

# JOB Satisfaction and Retention of Public School Teachers in Davao City National High SCHOOL

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## ABSTRACT

Teachers who are satisfied with their job are most likely motivated to do their work. However, low retention of teachers can cause educational institutions to have high turnover rates. Therefore, the researchers must determine the level of job satisfaction among public school teachers and measure teachers' retention in light of their job satisfaction, job autonomy, workload pressure, retention intention, and leadership support. The study employed a quantitative correlational research design. The sampling method for this study is simple random sampling. One hundred junior and senior high public school teachers were selected to participate in this research. This study adopted two questionnaires to measure teachers' job satisfaction (Giacometti, 2005) and to measure teachers' retention (Dobbs, 2018). The results of the study on job satisfaction indicate that there are several factors that significantly affect job satisfaction in the teaching profession. Specifically, the study found that compensation, motivation to teach, preservice preparation, external forces, school culture, in-service training, and emotional factors all have a significant correlation with job satisfaction. Similarly, the study on retention found that several factors are significantly related to teacher retention. These factors include job satisfaction, workload pressure, retention intention, job autonomy, and leadership support. The study also revealed that there is a positive correlation between job satisfaction and retention, indicating that higher job satisfaction is associated with greater retention rates.

**KEYWORDS:** *Public School Teachers, Job Satisfaction, Retention Rate, Davao City*

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## INTRODUCTION

Teachers who are dissatisfied with their jobs are more likely to leave the profession. Previous studies have shown a strong relationship between job satisfaction and overall retention among teachers (Gebregziabher et al., 2020). Similarly, a study conducted in Virginia found that teachers who were dissatisfied with their jobs were more likely to leave the teaching profession (Tolliver, 2018). In the Philippine context, teachers who are satisfied and

engaged in the teaching profession are more likely to be punctual, teach effectively, and have a higher probability of staying in the profession (Quiroz, 2021). These findings suggest that job satisfaction is an important factor influencing teachers' intention to remain in their work.

Furthermore, a study conducted in Davao City found a high positive correlation between job satisfaction and teacher retention. The study emphasized that teachers who are satisfied with their work are more likely to remain in their profession even when their work becomes challenging (Loquinario et al., 2022). Job satisfaction refers to a person's sense of contentment at work and significantly affects how employees perform their duties (Dziuba et al., 2020). In the teaching profession, job satisfaction reflects the teacher's level of self-motivation, contentment, and fulfillment in relation to work expectations. Therefore, understanding teacher job satisfaction is essential in examining their commitment to remain in the profession.

Retention refers to the act of keeping employees within an organization. Employee retention is an organization's capacity to maintain its workforce and ensure its sustainability. In the school setting, teacher retention refers to the percentage of teachers who continue working in the same school in the following year. It also refers to teachers' decision to continue teaching despite challenges in the profession. As many teachers leave their work, schools experience shortages in teaching personnel, which may affect the delivery of quality education.

Due to high turnover rates, governments and educational institutions aim to retain more teachers in the classroom (Hawthorne, 2021). One factor that may influence retention is compensation, which refers to the incentives employees receive for their dedication and commitment to an organization. Compensation may include salary, allowances, benefits, and other forms of financial or material support (Salisu et al., 2015). In the teaching profession, compensation is important because it supports teachers and their families. It may also improve teacher performance when provided in the form of salary, allowances, service fees, or other benefits aligned with existing policies (Marman et al., 2021). Thus, compensation remains an important consideration in understanding teacher satisfaction and retention.

Preservice education is often considered the first phase of teachers' professional development. It allows future teachers to develop lessons, learn instructional delivery, and manage classrooms effectively (Stokes et al., 2021).

External factors also play a vital role in job satisfaction because they can shape teachers' attitudes and beliefs toward their work (Mehrad, 2016). These may include financial concerns, students' attitudes, and parental support, all of which may influence a teacher's decision to stay or leave. In addition, school culture affects teacher satisfaction because it reflects the shared norms, values, beliefs, and traditions of the school community (Karadag et al., 2014). A positive school culture promotes collaboration, honesty, and hard work, which can strengthen teachers' commitment to their institution (Shafer, 2018). These factors show that teacher satisfaction is influenced not only by personal motivation but also by the wider school environment.

