

Factors Affecting the Perceived Retention of Teachers in Mapúa University Senior High School Department

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Abstract

Teacher retention is an essential component in maintaining the consistency and quality of education, especially in higher education institutions. It serves as a critical factor in ensuring the sustainability of academic programs and overall institutional growth. This study investigates the influence of specific factors—namely workload, professional development, and compensation—on the retention of faculty members at Mapúa University. While existing research has explored these elements independently, this study sought to examine their combined effect on teachers' decision to stay within the institution. The researchers aimed to determine which of the identified factors significantly influence work retention and how strongly each correlates with it. A total of 40 faculty members participated in the study by answering a validated survey distributed via Microsoft Teams. Using Spearman's rho correlation, the researchers analyzed the relationship between the factors and perceived retention, while also employing ordinal logistic regression to determine significance. The results indicated that compensation and professional development had statistically significant relationships with work retention, whereas workload, although positively correlated, did not show statistical significance. These findings emphasize that fair compensation and ample professional growth opportunities are pivotal in promoting teacher retention. Therefore, the researchers recommend that institutions like Mapúa University prioritize strengthening these areas to reduce faculty turnover and nurture a long-term commitment and rapport among educators within the institution. Future research may consider exploring additional factors, applying a mixed-method approach, and including larger and more diverse samples for broader insight.

Keywords: teacher retention, compensation, workload, professional development, turnover

INTRODUCTION

Background of the Study

Developmental relationships between students and teachers are essential for student welfare and the positive development of schools. These enduring connections significantly enhance the educational environment by fostering support and growth. The cultivation of these relationships boosts the morale and motivation of everyone within the institution, creating a more dynamic and engaged school community (Scales, Van Boekel, Pekel, Syvertsen, & Roehlkepartain, 2020).

However, teacher retention remains a significant issue for many educational institutions, not just in the Philippines but worldwide. Retaining teachers is often a challenge, particularly in countries like the Philippines, where universities, including those within the Senior High School curriculum, face an alarming attrition rate of 35.15%. This high dropout rate among students reflects deeper systemic issues, such as high student-teacher ratios, which can negatively impact both students' learning experiences and teachers' job satisfaction and commitment (Whittaker, n.d.; Springer, 2019).

Mapúa University, one of the leading educational institutions in the country, is not exempt from this issue. Although the university has seen an increase in enrollment over the past few years, it continues to face challenges related to teacher retention, especially within its Senior High School Department. While there is substantial research on teacher retention in public schools or at the college level, not much has been done to investigate the specific factors influencing teacher retention in senior high school departments of private institutions like Mapúa (Arthur & Bradley, 2023; Department for Education, 2018). A sustainability report from the academic year 2022-2023, however, reveals that the employee attrition rate in 2023 was 1.23% (Mapúa University, 2023).

Therefore, this study intended to bridge the gap in the existing data by focusing on the specific factors that influenced teacher retention at Mapúa University's Senior High School Department. By understanding these factors, the study aimed to provide actionable insights and recommendations that could help improve teacher retention rates and contribute to a more stable and committed teaching workforce within the institution.

Review of Related Literature

Studies Pertaining to Work-Life Balance and Administrative Support

Work-life balance is essential in retaining educators who face the dual pressures of professional and personal responsibilities. Smith and Lee (2019) noted that teachers experiencing stress from excessive workloads are at higher risk of leaving their roles early in their careers. A manageable workload enhances teachers' productivity and fosters long-term retention. This aligns with Muasya's (2016) findings, which underscored the need for family-friendly policies such as flexible working hours and supervisory support in improving job satisfaction and work-life balance among educators in Nairobi. Administrative roles, including principals' contributions in providing emotional and professional support, play a significant role in mitigating job dissatisfaction (Muasya, 2016).

Johnson and Reilly (2020) found that teachers who perceive strong support from their administration are more likely to remain committed to their roles. This support can manifest as teaching resources, equitable task delegation, and personal encouragement. In a related study, Brown and Spencer (2021) emphasized that flexible work policies allowing educators to balance personal and professional life significantly reduce workplace stress, contributing to better retention rates.

