INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 6

ARTICULATING THE CHALLENGES IN PROMOTING TEACHER RETENTION AND LONGEVITY OF SERVICE IN PRIVATE SCHOOLS

JENNY VAVE D. ROMA
Cebu Technological University, Corner M.J. Cuenco Ave, R. Palma Street, Cebu City, 6000
vavedublin@gmail.com

DOI: 10.5281/zenodo.24152605

Abstract

This qualitative study explored how school heads in private schools in the City of Naga, Cebu, described their efforts to promote teacher retention and longevity of service. Eight school heads were purposively selected and interviewed using a semi-structured guide. The study used Interpretative Phenomenological Analysis to examine transcripts, develop themes within each case, and identify patterns across cases. Participants described mentoring, recognition, and career opportunities as ways to support teachers. They also reported organizing workshops and coaching, managing workload, offering emotional support, and encouraging collaboration and open communication. Despite these practices, participants identified persistent turnover, concerns about salaries and benefits, and work-related stress as barriers to retention. The accounts describe school heads' experiences and perceptions; they do not establish whether the reported practices changed retention rates. The findings informed a proposed Teacher Retention and Support Program for school year 2025–2026. The program brings together professional development, mentoring and coaching, recognition and incentives, workload review, and activities to strengthen collaboration and communication.

Keywords: teacher retention, school leadership, professional development, workload management, teacher motivation, private schools

Introduction

Teachers play an important role in the success and development of a school. They are considered the backbone of the education system because they directly influence students' learning and character. They guide students as they develop knowledge, skills, and good values that help them succeed in school and in life. However, many private institutions find it difficult to retain teachers and encourage them to stay for many years. Teacher retention has become a major challenge for private schools. Because of this, school leaders continue to find ways to motivate teachers to remain committed to their school and continue serving their learners. Keeping experienced and dedicated teachers is important because it helps maintain the quality of education and gives students a stable learning environment.

In the Philippines, the Department of Education (DepEd) is improving teacher education to help teachers and solve learning problems. DepEd said that training teachers and giving them chances to learn new skills will help them handle modern classrooms and future challenges. By helping teachers improve their skills, DepEd hopes they will stay in the profession and teach more effectively (Department of Education, 2025). In Iloilo City, most teachers leave private schools because of low salaries, limited support from school leaders, high stress, or to pursue better job opportunities or further studies. To address this, private schools are encouraged to implement strong retention programs, including fair pay, recognition systems, professional development, a supportive work culture, and a safe environment to help teachers stay longer (Saldevia & Pedroso, 2025).

In Naga City, eight private schools are competing to attract students. These institutions contribute significantly to the availability of private educational opportunities in the City of Naga, Cebu. With several private schools in the area, retaining teachers has become a common challenge. Teachers often move between schools for better opportunities, benefits, or career growth, which can affect the stability of the teaching staff. This situation emphasizes the importance of understanding how school heads manage teacher retention and encourage long-term service, forming the basis of the study "Challenges of school heads in promoting teacher retention and longevity of service in schools."

Although several studies discuss teacher retention, most of them focus on teachers in public schools and the factors that influence their decision to stay or leave the profession. However, there are limited studies that examine the experiences of private school heads in dealing with teacher retention. In many private schools, teachers often use their teaching positions as a stepping stone to gain experience before applying to public schools, where salaries, benefits, and job security are usually better. Because of this situation, private school heads face challenges in maintaining a stable teaching workforce and encouraging teachers to stay longer in their institutions. This study aims to address this gap by exploring the challenges experienced by private school heads in promoting teacher retention and longevity of service in their schools.

Lastly, this study assumes that examining the lived experiences of school heads can help identify effective strategies for retaining teachers in their schools. By keeping teachers for a longer period of service, schools can provide more stable and meaningful learning experiences for their students.

Theoretical and Conceptual Lenses and Legal Bases

Transformational Leadership Theory, introduced by James MacGregor Burns in 1978, explains how leaders influence and inspire followers to achieve shared goals by focusing on vision, motivation, and the development of people. In the school context, transformational school heads play a key role in supporting teachers, encouraging professional growth, and creating a positive and motivating school environment. When teachers experience this kind of leadership, they are more likely to develop stronger commitment, job satisfaction, and a desire to remain in the organization for a longer period.

In relation to the present study, Transformational Leadership Theory is useful in examining how school heads' leadership practices influence teacher retention and longevity of service in private schools. Specifically, it helps explain how leadership behaviors affect the key variables in the statement of the problem—particularly issues and concerns faced by school heads, as well as teachers' motivation, job satisfaction, commitment, and intention to stay in the institution.

Furthermore, extending the discussion on workplace relationships, Social Exchange Theory, introduced by George C. Homans in 1958, explains that social relationships are formed and maintained based on reciprocal exchanges of benefits, where individuals tend to respond positively when they perceive fairness, trust, and support from others. In organizational settings such as schools, this means that when school heads demonstrate fairness, respect, and support toward teachers, teachers are more likely to respond with loyalty, commitment, and a willingness to remain in the organization. The theory emphasizes that workplace relationships are built through continuous interactions where positive treatment encourages positive employee behavior in return.

Moreover, focusing on employee attachment to the organization, Organizational Commitment Theory, as developed by John P. Meyer and Natalie J. Allen in 1991, explains that employees' decision to remain in an organization is shaped by three main components: affective commitment (emotional attachment), continuance commitment (perceived cost of leaving), and normative commitment (sense of obligation to stay). In the school context, teachers who feel emotionally connected to their school, value its mission, and perceive a strong sense of belonging are more likely to stay and continue serving for a longer period. The theory highlights that commitment is not only influenced by personal feelings but also by workplace experiences that strengthen or weaken employees' attachment to the organization.

In addition, from a human resource perspective, Human Capital Theory, introduced by Gary Becker (1964), explains that individuals in an organization are valuable assets whose knowledge, skills, and experience contribute directly to productivity and organizational success. The theory emphasizes that investing in people through education, training, professional development, mentoring, and appropriate compensation enhances their capabilities and overall performance. In the school context, teachers are considered key human capital, and when they are given opportunities to grow professionally and are supported in their work, they are more likely to become motivated, satisfied, and committed to staying in the institution. This investment in teachers not only improves their effectiveness but also promotes stability and continuity in the learning environment, which benefits student learning outcomes.

Lastly, from a strategic organizational perspective, Competitive Advantage Theory, developed by Michael Porter (1985), explains that organizations achieve long-term success by building and sustaining strengths that distinguish them from competitors. In the context of education, private schools gain a competitive advantage when they are able to attract, develop, and retain competent and committed teachers. A stable and highly skilled teaching workforce contributes to consistent instructional quality, improved student outcomes, and a stronger institutional reputation. As a result, teacher retention becomes a critical factor in ensuring the school's long-term growth, stability, and competitiveness in the education sector.

Synthesis. All these five theories provide a comprehensive lens for understanding teacher retention and longevity of service in private schools. Transformational Leadership Theory emphasizes the role of school heads' leadership style in inspiring and motivating teachers. Motivation–Hygiene Theory explains how workplace conditions and motivational factors influence satisfaction and dissatisfaction. Social Exchange Theory emphasizes the importance of fairness, trust, and reciprocal relationships between school heads and teachers. Organizational Commitment Theory focuses on teachers' emotional attachment, obligation, and perceived costs of leaving the organization. Human Capital Theory underscores the importance of investing in teachers' skills, development, and well-being as valuable organizational assets. Finally, Competitive Advantage Theory integrates these perspectives by showing how effective teacher retention strengthens school performance and long-term competitiveness.

The 1987 Philippine Constitution, particularly Article XIV, Section 2, mandates the State to provide quality and accessible education for all. This provision is closely linked to leadership practices and workplace environment, as it implies that school heads are responsible for ensuring that teachers operate in conditions that support quality instruction. In private schools, this involves creating systems that promote instructional support, instructional supervision, and a positive organizational climate. When school heads implement effective leadership strategies aligned with this constitutional mandate, teachers are more likely to remain committed and continue serving due to a supportive and well-managed environment.

In addition, Article XIV, Section 5 emphasizes the promotion of teachers' welfare, fair compensation, and professional development. This provision is directly connected to professional development, motivation, and teacher retention, as it highlights the need for continuous training, fair incentives, and opportunities for career advancement. When school heads prioritize training programs, mentoring systems, and competitive compensation structures, teachers experience increased motivation and satisfaction, which encourages long-term service and reduces turnover.

