>	<b>0.745</b>

**APPENDIX H**  
Financial Report

**FINANCIAL REPORT**

The following details were utilized from the start until the fruition of the said study.

Printing – Paper and Ink	5,000.00php
Transportation Fees	100.00php
Token of Gratitude to Validators	900.00php
Pamphlets	300.00php
International Publication	10,000.00php
<b>Total</b>	<b>16,300.00php</b>

## APPENDIX I TurnItIn (Plagiarism Checker) Result

**Similarity Report**

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Summary