Studies Pertaining to Teacher Mental Health and Well-being

Teacher mental health has increasingly gained recognition as a critical factor influencing teacher retention. Geiger and Pivovarova (2018) emphasized that emotional exhaustion, commonly stemming from high workloads and insufficient support, is a leading cause of teacher attrition. They argued that addressing teacher mental health through proactive measures, such as workload adjustments, wellness programs, and counseling services, could significantly improve retention rates. Similarly, Greenberg et al. (2016) highlighted that teachers with access to mental health resources exhibit improved job satisfaction and resilience, thereby reducing turnover.

Research by Schonert-Reichl et al. (2015) underlined the importance of mindfulness programs in mitigating stress and burnout. Implementing strategies like social-emotional learning (SEL) for teachers and students has a twofold benefit: it improves teacher well-being while fostering a supportive learning environment. Furthermore, Howard and Johnson (2014) discussed that peer mentoring and collegial networks act as a buffer against stress, enhancing teachers' emotional stability and commitment to their roles.

Studies Pertaining to Student-Teacher Relationships

Student-teacher relationships are pivotal in shaping teacher satisfaction and retention. Klassen and Chiu (2011) revealed that teachers with positive interactions with students report higher job satisfaction, leading to reduced turnover. Building such relationships provides teachers with a sense of purpose and fulfillment, acting as a counterbalance to professional challenges.

Coggshall (2006) emphasized the role of administrative support in helping teachers manage classroom behavior. Providing teachers with professional development in behavioral management equips them to foster constructive interactions with students. Hamre and Pianta (2006) explored how positive student-teacher relationships during early career years predict longer tenures, as teachers derive personal satisfaction from their students' growth and achievements.

Studies Pertaining to School Culture and Community Involvement

A supportive school culture fosters a sense of belonging, which is crucial for teacher retention. Ingersoll and May (2011) found that collaborative environments, where teachers feel valued and included, exhibit lower attrition rates. Schools that encourage teacher participation in decision-making and create opportunities for professional camaraderie often see longer retention.

Community involvement further strengthens teachers' ties to their schools. Epstein (2011) highlighted that schools with robust community partnerships, such as mentoring programs and extracurricular activities, help teachers feel more connected to their environment. Byrk and Schneider (2002) suggested that trust among teachers, parents, and administrators builds a culture of shared responsibility, reducing the likelihood of teacher departures.

Studies Pertaining to Professional Development, Career Advancement, and Technological Integration

Carter and Williams (2019) emphasized that career advancement opportunities significantly influence teacher satisfaction and retention. Schools like Mapúa University, which emphasize continuous professional growth, tend to retain more teachers by offering workshops, certifications, and leadership roles.

According to Alda, Boholano, and Dayagbil (2020), integrating advanced technological tools positively impacts teacher retention by modernizing teaching and administrative functions. Institutions that invest in Education 4.0 infrastructure provide teachers with the tools they need to succeed, reducing stress and enhancing job satisfaction.

Dunwill (2016) found that collaborative technologies foster a supportive teaching environment. Schools that enable teachers to use online platforms for resource-sharing and collaborative teaching are more likely to retain educators. The integration of these technologies at Mapúa University could significantly impact teacher retention.

Studies Pertaining to Job Satisfaction, Compensation, and Financial Stability

Teacher satisfaction is multifaceted, encompassing manageable workloads, financial stability, and recognition. Brown and Green (2021) observed that when schools address these factors, teachers are more likely to remain loyal to their institutions. However, financial struggles persist as a significant challenge

for educators, particularly in developing regions like the Philippines, where salary schedules and inflation often create instability (Garcia & Fernandez, 2019).

Wilson and Clark (2020) proposed that financial incentives, such as competitive salaries and bonuses, directly influence teacher retention. This is especially relevant in contexts where financial constraints disproportionately impact job satisfaction and professional longevity. Muasya's (2016) study reiterated that adequate financial compensation, and equitable workloads could counteract dissatisfaction and foster loyalty among educators.

Synthesis and Research Gap

Numerous studies regarding teacher retention and its significant factors are present in the Philippines, however, no studies specifically on Mapua University and within the SHS department are present regarding Teacher Retention as its policies are not present the University's websites and sources. To comprehend the necessity of policies regarding engagement of faculty, criteria for evaluations, and professional honing affects rates of retention particularly in Mapua University which may lead to improvements within the institution and further offer quality education for the SHS students.