Moreover, Article XIII, Section 3 of the Constitution focuses on the protection of workers and the promotion of humane working conditions. This provision is strongly associated with teacher workload, well-being, and workplace environment, as it requires institutions to ensure fair treatment, manageable workloads, and safe working conditions. School heads play a crucial role in distributing responsibilities equitably, addressing stress factors, and promoting work-life balance. When these conditions are met, teachers are less likely to experience burnout and more likely to remain in the institution.

Furthermore, Presidential Decree 442 (Labor Code of the Philippines, 1974) provides legal protection in terms of job security, workload regulation, and employee welfare. This legal framework supports teacher retention and stability, as it ensures that educators are protected from unjust dismissal and are entitled to fair employment conditions. In the context of school leadership, adherence to labor standards strengthens trust between teachers and administrators, thereby improving organizational commitment and reducing turnover caused by insecurity or unfair treatment.

The source discusses the Magna Carta for Public School Teachers (RA 4670, 1966) as a policy reference for workload management, professional support, and teacher well-being in the private-school setting.
In the same manner, RA 7836 (Philippine Teachers Professionalization Act of 1994) emphasizes the importance of professional development and instructional competence. This law is directly connected to teacher growth, leadership support, and motivation, as it requires teachers to continuously upgrade their skills through licensure and training. School heads who support continuous professional development programs, such as seminars, workshops, and graduate studies, enhance teachers' confidence, instructional effectiveness, and long-term commitment to the institution.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 6

Finally, RA 10533 (Enhanced Basic Education Act of 2013) focuses on strengthening the education system through curriculum enhancement, teacher training, and resource provision. This law is closely linked to workplace environment, leadership practices, and professional support systems, as it requires school heads to ensure that teachers are equipped to handle curriculum changes and instructional demands. Providing adequate resources, training, and technical support reduces workload pressure and enhances teachers' adaptability, motivation, and willingness to remain in service.

Theoretical Lenses

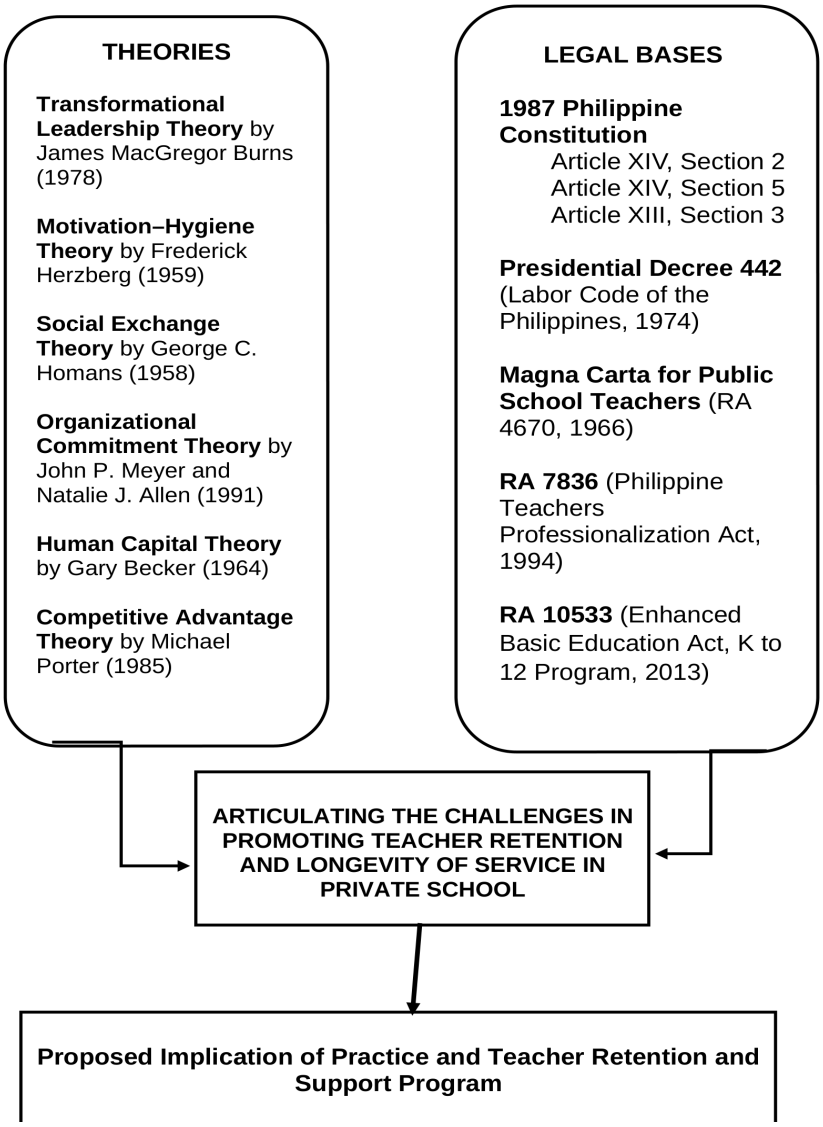


Figure 1
Theoretical and Conceptual Lenses of the Study

Related Literature

Several studies have examined the challenges faced by school heads in promoting teacher retention and longevity of service in private schools, highlighting the crucial role of school leaders in supporting their staff. For instance, David and Naparan (2024). noted that private school administrators face challenges such as teacher turnover, teachers' mindset, and low compensation. Their study, published in the Indonesian Journal of Education and Social Sciences, also found that administrators can retain teachers by supporting their development, promoting well-being, and

fostering a positive work environment. The researchers emphasized that strong leadership and ongoing professional development are essential in improving teacher retention.

Similarly, Juwarti and Octafian (2024) reported that keeping teachers in schools depends on multiple factors, including effective leadership, job satisfaction, pay, workload, and opportunities for professional growth. Their study at SMA Negeri 1 Tuntang, Indonesia, showed that supportive leaders, mentorship, involving teachers in decision-making, and helping opportunities to enhance skills teachers remain in their schools. Additionally, factors such as work satisfaction, collegial relationships, administrative support, and work-life balance were important. While financial compensation matters, particularly for teachers with personal responsibilities, the researchers concluded that combining professional and personal support is the most effective way to retain teachers.

In the context of novice teachers, Pagutayao and Paglinawan (2025) emphasized that new teachers in private schools face significant challenges due to limited experience and difficulty managing classrooms. Their study found that heavy workloads and unclear responsibilities increase these challenges, and that careful lesson planning, professional development, and adaptability are crucial strategies for helping novice teachers succeed. They further emphasized that providing targeted support not only helps teachers stay but also improves student learning and fosters a stable teaching environment.

In elementary schools, Jones (2021) observed that teacher retention is influenced by workload, school culture, and lifestyle changes. Her study found that principals can improve retention by building strong relationships with teachers, offering consistent support, and implementing effective hiring, induction, and professional development programs. Mentoring new teachers and providing training for principals were also recommended to strengthen retention. Supporting teachers in these ways benefits both educators and the wider school community.

Teacher turnover in private schools has also been linked to personal and external factors. According to Saldevia and Pedroso (2025), low salaries, limited administrative support, high stress, and poor working conditions contribute to teachers leaving, while gender, department, or subject area have little effect. Their study in the Philippines suggested that schools can reduce turnover by offering competitive compensation, recognition programs, professional development, a supportive work culture, and a safe environment, highlighting the importance of addressing root causes to retain quality teachers.

Moreover, leadership styles play a key role in teacher retention. Ramirez and Capili (2024) found that in public elementary schools in Tuguegarao City, Philippines, transformational leadership had the strongest positive effect on teacher retention, particularly by influencing teacher morale and job satisfaction. Although transactional leadership was more commonly observed, the researchers recommended improving leadership practices and implementing a teacher retention plan to enhance teacher satisfaction and reduce turnover.

Martinez and McAbee (2021) also emphasized that administrators' support is crucial for teacher retention. Their systematic review of studies from 2000 to 2019 showed that effective administrative practices—such as mentoring, induction, resource provision, professional development, fair evaluations, workload management, and support with parent challenges—can increase teacher job satisfaction and retention, ultimately benefiting student learning.

Intrinsic motivation is another important factor. Sumipo (2020) reported that teachers in private elementary schools in Tubigon, Bohol, often remain in their positions because of job satisfaction and personal fulfillment rather than salary. Using Herzberg's Motivation-Hygiene Theory, her study found that intrinsic motivational factors, such as a sense of purpose and fulfillment in work, strongly influence teachers' loyalty and decision to stay.