In-service teacher training is widely practiced because it supports the professional development of teachers. It helps enhance teachers' work performance, professional competence, and motivation in the field (Osamwonyi, 2016). In-service training also includes activities that deepen and broaden teachers' knowledge and skills directly related to the teaching profession. Motivation to teach, on the other hand, refers to teachers' feelings and commitment toward teaching, which are important because teacher performance contributes to students' educational development (Ortenca et al., 2015). Job satisfaction is also considered an emotional response to one's current employment situation and is essential to teacher effectiveness, school performance, and student achievement (Lopes et al., 2020). These concepts highlight the importance of supporting teachers both professionally and emotionally.

Job satisfaction is essential to the continuous growth of educational systems worldwide. Job autonomy may improve teacher retention because satisfied teachers are less likely to seek another career. Autonomy refers to actions and behaviors that are self-regulated, self-accepted, and consistent with a person's characteristics and interests (Ma, 2021). Leadership support is also crucial for teacher retention because leaders provide teachers with the tools, resources, guidance, and opportunities needed for professional growth. Workload pressure, meanwhile, refers to the demand to complete work-related tasks within a specified period and at an acceptable level. Teachers who experience high workload pressure may encounter reduced teaching quality and a stronger intention to leave the profession (Maas et al., 2021). While teacher attrition refers to qualified teachers leaving the profession too early, teacher retention focuses on keeping qualified teachers in their teaching positions (Kelchtermans, 2017). These factors collectively influence whether teachers choose to remain in or leave the profession.

The satisfaction of teachers is an important element in increasing retention rates at the national, state, and local levels. Previous research has found a high correlation between job satisfaction and overall retention (Gebregziabher et al., 2020). By examining job satisfaction, organizations can identify ways to reduce employee turnover and improve workforce stability (Ali et al., 2021). In schools, this means that strengthening teacher satisfaction may contribute to more stable teaching personnel and improved institutional continuity.

Teachers' job satisfaction and teacher retention remain central concerns in education, especially because teacher shortage continues to be an international problem (Toropova et al., 2020). In the local context, the issue of teachers resigning from Davao City National High School prompted the researchers to conduct this study. By examining the factors associated with job satisfaction and retention, the study seeks to better understand what teachers need in order to remain in the teaching profession.

This study aims to determine the level of job satisfaction among public school teachers. Given that teacher shortage is a global issue, the study also aims to measure teacher retention in relation to both favorable and unfavorable work conditions. Specifically, this study seeks to answer the following questions: (1) What is the level of job satisfaction of public school teachers in terms of compensation, preservice preparation, external forces, school culture, in-service training, motivation to teach, and emotional factors? (2) What is the level of retention of public school teachers in terms of job satisfaction, job autonomy, leadership support, workload pressure, and retention intention? (3) Is there a significant relationship between job satisfaction and teacher retention? This study hypothesizes that there is a significant relationship between job satisfaction and retention among public school teachers at Davao City National High School.

## **METHODS**

### **Research Design**

This research is quantitative. The researchers used a non-experimental research design utilizing correlational analysis because it is a type of non-experimental research in which the researcher assesses the statistical relationship between the variables without controlling extraneous variables (Curtis et al., 2016). The correlational analysis determined whether job satisfaction and public school teachers' retention at Davao City National High School are related.

## **Samples and Sampling Procedure**

Davao City National High School Teachers' public school instructors were invited to participate in this study. The sample of this study consists of a purposive sample of 100 senior high school and junior high school teachers at Davao City National High School who met the following inclusion criteria: (1) Currently employed as a public school teacher at Davao City National High School. (2) Have been teaching for at least three years. And (3) Willing to participate in the study.

The sampling method the researchers used for this study is Simple random sampling because it ensures that every person in a population has an equal probability of being chosen as a response (Noor et al., 2022). The researchers utilized the Yamane formula to determine the study's sample size. The study's sample size is 100, with a margin of error of 0.05.

## **Research Instrument**

The researchers used Google Forms to obtain data from the public school teachers at Davao City National High School. This study adopted two questionnaires to measure teacher job satisfaction by Giacometti (2005) and teacher retention by Evan-Dobbs (2018)—The researchers went to Sta. Ana National High School to ask three master teachers to validate the questionnaire. After validating the questionnaire, the researchers used their feedback to ensure they measured what they were supposed to measure.

The researchers used a 32-item questionnaire by Giacometti (2005) to measure teachers' job satisfaction. Cronbach's Alpha has confirmed the reliability coefficient of this questionnaire. The questionnaire consisted of seven subscales: compensation which includes items 1-5; preservice preparation, which includes items 6-9; external forces, which include items 10-14; school culture, which includes items 15-18; in-service training, which includes items 19-23, motivation to teach which includes item 24-27, and emotional factors which include items 28-32. Negatively worded items such as item 15, "The parent or guardian of my student rarely returns my calls," and item 31, "My job is too frustrating for me," were reverse scored. Participants responded to each item on a 4-point Likert scale of 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree.