Inadequate studies underscoring Mapua University regarding Teacher Workload and Satisfaction of the profession. Differing across subjects, tasks for the administration, and Extracurricular Responsibilities, navigating how the amount of work for the educators within Mapua University SHS department may proffer significant improvements into bettering retention rates, adding to, leading to investigating insights that are substantial for the institution.

A great number of studies depict that teachers and school administrators' relationships predominantly influence retention rates. However, Mapua University's faculty and administration are lacking in interpersonal dynamics. Offering navigation into how mechanisms for support, practices for communication, and styles in leadership impact satisfaction for teachers and retention. Improving this factor would adamantly offer a significant quality education for the SHS students.

At Mapua University, this factor remains insufficient regarding teacher development programs. Development for the profession by underscoring efficiency, effectiveness, and accessibility for the educators in the SHS department of Mapua University may offer improvements in retention rates. Substantial and Influential improvements can be obtained to better comprehend the factors influencing teacher retention, particularly in the Mapua University Senior High School Department. Persisting this particular objective supports the university being one of the renowned schools in the nation and a teaching workforce of great quality.

Research Objectives

Based on the research gap that was found in the related literatures of this study, the researchers aim to identify which among of the factors such as workload, professional development, and compensation have the significant effect on the retention of teachers in Mapua University Senior High School Department. In addition to this, the researchers also desired to delineate the association of each aforementioned factor to the teachers' retention. By doing so, it provides benefits such as helping the institution implement targeted retention strategies, improving teaching quality, and guiding data-driven policymaking. Beneficiaries include the teachers, who gain a better work environment; students, who benefit from consistent and quality instruction; the administration, through reduced turnover costs; and future researchers, who can build on these findings to address similar challenges.

Significance of the Study

This study explored key factors that influenced teacher retention within the Senior High School Department at Mapúa University, focusing specifically on workload, professional development, and compensation. Understanding these variables was essential, especially considering the national attrition rate of 35.15%, which posed a significant challenge in the education sector. The findings of this research were expected to benefit various stakeholders in meaningful ways. For teachers, the study offered a clearer understanding of how workload management, opportunities for professional growth, and equitable compensation impacted their job satisfaction and decision to remain in their roles. By addressing these factors, teachers could advocate for a work environment that fostered balance, career advancement, and a sense of value, reducing burnout and enhancing overall morale.

School administrators, on the other hand, could draw from the study to implement evidence-based strategies that created supportive and engaging work environments. Insights into managing workloads, structuring effective professional development programs, and ensuring fair compensation enabled administrators to build a more committed and effective teaching workforce. These efforts not only improved teacher retention but also enhanced institutional performance by reducing the disruptions caused by frequent turnover. Policymakers also stood to gain from this research, as it provided critical data to guide the creation of targeted interventions that addressed systemic challenges. The study's findings could inform policies that promoted long-term sustainability within the educational sector, ensuring a more stable and resilient teaching workforce at Mapúa University and beyond.

Moreover, this research contributed significantly to academic literature by addressing existing gaps in the understanding of teacher retention. It provided a foundation for future studies, encouraging researchers to delve deeper into the interplay of workload, professional development, and compensation across various educational contexts. By fostering continued exploration, this study not only aided in addressing the immediate issue of teacher attrition but also contributed to the broader effort to improve the teaching profession, ultimately benefiting educators, students, and the education system.

Scope and Delimitation

This study focused on the factors that influenced teacher retention in the Senior High School Department at Mapúa University, a prominent institution in the Philippines. The general purpose of the study was to investigate critical issues such as compensation, socio-organizational development, and other relevant aspects that contributed to teacher retention amid a national attrition rate of 35.15%.

The scope of the study included both full-time and part-time teachers in the Senior High School Department during the 2024 academic year. It specifically excluded educators from other departments within Mapúa University and from other educational institutions. To gather data, the study primarily utilized quantitative methodologies such as surveys, interviews, and questionnaires. While the findings provided valuable insights into the specific context of Mapúa University, they may not be generalizable to other educational settings.

These delimitations were essential for ensuring a focused investigation into the unique factors that affected teacher retention in this environment. The study aimed to formulate actionable solutions to enhance retention rates within the department while acknowledging the limitations posed by its scope.