Similarly, Jardio (2025) highlighted that tenured, licensed teachers in private schools in Bacolod City remain in their jobs due to professional growth, a sense of belonging, commitment to quality education, recognition, and access to resources and benefits. Her study also found that passion for teaching and intrinsic motivation significantly contribute to teacher retention, suggesting that private schools should support professional development, foster positive work environments, and recognize teacher contributions.

Finally, professional development provided by school heads has been shown to enhance teacher retention. Jamal et al. (2025) found in Kilwa District, Tanzania, that mentorship programs, in-service training, workshops, and collaborative learning opportunities help teachers remain in public secondary schools. They concluded that regular training, career support, and mentorship by school heads can improve teacher retention, and they recommended that governments recognize and reward teachers who engage in professional development to encourage long-term retention.

Synthesis. The reviewed literature emphasizes that teacher retention in both private and public schools is influenced by a combination of leadership, professional support, motivation, and work environment. Studies consistently show that strong and supportive leadership, through mentorship, transformational practices, fair evaluations, and involvement in decision-making, positively affects teachers' morale, job satisfaction, and commitment to remain in schools (Ramirez & Capili, 2024; Martinez & McAbee, 2021; Juwarti & Octafian, 2024). Professional development opportunities, including workshops, training, and collaborative learning, also play a critical role in enhancing teacher retention by improving skills and fostering a sense of belonging (Pagutayao & Paglinawan, 2025; Jamal, Kileo, & Siamoo, 2025; Jardio, 2025). Additionally, intrinsic motivational factors, such as personal fulfillment, recognition, and commitment to quality education, often outweigh financial incentives in influencing teachers' decisions to stay (Sumipo, 2020; Saldevia & Pedroso, 2025). Collectively, these studies suggest that a holistic approach, combining strong leadership, professional growth, supportive work culture, and attention to teachers' personal and professional needs, is essential for promoting long-term teacher retention and ensuring a stable, effective teaching workforce.

Methods

Design and Study Flow

The study used a qualitative research design, specifically Interpretative Phenomenological Analysis (IPA). This approach focused on understanding the personal experiences and perspectives of participants, in this case, school heads, regarding the challenges they faced in promoting teacher retention and longevity of service in private schools. IPA allowed the researcher to explore how school heads made sense of their experiences, reflected on their practices, and interpreted the factors that influenced teacher retention (Smith & Osborn, 2008). By using this method, the study aimed to gain a deep and detailed understanding of the lived experiences of school leaders, which could not be captured through numerical data or surveys alone. This made IPA particularly suitable for examining complex, real-life issues such as leadership challenges and teacher retention.

The flow of the study is presented through three interconnected phases: Input, Process, and Output, which together will illustrate how the research

The study began with the input, which focused on the challenges in promoting teacher retention and longevity of service in private schools. Specifically, it explored the challenges of school heads in promoting teacher retention and longevity of service in private schools, the leadership practices that school heads implemented to encourage teacher retention and longevity of service, how school heads supported teachers' professional development and growth, how school heads addressed factors such as teacher workload, motivation, and well-being to retain staff, and the strategies school heads used to maintain a positive work environment that promoted teacher commitment and long-term service. These inputs provided the essential foundation for collecting meaningful and relevant data directly from the school heads who encountered many challenges in retaining teachers.

Following the input, the process involved qualitative research methods. Initially, a transmittal letter was distributed to inform participants about the study and seek their permission. Data were then collected through in-depth interviews or focus group discussions with teachers. Afterward, the collected data were analyzed using Interpretative Phenomenological Analysis (IPA). This process began with carefully reading and re-reading the interview transcripts to become familiar with the participants' responses. The researcher then identified significant statements, ideas, and experiences shared by the participants. These statements were examined to determine common meanings and patterns. After identifying these patterns, the researcher grouped them into themes that described the experiences of the participants. Finally, the themes were interpreted to understand how school heads made sense of the challenges they faced in promoting teacher retention and longevity of service in private schools. This process helped provide a deeper understanding of the respondents' live experiences and perspectives.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 6

As a result of this process, the output of the study was a proposed professional development program to support teacher retention and longevity of service in private schools for the school year 2025-2026.

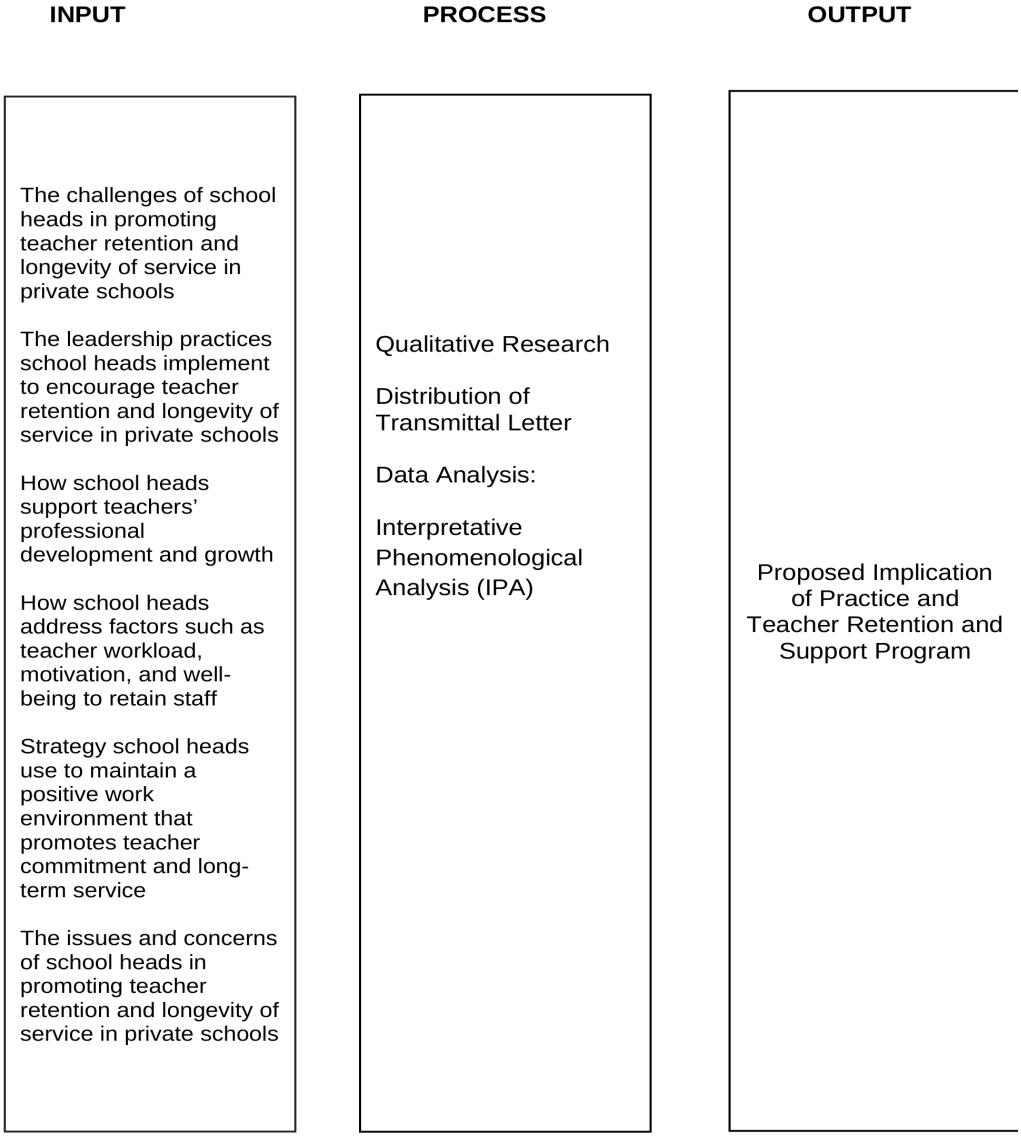


Figure 2
Flow of the Study

Research Environment and Participants

The study was conducted in Naga City, Cebu, where many private schools operated and competed for students. These schools faced challenges in keeping their teachers for a long time, which made the city a suitable environment for this research. The selected schools represented different locations, grade levels, and programs, which helped understand the various issues that school heads faced in promoting teacher retention and longevity of service.

Academia de San Pedro Calungsod, located along Cebu South Road in East Poblacion, was selected because it experienced high turnover of teachers every school year. Many of its teachers left for other schools or work outside teaching, making it important to study how the school handled retention.

Bethel Christian Living Heritage School, Inc., along Natalio B. Bacalso South National Highway in North Poblacion, was chosen because most of its elementary teachers left after a few years. The school struggled to keep experienced teachers, which affected the quality of education.

Exceed Learning Center, Naga Cebu, Inc., at the corner of Mejia Street and Rizal Street in Poblacion, was included because it had both elementary and high school programs and often lost teachers when they moved to other schools with higher salaries or better benefits.

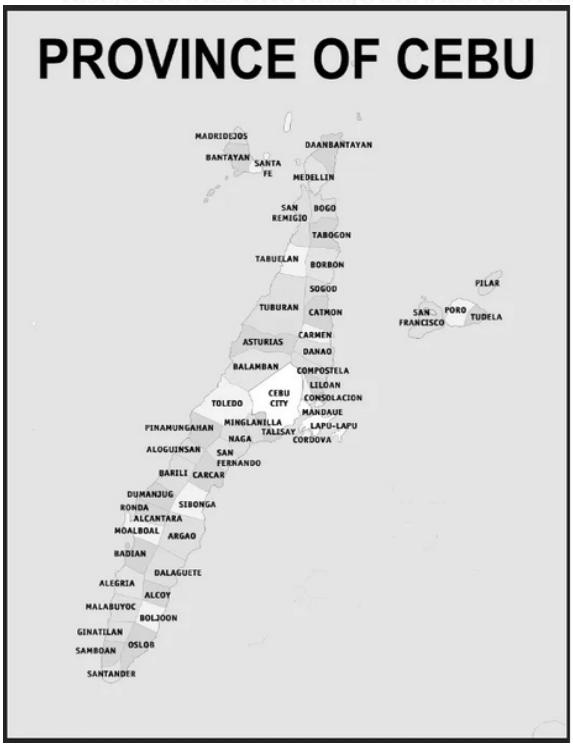
St. Catherine Multiple Intelligent Learning Development, Inc., along Natalio B. Bacalso National Highway in Tinaan, was selected because it faced difficulties in keeping teachers who were trained in special programs. Many teachers left after one or two school years, which affected the continuity of learning for students.
Our Lady of Lourdes Academy of Tuyan, Inc., in the Tuyan area, was included because it experienced constant turnover of teachers, especially in key positions. This made it challenging for school heads to maintain a stable teaching staff.

Royal Child Academy, Inc. (New Royal Child Academy of Naga, Inc.), The Professional Academy of the Philippines, Inc., and St. Francis De Assisi Development Center, Inc. were selected because these schools also struggled to retain teachers. Some teachers left for higher-paying jobs, while others transferred to schools closer to their homes, which created gaps in teaching continuity.

The respondents of the study consisted of eight (8) private school heads from private schools in Naga City. These schools included: Academia de San Pedro Calungsod located along Cebu South Road (South National Highway), East Poblacion; Bethel Christian Living Heritage School, Inc. situated along Natalio B. Bacalso South National Highway, North Poblacion; Exceed Learning Center, Naga Cebu, Inc. located at the corner of Mejia Street and Rizal Street, Poblacion; St. Catherine Multiple Intelligent Learning Development, Inc. found along Natalio B. Bacalso National Highway, Tinaan; Our Lady of Lourdes Academy of Tuyan, Inc. located in Tuyan; Royal Child Academy, Inc. (also known as New Royal Child Academy of Naga, Inc.); The Professional Academy of the Philippines, Inc.; and St. Francis De Assisi Development Center, Inc.

The participants were selected through purposive sampling, meaning the researcher intentionally chose school heads who had direct experience in managing teachers and addressing issues related to teacher retention and longevity of service in their respective schools. This allowed the researcher to gather relevant information about the challenges faced by private school leaders.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 6



Academia de San Pedro Calungsod – Cebu South Road (South National Highway), East Poblacion, Naga City.
Bethel Christian Living Heritage School, Inc. – Natalio B. Bacalso South National Highway, North Poblacion, Naga City.
Exceed Learning Center, Naga Cebu, Inc. – Corner Mejia Street and Rizal Street, Poblacion, Naga City.
St. Catherine Multiple Intelligent Learning Development, Inc. – Natalio B. Bacalso National Highway, Tinaan, Naga City.
Our Lady of Lourdes Academy of Tuyan, Inc. – Tuyan, Naga City.
Royal Child Academy, Inc. (also known as New Royal Child Academy of Naga, Inc.) – Naga City.
The Professional Academy of the Philippines, Inc. – Naga City.
St. Francis De Assisi Development Center, Inc. – Naga City.

Figure 3
Location Map and School Key

Table 1
Distribution of Participants

Schools	Frequency	Percentage
Academia de San Pedro Calungsod	1	12.5
Bethel Christian Living Heritage School, Inc.	1	12.5
Exceed Learning Center, Naga Cebu, Inc.	1	12.5
St. Catherine Multiple Intelligent Learning Dev., Inc.	1	12.5
Our Lady of Lourdes Academy of Tuyan, Inc.	1	12.5
Royal Child Academy, Inc. (New Royal Child Academy)	1	12.5
The Professional Academy of the Philippines, Inc.	1	12.5
St. Francis De Assisi Development Center, Inc.	1	12.5
Total	8	100

Instrument, Procedures, and Ethics

The researcher used a semi-structured interview guide as the main tool to collect data for this study. This guide was designed to explore the challenges they faced in promoting teacher retention and longevity of service in private schools in the City of Naga. The interview focused on several key areas: the challenges of school heads in promoting teacher retention and longevity of service in private schools, the leadership practices school heads implemented to encourage teacher retention and longevity of service, how school heads supported teachers' professional development and growth, how school heads addressed factors such as teacher workload, motivation, and well-being to retain staff, and

the strategies school heads used to maintain a positive work environment that promoted teacher commitment and long-term service. The semi-structured format allowed the researcher to ask consistent questions while also giving the flexibility to explore each school head's unique experiences. This approach ensured rich, detailed data that could be analyzed using IPA.

At the beginning of the study, the researcher first asked permission from the eight (8) private school presidents of the selected private schools in Naga City to conduct the research. A formal request letter was sent to each school president explaining the purpose and objectives of the study. Once permission was granted, the researcher coordinated with the identified school heads who served as the participants of the study.

After securing the approval, an informed consent form was given to the participants. The form clearly explained the purpose of the study, the procedures involved, and the rights of the participants, including voluntary participation and the option to withdraw from the study at any time.

To ensure the quality and validity of the research instrument, the semi-structured interview guide underwent content validation by a panel of three experts in education and qualitative research. This process helped ensure that the questions were clear, relevant, and appropriate for gathering the lived experiences of the school heads regarding the challenges in promoting teacher retention and longevity of service in private schools.
After securing the necessary permissions and completing the validation of the semi-structured interview guide by the three experts, the researcher began the actual data collection process. This involved individual in-depth interviews with eight (8) school heads. The semi-structured interviews enabled the researcher to gather rich and detailed narratives about the challenges they faced in retaining their teachers.

Each interview session was audio-recorded with the participants' informed consent to ensure accurate documentation of their responses. In addition, the researcher took field notes to capture non-verbal cues, emotions, and important contextual details that enriched the interpretation of the data. The interviews were conducted in a comfortable, private, and non-threatening environment, at a time and place convenient for the participants, to ensure openness and honesty in sharing their experiences. All ethical considerations, including voluntary participation, confidentiality, and anonymity, were strictly observed throughout the data gathering process.

After all interviews and discussions had been completed, the recorded data were transcribed verbatim and organized for analysis. The researcher analyzed the data using the IPA method, which aimed to capture the essence of the participants' challenges.

Data Analysis

The study utilized Interpretative Phenomenological Analysis (IPA) to explore the challenges faced by school heads in promoting teacher retention and longevity of service in private schools in the City of Naga, Cebu. IPA was appropriate for this research because it allowed the researcher to gain an in-depth understanding of the lived experiences of the participants and how they made sense of their leadership roles in addressing teacher retention issues (Smith & Osborn, 2008). The IPA process followed six steps:

Reading and re-reading. All interview transcripts were read repeatedly to become familiar with the perspectives and experiences of the school heads.

Initial noting. The researcher highlighted significant statements, expressions, and observations related to teacher retention, focusing on descriptive, linguistic, and conceptual content.
Developing emergent themes. The researcher identified patterns and themes from the notes, capturing the main challenges experienced by the participants.

Searching for connections across emergent themes. Themes were examined for relationships, similarities, and contrasts, allowing them to be grouped into broader thematic clusters.

Moving to the next case. Each school head's data was analyzed individually using the same process to ensure that their unique experiences were preserved.

Looking for patterns across cases. Finally, the researcher compared the themes across all participants to identify shared challenges, recurring strategies, and common experiences among school heads in Naga City.