Theoretical/Conceptual Framework

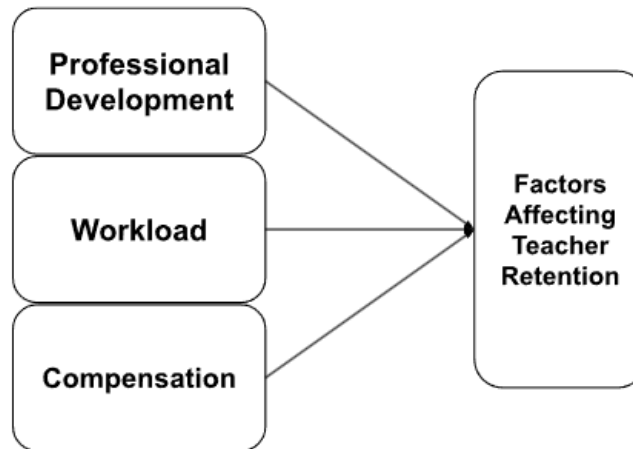


Figure 1. The Conceptual Framework

The conceptual framework focuses on three independent variables—workload, compensation, and professional development—and their relationship with the dependent variable, teacher retention. As illustrated in Figure 1, the framework explains the process by which the researchers aim to determine which of these independent variables significantly influence teacher retention. Each variable will be tested individually to examine its specific correlation with retention. For instance, if workload shows a positive correlation with teacher retention, it will be identified as a contributing factor; if compensation shows a negative or insignificant correlation, it will be considered less impactful or unrelated.

This framework employs the Input-Process-Output (IPO) model, which offers a systematic and structured approach to the research. The Input phase includes the independent variables—workload, compensation, and professional development—all of which were selected based on existing literature identifying them as critical to teacher retention. The Process phase involves collecting data through surveys and questionnaires administered to teachers in the Senior High School Department at Mapúa University. These data will be analyzed using appropriate statistical tools to identify correlations and patterns. Finally, the Output phase presents findings that aim to address the research objectives and support the development of policies and initiatives to reduce teacher attrition.

Figure 1 illustrates the overall research process in which each independent variable is evaluated separately to determine its impact on teacher retention. For example, a positive correlation between professional development and retention would suggest its effectiveness as a retention strategy. Conversely, if compensation exhibits little or no correlation, it may be considered a less influential factor. While the framework shows that all independent variables have potential relationships with the dependent variable, the strength and significance of these relationships will be revealed through data analysis. This structured model provides a clear and focused foundation for understanding the underlying causes of teacher attrition and ultimately supports efforts to enhance teacher retention at Mapúa University.

METHODS

This chapter details the methodology employed in this research paper. It provides a comprehensive rationale for the selected methods, explains the chosen design, describes the procedures executed, and outlines the data analysis process. Additionally, it highlights the tools and instruments used in data

collection, the sampling techniques employed to select participants, and the measures taken to ensure the validity and reliability of the results. This section is crucial for discussing other relevant variables and considerations, including ethical protocols and potential limitations, that are critical to the study.

Research Design

The researchers of this study focused on employing quantitative methods, such as distributing survey questionnaires and recruiting individuals to participate in answering Microsoft Forms, to investigate factors affecting teacher retention in the Mapúa University Senior High School Department's faculty. A quantitative approach was advantageous for this research as it examined events impacting a specific group of individuals, or a "sample population," experiencing varying effects from the same data (Sreekumar, 2023). This approach allowed for the systematic collection and analysis of numerical data to identify patterns and relationships.

Furthermore, a correlational research design was applied to determine the degree to which the variables related to each other and to identify which variable had the most significant impact on the problem raised. The correlational research design was used to examine the strength and direction of the relationships between variables such as workload, professional development, and compensation with teacher retention rates. This approach was believed to aid the researchers in providing a better resolution through comprehensive data analysis, observations, and detailed descriptions (Manjunatha, 2019; Devi & Lepcha, 2023).

The researchers aimed to identify the most prevalent factors influencing teacher retention through analytic surveys that were distributed to the Mapúa University Senior High School Department. These surveys allowed recipients to rate the extent to which factors like workload, professional development, and compensation affected their decision to remain within the institution. The survey included statements to measure insights. By analyzing the correlation between the aforementioned factors and the rate of teacher retention, the study aimed to provide a foundation for a more concrete analysis of the influence each factor had on teacher retention (Gürbüz, 2017).

The results from these methods were meticulously analyzed to determine significant patterns and correlations. This analysis provided valuable insights into which factors had the greatest impact on teacher retention, enabling the researchers to make informed recommendations for improving retention rates at Mapúa University.