Through this IPA process, the study produced themes and sub-themes that reflected the challenges school heads faced in promoting teacher retention and longevity of service. These findings provided a strong foundation for the development of a Proposed Teacher Retention and Support Program specifically designed for private schools in the City of Naga.

Results and Discussion

The interviews identified five themes covering leadership practices, teacher development, workload and well-being, school climate, and persistent barriers to retention.

Leadership Practices for Teacher Retention

Table 2
Leadership Practices for Teacher Retention

Research Question	Main Theme	Sub-Themes
How do school heads implement leadership practices to encourage teacher retention and longevity of service in private schools?	Experiences of School Heads in Implementing Leadership Practices for Teacher Retention	Teacher Support and Mentorship Recognition and Motivation Professional Growth Opportunities

Teacher Support and Mentorship. Teacher support and mentorship are key strategies that school heads use to retain teachers and help them grow professionally. Principals emphasized that mentoring programs, personal guidance, and emotional support play a significant role in making teachers feel valued and confident in their work. Mentorship helps beginning teachers learn classroom management, lesson planning, and assessment strategies, while also providing a safe space to share personal and professional concerns. Through these practices, teachers develop a sense of belonging, motivation, and commitment to their school.

"As a school head, I make it a priority to personally support my teachers, especially those who are new to the profession. I conduct regular mentoring sessions where we discuss their classroom challenges, teaching strategies, and even their personal concerns that may affect their performance. I also assign experienced teachers to guide them through coaching and peer support. Through this, I have observed that teachers feel more confident and valued, which encourages them to stay longer in the school." Principal 3

Recognition and Motivation. Recognition and motivation are important strategies used by school heads to encourage teachers' commitment and retention. Principals highlighted that acknowledging teachers' efforts, accomplishments, and progress—both formally and informally—helps teachers feel valued and appreciated. Recognition can take many forms, including awards, certificates, performance-based incentives, opportunities to lead activities, and simple gestures of appreciation. These practices boost teachers' confidence, morale, and sense of belonging, making them more motivated to perform well and remain in the school.

"I make it a point to regularly recognize the efforts and accomplishments of my teachers, both formally and informally. We give awards during school programs, but I also believe that simple appreciation, such as saying 'thank you' or acknowledging their hard work during meetings, has a big impact. When teachers feel appreciated, they become more motivated to perform well and are more likely to stay in the school." Principal 4

Professional Growth Opportunities. Professional growth opportunities are vital strategies used by school heads to retain teachers and enhance their professional competencies. Principals emphasized that supporting teachers in

attending trainings, seminars, workshops, and further studies helps them improve their skills, gain confidence, and see a clear path for career advancement within the school. Tailoring professional development to teachers' strengths and needs, providing mentorship, and offering financial or logistical support for learning opportunities contribute to teachers' motivation and loyalty. When teachers feel that the school invests in their growth, they are more likely to remain committed and engaged in their work.

"I always encourage my teachers to pursue professional development through trainings, seminars, and workshops. We also support those who want to enroll in further studies or certifications. By providing these opportunities, teachers are able to enhance their skills, feel more competent in their roles, and see a clear path for career growth within the school. This not only benefits them professionally but also increases their loyalty to the school." Principal 2

The findings revealed that school heads implemented leadership practices that focused on teacher support, mentorship, recognition, and motivation to encourage retention. Participants emphasized the importance of building strong relationships with their staff, acknowledging teachers' contributions, and providing opportunities for professional growth. These practices fostered trust, commitment, and a sense of value among teachers, which contributed to their willingness to remain in the school despite external opportunities.

Support for Teacher Development

Table 3
Support for Teacher Development

Research Question	Main Theme	Sub-Themes
How do school heads support teachers' professional development and growth?	Experiences of School Heads in Supporting Teacher Development	Mentoring and Coaching Training and Workshop Career Advancement Opportunities

Mentoring and Coaching. Mentoring and coaching are essential practices that school heads use to support teachers' professional development and well-being. Principals highlighted that effective mentoring involves not only guiding teachers in lesson planning, classroom management, and teaching strategies but also providing emotional support and encouragement. By offering personalized guidance, observing classroom practices, and acknowledging teachers' progress, school heads help teachers build confidence, feel valued, and remain motivated. This supportive relationship fosters growth and contributes to teacher retention.

"I always try to be there for my teachers, especially the new ones. I spend time with them, watch how they teach, and give suggestions that can help. Sometimes, they just need someone to listen, and I make sure they know I am that person. Seeing them grow and become more confident makes all the hard work worth it." Principal 5

Training and Workshop. Providing opportunities for teachers to attend trainings and workshops is a key strategy school heads use to support professional growth. Principals emphasized that these programs help teachers gain new skills, learn innovative teaching methods, and feel more confident in their classrooms. Beyond skill development, trainings and workshops also show teachers that the school values their growth and invests in their success. By encouraging participation and supporting their learning, school heads help teachers remain motivated, engaged, and committed to the school.

"I always make sure my teachers have chances to attend trainings and workshops, even if it's just a short seminar. I know how much it helps them feel more confident in the classroom. When I see them excited to apply what they learned, it makes me proud. It shows that supporting their growth is not just about skills, but about valuing them as people." Principal 5

Career Advancement Opportunities. Career advancement opportunities are important strategies used by school heads to support teachers' long-term growth and commitment. Principals emphasized that guiding teachers toward promotions, leadership roles, and further studies helps them see a clear path for professional development. Encouraging teachers to take on new responsibilities, lead projects, and pursue specialized skills fosters confidence,

motivation, and a sense of achievement. When teachers experience growth and recognition, they feel valued and are more likely to remain engaged and committed to the school.

"I make it a point to guide teachers who want to grow in their careers. I talk to them about promotions, leadership roles, or further studies they can pursue. When I see them achieve these milestones, it gives me joy knowing that I played a part in their journey. It makes them feel that their hard work and dedication truly matter." Principal 2

Closely related to leadership practices, school heads also prioritized supporting teachers' professional development and growth. The study showed that principals provided mentoring and coaching, organized training workshops, and offered career advancement opportunities. Such initiatives helped teachers enhance their skills, remain motivated, and perceive their careers as being nurtured within the school. This continuous support created a culture of professional growth that was essential in sustaining teacher engagement and long-term service.

Workload, Motivation, and Well-Being

Table 4
Workload, Motivation, and Well-Being

Research Question	Main Theme	Sub-Themes
How do school heads address factors such as teacher workload, motivation, and well-being to retain staff?	Experiences of School Heads in Managing Teacher Workload, Motivation, and Well-Being	Workload Management Practices Motivation and Incentive Support Well-Being and Emotional Support

Workload Management Practices. Managing teacher workload is a crucial strategy that school heads use to ensure teachers remain motivated, effective, and committed. Principals emphasized that balancing teaching loads, committee responsibilities, and other tasks helps prevent teacher burnout and allows them to focus on quality instruction. By observing, listening, and adjusting responsibilities as needed, school heads create a supportive environment where teachers feel understood and valued. These practices contribute to teachers' well-being and promote a more productive and positive school atmosphere.

"Managing workload is not just about giving fewer tasks; it's about helping teachers prioritize and plan better. I hold regular meetings to check what they can handle and provide support when things get too heavy. I feel happy when they tell me that this helps them manage their time and feel less stressed. It shows me that caring for their workload is truly needed." Principal 5

Motivation and Incentive Support. Motivating teachers and providing incentives are key strategies school heads use to sustain commitment and encourage high performance. Principals emphasized that recognition, both formal and informal, helps teachers feel valued and appreciated. Incentives can include words of encouragement, certificates, opportunities to lead school activities, or small tokens of appreciation. By celebrating achievements and acknowledging teachers' efforts, school heads boost morale, strengthen dedication, and foster loyalty. When teachers feel seen and supported, they remain motivated and more willing to contribute to the school's goals.

"I make it a point to recognize teachers' hard work regularly, whether through simple words of appreciation or small rewards. I've noticed that when teachers feel valued, their energy and dedication increase. Even just telling them 'I see your effort, and it matters' makes a big difference in keeping them motivated." Principal 3

Well-Being and Emotional Support. Supporting teachers' well-being and emotional health is a vital responsibility of school heads. Principals emphasized that creating a safe and caring environment, where teachers can share concerns and receive guidance, helps reduce stress and enhances focus on teaching. By checking in regularly, encouraging self-care, and celebrating small achievements, school heads show that they value not only teachers' professional contributions but also their personal well-being. This support strengthens teachers' morale, fosters positivity, and encourages loyalty to the school.

"I make sure to check in with my teachers not just about their work, but also about how they're feeling. Sometimes,

teaching can be stressful, and they need someone to listen. I try to create a safe space where they can share their concerns without judgment. When they feel supported emotionally, they are happier and more focused in their teaching." Principal 2

Another significant focus of school heads was addressing teacher workload, motivation, and well-being. Participants reported employing strategies such as redistributing tasks, helping teachers prioritize responsibilities, and providing emotional support to reduce stress. Additionally, recognition and motivational incentives were used to maintain morale. These efforts were critical in preventing burnout, maintaining job satisfaction, and encouraging teachers to continue their service within the school.

Creating a Positive Work Environment

Table 5
Creating a Positive Work Environment

Research Question	Main Theme	Sub-Themes
How do school heads use strategies to maintain a positive work environment that promotes teacher commitment and long-term service?	Experiences of School Heads in Creating a Positive Work Environment	Building Positive Relationships Open Communication Practices Supportive School Culture

Building Positive Relationships. Building strong, positive relationships with teachers is a key strategy school heads use to create a supportive and motivating work environment. Principals emphasized that taking time to connect personally, listen to concerns, and celebrate achievements helps teachers feel respected, understood, and valued. Strong relationships foster trust, collaboration, and a sense of belonging, which in turn motivates teachers to perform at their best and remain committed to the school.

"I believe that strong relationships are the heart of a positive school environment. I take time to get to know my teachers personally, listen to their concerns, and celebrate their successes. When teachers feel respected and understood, they become more open, cooperative, and committed to their work." Principal 1

Open Communication Practices. Maintaining open and honest communication is a fundamental practice school heads use to foster a positive work environment. Principals highlighted that encouraging teachers to share ideas, concerns, and frustrations without fear of judgment builds trust and strengthens collaboration. Regular meetings, one-on-one conversations, and casual check-ins ensure that teachers feel heard and valued. This two-way communication promotes a sense of belonging, inclusion in decision-making, and motivation to contribute to the school's goals.

"I make it a point to keep communication open and honest with my teachers. I encourage them to share their ideas, concerns, or even frustrations. When they know, they can talk to me freely without fear of judgment, it builds trust and helps us solve problems together. This openness makes the work environment much more positive." Principal 3
Supportive School Culture. Creating a supportive school culture is essential for fostering teacher motivation, loyalty, and long-term commitment. Principals emphasized that a positive environment is built through care, respect, and inclusivity, where teachers feel safe, valued, and encouraged. Celebrating achievements, promoting teamwork, and ensuring that teachers' well-being is prioritized help strengthen trust and collaboration. When teachers experience consistent support from both the school and their colleagues, they develop a strong sense of belonging and are more motivated to remain committed to their work.

"I always try to create a school environment where teachers feel safe, valued, and encouraged. We celebrate achievements, support each other during challenges, and make sure everyone knows they are part of the team. When teachers feel this kind of support, they become more motivated and committed to their work." Principal 2
In line with supporting well-being, school heads placed emphasis on maintaining a positive work environment. The findings indicated that principals cultivated a supportive school culture, promoted open communication, and nurtured strong interpersonal relationships among staff. Such an environment allowed teachers to feel valued, connected, and

understood, which strengthened their commitment to the school. By fostering collaboration and trust, leaders mitigated conflicts and enhanced teacher retention.

Persistent Challenges to Teacher Retention

Table 6
Persistent Challenges to Teacher Retention

Research Question	Main Theme	Sub-Themes
How do issues and concerns affect school heads in promoting teacher retention and longevity of service in private schools?	Experiences of School Heads on Challenges in Teacher Retention	High Teacher Turnover Salary and Benefit Concerns Workload and Job Stress

High Teacher Turnover. High teacher turnover is one of the most significant challenges faced by school heads in private schools. Principals shared that losing teachers, whether due to better opportunities, personal reasons, or career exploration, can disrupt learning, affect staff morale, and place additional workload on remaining teachers. Each departure is emotionally challenging for school heads, as they invest time and effort in mentoring and supporting teachers only to see them leave. School heads emphasized the importance of understanding the reasons behind departures and using this insight to improve support systems, build loyalty, and address concerns proactively. Despite the difficulty, principals view high turnover as a motivator to develop strategies that encourage teachers to stay longer and feel valued in the school community.

"I notice that turnover is higher among younger teachers who are still exploring their options. It can be frustrating because we invest time and energy in mentoring them, and then they leave. It's emotionally challenging, but it also motivates me to find ways to make them feel more supported and appreciated." Principal 2

Salary and Benefit Concerns. Salary and benefits remain a major factor influencing teacher retention in private schools. Principals shared that even when teachers are committed and enjoy working in the school, financial considerations often lead them to seek opportunities elsewhere. This presents a challenge for school heads, as they strive to balance budget limitations with the need to support and retain their staff. School heads emphasized the importance of listening to teachers' concerns, being understanding of their financial needs, and finding creative ways to provide support. While incentives, recognition, or flexible arrangements cannot always replace higher pay, they help in showing teachers that their contributions are valued and that the school cares for their well-being.

"One of the biggest reasons teachers leave is because of salary and benefits. Even if they love the school, financial needs can push them to look elsewhere. It's hard to see them go, but I try to be understanding and make sure our school provides as much support as we can within our means." Principal 3

Workload and Job Stress. Workload and job stress emerged as significant challenges in retaining teachers in private schools. Principals noted that teachers often feel overwhelmed by lesson planning, grading, meetings, and additional responsibilities, which can affect both their well-being and their decision to remain in the school. The cumulative pressure of these tasks can lead to fatigue, burnout, and decreased motivation. School heads emphasized the importance of actively listening to teachers, helping them prioritize tasks, redistributing responsibilities when necessary, and providing emotional support. Even small adjustments in workload and the assurance of understanding and support from leadership can reduce stress, enhance well-being, and encourage teachers to stay committed to their profession and school.

"Many teachers tell me that balancing teaching with other duties is exhausting. The stress can impact their performance and satisfaction. I make it a point to listen, help them prioritize, and sometimes redistribute responsibilities. Even small adjustments can help reduce their stress and make them feel cared for." Principal 4
Despite these strategies, school heads faced persistent issues and concerns that challenged teacher retention. The study revealed that high teacher turnover, salary and benefits concerns, and workload-related stress often led teachers to seek alternative employment. Participants acknowledged that balancing budget limitations while providing

recognition, incentives, and flexible arrangements was critical in addressing these challenges. Their proactive interventions played a key role in sustaining long-term teacher commitment and promoting stability within the school.

Taken together, the accounts show how school heads try to support teachers within the constraints they describe. Mentoring, recognition, and collaboration are reported practices. Salary and benefits concerns, workload, and turnover remained barriers in the participants' accounts. The study did not measure whether the practices reduced turnover.