Setting

Due to the geographical distance between the researchers, the research group unanimously agreed to execute the methods online. As such, the surveys were created using Microsoft Forms and distributed to 25 faculty members through Microsoft Teams and Outlook for Microsoft. To maintain formality, these surveys were sent strictly through the researchers' Microsoft accounts linked to Mapúa University.

The researchers focused solely on the teachers of the Mapúa University Senior High School Department; faculty from other years or universities did not participate in this research. The researchers acknowledged this limitation and affirmed that the data presented should not be used as a universal basis for other universities. This study aimed to provide a deeper understanding of the systems in place that both benefited and challenged Mapúa University, fostering a deeper understanding of the Senior High School Department specifically.

Respondents and Sampling Technique

This study focused on the faculty of the Mapúa University Senior High School Department, whose staff members had varying schedules and availability. The researchers remained mindful and respectful of the faculty's time. Therefore, quantitative methods were implemented by distributing online questionnaires and employing the total population sampling technique. This method involved reaching out to all Senior High School teachers at Mapúa, both from the Intramuros and Makati campuses, ensuring that all faculty members were included in the study. This approach allowed for comprehensive data collection, providing a more complete understanding of the factors under investigation.

The researchers applied the Central Limit Theorem to analyze the gathered data. This theorem stated that the distribution of the sample would approximate a normal distribution (Ganti, A., 2024). In simple terms, it is a statistical concept indicating that, given a sufficiently large sample size, the mean of the sample would be approximately equal to the population mean (Ganti, A., 2024). For this study, the sample size was 40, which was considered adequate for the Central Limit Theorem to hold.

$$\mu_{\bar{x}} = \mu$$
$$\sigma_{\bar{x}} = \frac{\sigma}{\sqrt{n}}$$

Figure 2. Central Limit Theorem

In applying the Central Limit Theorem, the researchers analyzed the distribution of responses for each questionnaire item related to the study's variables. If the data deviated from normality, the formulas shown in Figure 2 were used. The first formula ensured that the sample mean (\bar{x}) equaled the population mean (μ), while the second formula adjusted the standard deviation of the sample mean (\bar{x}) by dividing the population standard deviation (σ) by the square root of the sample size ($n = 40$). By applying these formulas, the data was expected to approximate a normal distribution, enabling the researchers to make accurate inferences about the population. This process ensured reliable statistical analysis, even when the original data did not exhibit a normal distribution.

The researchers also aimed to utilize and apply the Central Limit Theorem by taking a sample size of 40 teachers from the Mapúa University Senior High School Department faculty to approximate the likelihood of a variable being a possible factor affecting teacher retention. Once the study was conducted, this theorem helped the researchers determine whether a variable had a positive or negative correlation in relation to answering the research question.

Data Gathering Tools

To evaluate the different factors affecting teacher retention at Mapúa University, the researchers meticulously crafted an online questionnaire using Microsoft Forms. This questionnaire, which was designed and approved by research experts, consisted of twenty (20) statements directly related to the study's objectives.

The study employed questionnaires utilizing a four-point Likert scale. This scale is an established and widely used measurement tool in social sciences research, recognized for its ability to capture the nuances of respondents' attitudes and perceptions (Prahmana, 2022).

Each factor under investigation—workload, professional development, and compensation—was assessed through five statements each. Respondents rated each statement on a scale from 1 to 4: (1) indicated Strongly Disagree, (2) indicated Disagree, (3) indicated Agree, and (4) indicated Strongly Agree. This approach allowed for a granular understanding of the degree to which respondents agreed with each statement, providing valuable insights into their experiences and perceptions.

The Likert scale was particularly well-suited for this study as it simplified the data collection process while ensuring clarity and consistency in responses (Tanujaya, Prahmana, & Mumu, 2022). By employing this method, the researchers gathered concise data that was straightforward to analyze, thus facilitating an accurate assessment of the factors affecting teacher retention. This statistical measure helped verify the coherence of the respondents' answers, thereby enhancing the validity of the findings.

To ensure the validity of the questionnaire, the researchers employed content validity. Specifically, two professionals with expertise in the subject matter reviewed the questionnaire to evaluate whether the items adequately covered the dimensions and constructs being measured in the study. Their feedback was used to refine and improve the questionnaire, ensuring that the questions were clear, relevant, and aligned with the study's objectives. By incorporating input from these experts before distributing the questionnaire to the actual respondents, the researchers ensured that the survey effectively measured the intended variables, thereby enhancing the overall validity and credibility of the collected data.