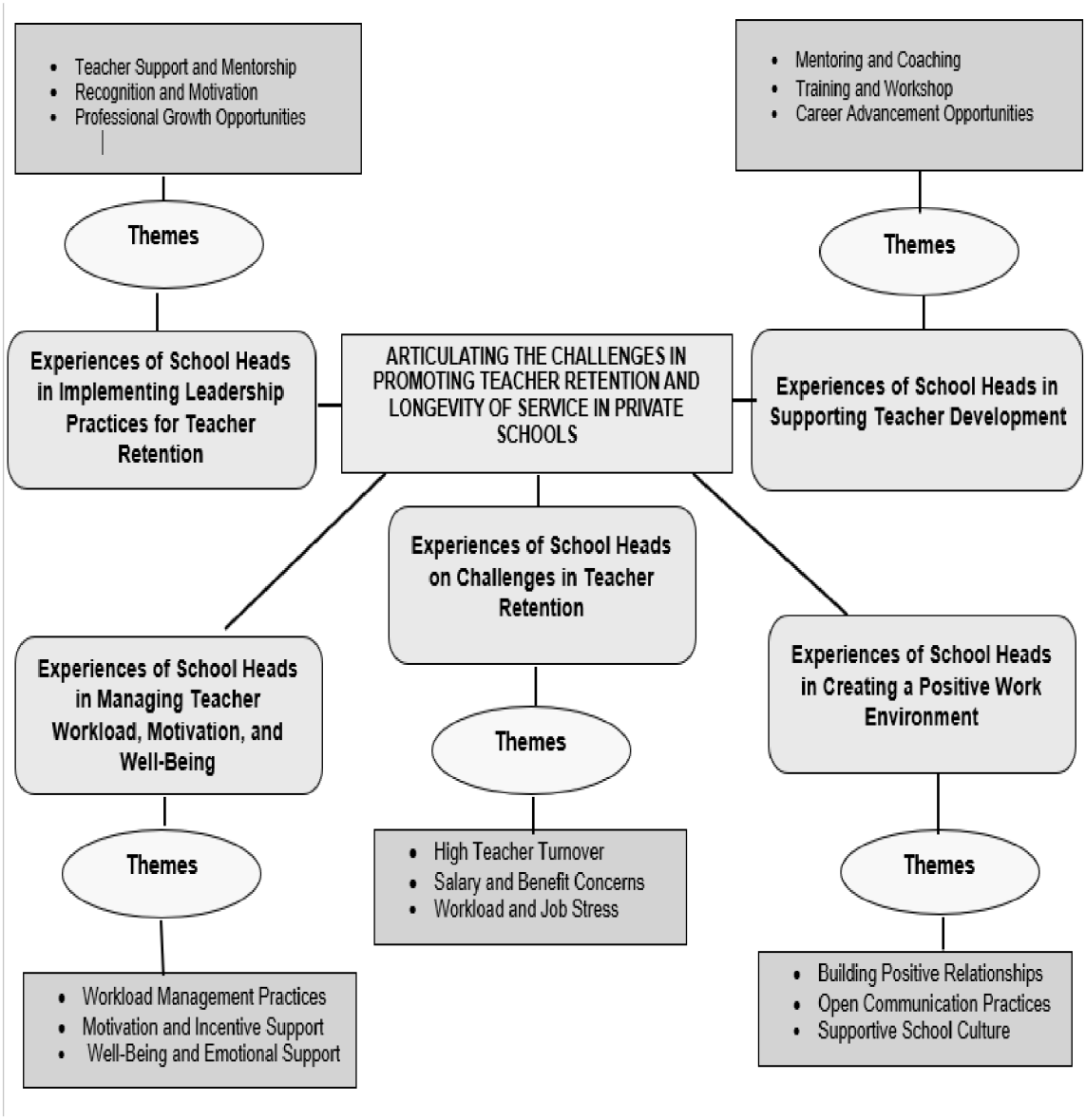


Figure 4
Schematic Diagram of the Study

Output of the Study

The proposed Teacher Retention and Support Program builds on the practices school heads described: mentoring, coaching, training, recognition, and opportunities for career growth. Its activities give school leaders a structured way to continue these forms of support.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 6

Participants also reported workload pressure, stress, and difficulty retaining staff. The program proposes workload reviews, open feedback, and collaborative activities to address these concerns. The indicators, budgets, and funding entries in the tables are proposed implementation details.

Teacher Retention and Support Program

Rationale

Teacher retention and longevity of service are essential for maintaining a stable and effective teaching workforce in private schools. In private schools in the City of Naga, Cebu, school heads have implemented leadership practices, professional development initiatives, and strategies for workload management and teacher motivation. However, challenges such as high teacher turnover, workload-related stress, salary and benefits concerns, and the need for stronger support systems continue to affect long-term teacher commitment. These challenges make it necessary to develop a professional development program that directly addresses the factors influencing teacher retention.

The proposed Teacher Retention and Support Program is designed to provide practical strategies to help school heads and teachers overcome these challenges. It focuses on enhancing leadership practices, providing structured mentorship and coaching, implementing recognition and incentive systems, managing workloads effectively, and fostering a positive and collaborative school environment. By addressing these areas, teachers can experience greater professional growth, job satisfaction, and well-being, while school heads can maintain a motivated and committed teaching staff.

Lastly, the proposed program seeks to support teachers, strengthen school leadership, and improve teacher retention and longevity of service. By following this program, private schools can create a more stable, collaborative, and effective teaching environment that benefits teachers, students, and the overall school community. This initiative ultimately contributes to higher-quality education and promotes continuous improvement in teaching and learning practices for the school year 2025–2026.

Objectives

Provide mentorship, coaching, and workshops to help teachers improve their instructional skills and advance in their careers.
Implement workload management, recognition, and incentive systems to reduce stress and increase motivation.
Foster open communication, teamwork, and a positive school environment to build trust and long-term teacher commitment.

Scheme of Implementation

Table 7
Mentorship and Coaching Sessions

Field	**Implementation Plan**
Activity	Mentorship and Coaching Sessions
Target Skill	Professional Growth & Instructional Skills
Implementation Strategy	Pair experienced teachers with newer teachers for regular guidance, observation, and feedback
Duration	Monthly (1–2 hours per session)
Responsible Person	School Head / Department Heads
Expected Outcome	Teachers enhance their teaching skills, feel supported, and gain confidence in their roles

Table 8
Professional Development Workshops

Field	Implementation Plan
Activity	Professional Development Workshops
Target Skill	Pedagogical Skills & Leadership
Implementation Strategy	Organize workshops on classroom management, differentiated instruction, and stress management
Duration	Quarterly (2–3 hours per workshop)
Responsible Person	School Head / HR / External Resource Speakers
Expected Outcome	Teachers acquire new skills and knowledge, improving performance and job satisfaction

Table 9
Recognition and Incentive Program

Field	Implementation Plan
Activity	Recognition and Incentive Program
Target Skill	Motivation & Job Satisfaction
Implementation Strategy	Implement a system to acknowledge outstanding teachers through awards, certificates, or small incentives
Duration	Bi-annual
Responsible Person	School Head / Administrative Staff
Expected Outcome	Teachers feel valued, motivated, and more likely to remain in service

Table 10
Workload Management Planning

Field	Implementation Plan
Activity	Workload Management Planning
Target Skill	Time Management & Efficiency
Implementation Strategy	Assess teachers' workload, redistribute tasks, and provide support to reduce burnout
Duration	Monthly review
Responsible Person	School Head / Department Heads
Expected Outcome	Teachers experience less stress, maintain well-being, and perform tasks efficiently

Table 11
Team-Building and Collaboration Activities

Field	Implementation Plan
Activity	Team-Building and Collaboration Activities
Target Skill	Communication & Interpersonal Skills
Implementation Strategy	Conduct team-building exercises, peer discussions, and collaborative planning sessions
Duration	Semi-annual (Half-day)

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY AND EXCELLENCE
Published by: RISEJOURNALS.ORG | Online ISSN: 3028-032X | Print ISSN: 3028-0370
VOLUME 5, ISSUE NO. 6

Field	Implementation Plan
Responsible Person	School Head / HR
Expected Outcome	Strengthened collaboration, trust, and positive work environment among staff

Table 12
Feedback and Open Communication

Field	Implementation Plan
Activity	Feedback and Open Communication
Target Skill	Problem-Solving & Engagement
Implementation Strategy	Hold regular meetings for teachers to share concerns, suggestions, and feedback
Duration	Monthly
Responsible Person	School Head
Expected Outcome	Enhanced teacher engagement, issues addressed promptly, and stronger teacher-school relationships

Table 13
Career Advancement Planning

Field	Implementation Plan
Activity	Career Advancement Planning
Target Skill	Professional Growth & Retention
Implementation Strategy	Identify opportunities for promotions, role expansion, or further education and guide teachers in career planning
Duration	Ongoing
Responsible Person	School Head / HR
Expected Outcome	Teachers perceive long-term career growth within the school, increasing retention

Professional Development Program to Support Teacher Retention and Longevity of Service

Table 14
Professional Growth & Skills Enhancement

Field	Proposed Program
Key Results Area (KRA)	Professional Growth & Skills Enhancement
Objectives	Enhance teachers' instructional skills and career development
Strategies/Activities	- Conduct mentorship and coaching sessions- Organize workshops on classroom management, differentiated instruction, and teaching strategies
Time Frame	Monthly for mentorship; Quarterly for workshops
Resources Needed	Training materials, venue, resource speakers
Persons Involved	School Head, Department Heads, External Resource Speakers

Field	Proposed Program
Expected Outcome	Teachers improve teaching skills and feel supported in their professional growth
Success Indicators	Teacher performance assessments show improvement; positive feedback from participants
Budget	PHP 15,000
Source of Fund	MOOE / School Fund

Table 15
Teacher Motivation & Job Satisfaction

Field	Proposed Program
Key Results Area (KRA)	Teacher Motivation & Job Satisfaction
Objectives	Promote well-being and reduce burnout
Strategies/Activities	- Implement recognition and incentive programs- Conduct workload review and redistribution- Provide stress management sessions
Time Frame	Recognition: Bi-annual Workload review: Monthly Stress management: Semi-annual
Resources Needed	Certificates, small incentives, evaluation forms, facilitator
Persons Involved	School Head, Admin Staff
Expected Outcome	Teachers feel valued, motivated, and less stressed
Success Indicators	Increased teacher retention; high satisfaction survey scores
Budget	PHP 10,000
Source of Fund	MOOE / PTA / Donations