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Figure 3. Cronbach's Alpha

Cronbach's alpha was used separately for each factor—workload, professional development, and compensation. For each factor, the researchers computed the average inter-item correlation, which measured how closely related the questions within each factor were. A high Cronbach's alpha value (close to 1) indicated that the questions within that factor were consistently measuring the same underlying concept.

For example, for the workload factor, all the questions related to workload were analyzed together to determine if they consistently measured the teachers' perceptions of their workload. Similarly, for professional development and compensation, the statements within each factor were analyzed to ensure they provided a reliable measurement of the teachers' experiences and satisfaction levels.

By using this structured approach and applying Cronbach's alpha to assess the reliability of the questionnaire, the researchers gathered comprehensive and reliable data on the factors affecting teacher retention at Mapúa University. This data was crucial for making informed recommendations to improve retention rates and enhance the overall work environment for teacher.

Research Procedures

The researchers adopted a structured approach to collect and analyze data regarding teacher retention at the Mapúa University Senior High School Department. To formally conduct the study, they designed the survey using Microsoft Forms and distributed it via Microsoft Teams and Outlook to ensure accessibility

and formal communication. The survey included a Likert scale for quantitative analysis, allowing faculty members to complete it at their convenience and minimizing disruptions to their schedules.

This statistical measure ensured that the survey reliably captured the intended constructs. Survey distribution was prioritized to ensure a smooth flow of data collection. Responses were continuously reviewed for completeness and clarity before moving to analysis. By employing this structured approach, the researchers gathered comprehensive and reliable data on the factors affecting teacher retention at Mapúa University. This data was crucial for making informed recommendations to improve retention rates and enhance the overall work environment for teachers.

Data Analysis

Spearman correlation. To examine the relationship between teacher retention and several key factors such as workload, compensation, and professional development, the researchers will employ spearman correlation. This method is ideal for measuring the strength and direction of association between two ranked variables. In other words, it is how well the relationship between two variables could be represented using a monotonic function (Gupta, A., 2024). The Spearman Correlation can help determine the association of variables through ranks. The lower values of the variable have a lower rank, while high values indicate a high rank. The coefficient can take values from -1 , to $+1$. If a variable has a value of -1 , it has a perfect negative association of ranks, but if it has a coefficient of $+1$, it has a positive association of ranks. If the coefficient is zero, it indicates no association of ranks.

$$\rho = 1 - \frac{6\sum d_i^2}{n(n^2 - 1)}$$

Figure 4. Spearman's Rank Coefficient Formula

Since the researchers are using continuous variables. The Spearman Correlation is the right tool to use in this study. Spearman's correlation is an excellent choice when you have ordinal data because Pearson's is not appropriate. Ordinal data have at least three categories and the categories have a natural order (Frost, J., n.d). In this study in particular, the researchers aim to examine the correlation between the independent variables (workload, compensation, professional development), and the dependent variable (teacher retention). Unlike Pearson's Correlation, Spearman's Coefficient is a much more appropriate solution to the study because it focusses on multiple relationships.

In conclusion, the researchers have determined that utilizing Spearman's Correlation is appropriate for this study due to its capabilities in analyzing ordinal data and providing a nuanced understanding of the factors influencing teacher retention. These methods allow a detailed examination of the significance of workload, compensation, and professional development on teacher retention, allowing for a comprehensive analysis of the interplay between these factors. By interpreting these statistical techniques, the study aims to find critical insights within the Mapúa University Senior High School Department, ultimately contributing to improved initiatives.

Ethical Considerations

The Data Privacy Act of 2012, or Republic Act No. 10173, is a comprehensive law in the Philippines that aims to protect the fundamental human right to privacy and the personal information within information and communications systems in both the government and private sectors. The researchers are cognizant of this legislation and prioritize the respondents' right to remain anonymous. Therefore, the researchers provided the respondents with a consent form at the beginning of the questionnaire and reaffirmed their comfortability to proceed before the interview. If, at any point, a respondent declines the researchers' permission to use the data they have provided, the researchers will respect their decision and proceed without further inquisition.

RESULTS and DISCUSSIONS

This chapter presents the statistical results and corresponding interpretations of the gathered data to answer the research objectives of the study. Using Spearman's Rho correlation analysis, this study determined the significance, strength, and direction of the relationship between the independent variables—workload, professional development, and compensation—and the dependent variable, work retention. The following sections explain the findings in detail and contextualize them within existing literature.

Reliability Testing

The researchers conducted a pilot test involving 15 respondents from the faculty of Mapúa University's Senior High School Department to evaluate the reliability of the research instrument. Two experts validated the questionnaire prior to distribution, ensuring that the statements and items were coherent, relevant, and aligned with the study's variables. The responses from the pilot test were analyzed using Cronbach's Alpha, a statistical measure that determines the internal consistency of a set of items within a scale. A Cronbach's Alpha score of 0.9439 was obtained, which falls within the "Excellent" category of reliability. This score indicates that the instrument is highly reliable and that the questions consistently measured the underlying constructs they were designed to capture. With the instrument confirmed as valid and reliable, the researchers proceeded to distribute the survey to a larger sample.

Data Gathering

The researchers then carried out questionnaires using Microsoft Forms, wherein the survey was distributed to teachers through Microsoft Teams channels utilized by faculty members at Mapúa University. Convenience sampling was employed, allowing the researchers to target accessible respondents within the Senior High School Department. A total of 40 completed responses were collected and used for analysis. Due to the ordinal nature of the responses, Spearman's Rho correlation was utilized to determine whether a monotonic relationship existed between each of the independent variables and the dependent variables.

Table 1 Spearman's Rho Correlation Between Individual Factors and Work Retention

Factor	Correlation Coefficient	Sig (2-tailed)	N	Interpretation
Workload	0.537	0.000	40	Strong, Positive Relationship (Significant)
Professional Development	0.759	0.000	40	Very Strong, Positive Relationship (Significant)

Compensation	0.780	0.000	40	Very Strong, Positive Relationship (Significant)
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Table 1 reveals that all three independent variables have strong, positive, and statistically significant relationships with perceived work retention. The correlation coefficient for workload is 0.537, indicating a strong and positive relationship with work retention. The significance level of 0.000, which is below the threshold of 0.05, confirms that the relationship is statistically significant. This means that faculty members who perceive their workload to be fair and manageable are more likely to remain in their teaching positions. This is supported by the study of Troman and Woods (2001), who noted that unmanageable workloads contribute to stress and burnout, leading to higher attrition rates. In contrast, reasonable workloads promote better work-life balance and foster professional commitment among teachers.

For professional development, a correlation coefficient of 0.759 was observed, which also signifies a strong and statistically significant positive relationship with work retention. The p-value of 0.000 further strengthens this result. These findings suggest that teachers who have access to professional growth opportunities, such as training, workshops, and continuing education, are more likely to remain in their jobs. Professional development is essential not only for enhancing instructional effectiveness but also for reinforcing teachers' sense of purpose and long-term career satisfaction. This result aligns with the findings of Carter and Williams (2019), who concluded that continuous training and development opportunities encourage teacher retention and professional engagement.

Lastly, compensation yielded the strongest correlation among the three independent variables, with a coefficient of 0.780 and a significance level of 0.000. This indicates that compensation has the most substantial relationship with work retention. The result suggests that when teachers perceive their compensation to be adequate and reflective of their workload and qualifications, they are more inclined to remain in their current positions. Fair and satisfactory remuneration not only improves job satisfaction but also reduces the likelihood of turnover. These findings are consistent with the study of Rosmanida et al. (2022), which showed that salary and benefits are critical determinants of job performance and teacher retention, particularly in educational institutions in Southeast Asia.

To address the second research objective, the researchers examined the combined relationship of all independent variables— workload, professional development, and compensation—against the dependent variable, work retention. The overall Spearman's Rho correlation was calculated and presented in the table below.

Table 2 Spearman's Rho Overall Correlation Between Combined Factors and Work Retention

Independent Variables	Correlation Coefficient	Sig (2-tailed)	N	Interpretation
Combined Factors	0.537	0.000	40	Strong, Positive Relationship (Significant)

Table 2 utilizes the results yielded from Spearman's Rho when applied to the correlation between all variables towards work retention. The overall correlation coefficient of 0.537 indicates a strong, positive relationship between the combined independent variables and work retention. The p-value of 0.000 further affirms the statistical significance of this result. This suggests that the collective presence of manageable

workload, ample professional development opportunities, and fair compensation significantly contributes to teachers' decisions to remain employed at Mapúa University. It can be inferred that teacher retention is not merely the result of a single factor, but rather a synergy of several institutional elements that together enhance faculty satisfaction and commitment.