Table 16
Leadership & School Climate

Field	Proposed Program
Key Results Area (KRA)	Leadership & School Climate
Objectives	Strengthen school leadership, collaboration, and communication
Strategies/Activities	- Organize team-building and collaborative activities- Hold monthly open feedback sessions for teachers- Establish career advancement guidance and planning
Time Frame	Team-building: Semi-annual Feedback sessions: Monthly Career planning: Ongoing
Resources Needed	Venue, facilitator, forms for career planning
Persons Involved	School Head, HR, Department Heads
Expected Outcome	Improved collaboration, trust, and teacher engagement; clear career growth path
Success Indicators	Teacher engagement and participation; reduced conflicts; increased retention
Budget	PHP 8,000
Source of Fund	MOOE / School Fund

Conclusion

School heads in private schools in the City of Naga, Cebu, described mentoring, recognition, career development, workload management, and a supportive work environment as ways to encourage teachers to stay. They also reported persistent turnover, salary and benefits concerns, and work-related stress. These accounts describe the experiences and perspectives of school heads; the study did not measure whether the reported practices changed retention rates. The findings informed the proposed Teacher Retention and Support Program for school year 2025–2026, which includes professional development workshops, mentorship and coaching, recognition and incentives, workload review, and activities to strengthen collaboration. The program aims to support teacher satisfaction, professional growth, and long-term commitment.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are given:

Private School Administrators. School heads should regularly conduct informal check-ins with teachers to understand their concerns, recognize achievements, and offer support, ensuring that leadership practices and work environments encourage teachers to stay.

Private School Teachers. Teachers are encouraged to openly share their professional development needs and feedback with administrators, participate actively in school programs, and seek mentorship opportunities to enhance their skills and job satisfaction.

Private School Students. Schools should aim to maintain a stable teaching staff by implementing retention strategies, which will help provide consistent instruction, minimize disruptions, and create a positive learning environment that benefits students' academic and personal growth.

Researcher. The researcher should continue developing skills in qualitative research by conducting similar studies in other schools, analyzing leadership practices, and identifying practical strategies to support teacher retention.

Future Researchers. Future researchers are recommended to use this study as a baseline to explore additional factors affecting teacher retention, such as compensation, work-life balance, or school culture, and to test innovative strategies for improving teacher longevity in private schools.

References

Awu, E., Darius, B., & Chimele, P. (2025). Human capital theory: Viewing employees as organizational asset. *Management Science Research Journal, 9*(3), 370–375. https://www.researchgate.net/publication/390399383_Human_Capital_Theory_Viewing_Employees_As_Organizational_Asset

Baird, K., Nuhu, N., & Jiao, L. (2024). The effect of Porter's competitive forces on competitive advantage and organisational performance and the moderating role of management accounting practices. *Journal of Management Control, 35*(2), 303–332. https://doi.org/10.1007/s00187-024-00375-4

David, E., & Naparan, G. (2024). Challenges and interventions of school administrators in the retention of professional teachers in private schools. *Indonesian Journal of Education and Social Sciences, 3*(2), 201–2015. https://doi.org/10.56916/ijess.v3i2.753

Deng, C., Gulseren, D., Isola, C., Grocutt, K., & Turner, N. (2022). Transformational leadership effectiveness: An evidence-based primer. *The Leadership Quarterly, 33*(6), 101653. https://doi.org/10.1080/13678868.2022.2135938

Department of Education. (2025). DepEd pushes teacher education reform to address learning loss, future challenges. https://www.deped.gov.ph/2025/01/23/deped-pushes-teacher-education-reform-to-address-learning-loss-future-challenges/

Education International. (2025). Taiwan: Institutionalized salary increases and adequate professional wages are key to recruiting and retaining teachers. https://www.ei-ie.org/en/item/31679:taiwan-institutionalized-salary-increases-and-adequate-professional-wages-are-key-to-recruiting-and-retaining-teachers

Gimpl, N. (2024). Herzberg's motivation-hygiene theory revisited in the information age: Ending a sixty-year-old odyssey about employee satisfaction. SSRN. https://doi.org/10.2139/ssrn.5061822
Huang, W., & Hassan, Z. (2025). Challenges of rural teacher retention in the context of public-funded teacher education program in rural China. International Journal of Research and Innovation in Social Science (IJRISS).
Jamal, Z. H., Kileo, E. J., & Siamoo, P. (2025). Extensiveness of professional development opportunities by heads of schools in enhancing teachers' retention in public secondary schools in Kilwa District Tanzania. International Journal of Scientific Research and Management (IJSRM). https://ijsrm.net/index.php/ijsrm/article/view/6572/4066
Jardio, C. R. (2025). Tenured professional licensed teachers in private schools: An exploratory study. International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (IMJRISE, 2(5). https://doi.org/10.5281/zenodo.15429948
Jones, T. A. (2021). Elementary school principals' perspectives on teacher retention and effective leadership. Walden University. https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=11863&context=dissertations
Juwarti, & Octafian, R. (2024). Understanding teacher retention challenges: A quality analysis of human resource strategies. *JBMED, 3*(01). https://doi.org/10.59653/jbmed.v3i01.1358
Madison, K., Eva, N., De Cieri, H., & Goh, Z. (2025). Social exchange theory in leadership research: A problematizing review. *The Leadership Quarterly, 36*, 101924. https://doi.org/10.1016/j.leaqua.2025.101924
Martinez, J., & McAbee, S. (2021). School administrator support of teachers: A systematic review (2000–2019). Education Resources Information Center (ERIC). https://files.eric.ed.gov/fulltext/EJ1279817.pdf
Mekonnen, M., & Bayissa, Z. (2023). The effect of transformational and transactional leadership styles on organizational readiness for change among health professionals. *SAGE Open Nursing, 9*, 23779608231185923. https://doi.org/10.1177/23779608231185923
New Zealand Ministry of Education. (2025). Teacher Bonding Scheme. https://workforce.education.govt.nz/principals-and-schools/initiatives-schools-and-kura/teacher-bonding-scheme
OECD. (2025). Results from TALIS 2024: Country note – Spain. OECD Publishing.
Pagutayao, V. S., & Paglinawan, J. L. (2025). Exploring the early years: Stories and narratives of novice teachers in private schools. *IJRISS, 5574*–5580. https://dx.doi.org/10.47772/IJRISS.2025.90400398
Pandya, V. V. (2025). Organizational commitment: Evolution, measurement, antecedents, and knowledge gaps. *International Journal of Academic Excellence and Research, 1*(2), 24–29. https://doi.org/10.62823/MGM/IJAER/01.02.72
Rai, S. S., Koodamara, N. K., & K, V. (2025). Antecedents of organizational commitment: A systematic literature review. Human Resource Management. https://doi.org/10.1080/23311975.2025.2484462
Rajâa, O., & Mekkaoui, A. (2025). Revealing the impact of social exchange theory on financial performance: A systematic review of the mediating role of human resource performance. Human Resource Management. https://doi.org/10.1080/23311975.2025.2475983
Ramirez, H. J. C., & Capili, J. T. (2024). Leadership style of school heads and its influence to teacher retention: Basis for a teacher retention plan. *AIDE Interdisciplinary Research Journal, 10*, 25–40. https://doi.org/10.47772/2024_vol10-no1_02-025057
Saldevia, E., & Pedroso, J. E. (2025). The case of teacher turnover in a private school from the Philippines. *Journal of Educational Theory and Management, 3*(2), 557–570. https://doi.org/10.59652/jetm.v3i2.557
Shuls, J. V., & Flores, J. M. (2020). Improving teacher retention through support and development. *Journal of Educational Leadership and Policy Studies, 4*(1).
Smith, J. A., & Osborn, M. (2008). Interpretative phenomenological analysis. In J. A. Smith (Ed.), Qualitative psychology: A practical guide to research methods (2nd ed., pp. 53–80). Sage Publications.
Sumipo, J. M. (2020). Stay with me: Factors influencing teacher's retention in private elementary schools. *Advances in Social Sciences Research Journal, 7*(3), 255–259. https://doi.org/10.14738/assrj.73.7934
UNESCO. (2023). Teacher career reforms in Thailand. https://unesdoc.unesco.org/ark:/48223/pf0000370862