This finding is supported by the argument of Ingersoll (2001), who emphasized that a combination of factors—including administrative support, professional growth, and equitable pay—affects teacher turnover. Institutions that effectively address these interrelated domains are more likely to sustain a stable and motivated teaching workforce. The strong correlation across all variables further confirms that improving just one area without addressing the others may be insufficient in fully resolving retention issues.

The statistical findings of this study affirm the significant and positive relationship of workload, professional development, and compensation with work retention. The reliability of the data, supported by the high Cronbach's Alpha score of 0.9439, ensures the trustworthiness of the instrument and the consistency of the responses. These results align with established research in the field of education and human resource management and can be used to inform future policy decisions aimed at improving faculty retention in senior high school departments.

CONCLUSION

Based on the findings of this study, it is evident that workload, professional development, and compensation significantly influence teacher retention at Mapúa University's Senior High School Department. Compared to the reviewed literature, these results are largely aligned—especially with studies such as Smith & Lee (2019) and Geiger & Pivovarova (2018), which highlighted how excessive workloads and lack of emotional support contribute to attrition. However, this study reveals a more institution-specific nuance: while workloads are generally manageable day-to-day, it is the quarterly accumulation that becomes overwhelming, a detail less emphasized in prior research.

Additionally, while existing literature (e.g., Carter & Williams, 2019) emphasized the value of structured professional growth, this study found that Mapúa teachers perceive opportunities as present but not continuous or structured enough—suggesting a gap between access and impact. The dissatisfaction with how compensation corresponds to workload also mirrors Garcia & Fernandez's (2019) conclusions on financial instability in Philippine educators, reaffirming its local relevance.

These findings underscore the unique institutional gaps within Mapúa University, particularly in workload distribution fairness and long-term career development structures. They suggest that while Mapúa is aligned with broader trends, there are specific, addressable gaps in transparency, support, and structure that, if improved, could foster stronger teacher retention and morale.

RECOMMENDATIONS

Aside from the conclusions drawn from the quantitative results, the researchers propose several recommendations to enhance future investigations and institutional practices. Acknowledging the limitations posed by time constraints and scope, this section provides insights and concrete measures that could enrich the study's reliability, broaden its applicability, and offer value to the academic and administrative communities.

Recommendations for Future Research

Future researchers are encouraged to explore additional variables that were not included in the current study. Incorporating factors such as leadership style, organizational culture, or job security may provide a more holistic understanding of teacher retention. This approach could yield new insights and offer different perspectives that strengthen or challenge the present findings.

It is also advisable for succeeding studies to consider participant demographics, which were not examined in this research. Including variables such as gender, age, tenure, employment status (full-time vs. part-time), and departmental workload may uncover trends or disparities affecting work motivation and retention. These details could reveal key differences in how various subgroups experience workload, professional development, and compensation.

Moreover, future researchers may benefit from employing a mixed-methods design. Integrating qualitative approaches—such as semi-structured interviews or focus groups—can capture nuanced personal experiences and contextual interpretations that quantitative data alone cannot provide. These deeper insights can inform more targeted policies and interventions for improving faculty retention.

Recommendations for Practice

Based on the findings of this study, it is recommended that institutional administrators at Mapúa University prioritize balanced workload distribution to mitigate burnout and improve work satisfaction among educators. Ensuring that teaching assignments and administrative duties are manageable and equitably shared can foster a more supportive work environment. It is also crucial for the university to continue enhancing professional development programs. Tailored opportunities for skill advancement and continuous learning can not only empower educators but also affirm the university's investment in their long-term growth—thereby contributing positively to retention.

Lastly, since compensation was found to be significantly associated with work motivation and retention, it is recommended that the university regularly review and adjust salary structures and benefits. Fair and timely compensation—especially when aligned with instructors' qualifications and workload—can serve as a strong motivator and a concrete expression of institutional appreciation. Recognizing and rewarding extra efforts, such as taking on additional courses or roles, may further encourage educators to remain committed to the institution and contribute meaningfully to its academic mission.

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