For the second variable, the researchers used a 20-item questionnaire by

Evan-Dobbs (2018) to measure teacher retention. Cronbach's alpha confirmed the reliability coefficient of this questionnaire. The questionnaire consisted of five subscales: job satisfaction which includes items 1-4, job autonomy which includes items 5-8; leadership support which includes items 9-12; workload pressure which includes items 13-17; and retention intention, which includes items 18-20. Negatively worded items such as item 3, "I am dissatisfied with aspects of my job as a teacher," item 13, "It is so hard to keep up with your workload," item 14, "Teachers have to work long hours to complete all their work," Item 15 "There is no time for teachers to relax," Item 19 "I am seriously thinking about quitting my job," and item 20, "I think I will be working at another school three years from now," were reverse-scored. Participants responded to each item on a 6-point Likert scale of 1 for strongly agree, 2 for agree, 3 for somewhat agree, 4 for somewhat disagree, 5 for disagree, and 6 for strongly disagree.

### **Data Gathering Procedures**

The study was conducted at Davao City National High School. The researchers constructed an informed consent form, a questionnaire, a letter of validation request, and an approval letter for the principal. The researchers also made an informed consent form and questionnaire in a Google form version. An Informed Consent Form (ICF) outlined the study's title and purpose, the participants' duration, methods, potential risks and discomforts, potential benefits, confidentiality, voluntary participation, contact persons, and a confirmation statement.

The researchers established a coding scheme for the Likert scales, where one represented "strongly agree," 6 represented "strongly disagree" for retention, one represented "strongly disagree," and four represented "strongly agree" for job satisfaction. The researchers entered the responses from the completed questionnaire into Microsoft Excel. The researchers also used the JASP statistical software to analyze the data and to calculate descriptive statistics such as means, standard deviations, and correlations.

The study was approved by the research teacher, HUMSS coordinator, assistant principal, and the principal of Davao City National High School. Also, it was validated by the three professional teachers from another school who examined the questionnaires, and the researchers provided a small token for spending their time. An informed consent form and questionnaire were provided to the participants beforehand. After receiving approval from the principal of

Davao City National High School, the researchers started collecting data through an online survey. Online surveys through Google Forms were conducted for convenience, as the respondents could answer them at their own time and pace. The questionnaire only takes 10–15 minutes. Each research group member messaged all their previous advisers and subject teachers, both junior high and senior high, and forwarded the link to the questionnaire with a picture of the research title, qualifications, and complete confidentiality of their data.

### **Data Analysis**

Descriptive statistics were used to describe the study of teachers' job satisfaction and teachers' retention. The mean and standard deviation of the variables job satisfaction and retention were calculated.

Pearson's correlation coefficient was used to measure the strength and direction of the relationship between the variables. Statistical testing was performed to determine the significance of relationships between variables. The overall correlation between job satisfaction and retention was 0.499, and the p-value was  $<0.001$ . The variable job satisfaction and the preceding variable retention presented a p-value of less than 0.05 and were considered significant. A hypothesis-testing approach was also used in the analysis. Moreover, the researchers used Jeffrey's Amazing Statistics Program (JASP, Amsterdam, The Netherlands) statistical software.

## **RESULTS**

As presented in Table 1, the level of motivation to teach is high ( $M=3.22$ ,  $SD=0.52$ ), indicating that the teachers in Davao City National High School were satisfied and motivated to facilitate learning, and that a teacher values choosing and sustaining teaching positively impact job satisfaction. This result is synonymous with the study conducted by Nyarko et al. (2014) that motivation influences teachers' job satisfaction: the more motivated they are, the more satisfied they are, and vice versa. Similarly, these findings are similar to Arifin (2015) study that work motivation affects teacher job satisfaction positively and significantly.

Then, the level of preservice preparation is high ( $M=3.10$ ,  $SD=0.75$ ), implying that teachers generally perceive their preservice training as adequate and that the training and preparation they received before their teaching career has positively influenced their job satisfaction. Synonymously, a study

conducted by Wolf (2018) found that preservice training experiences had a powerful effect on the teaching practice of new teachers and induced misplaced confidence leading to standardized teacher-led approaches that failed to engage students. In fact, preservice teacher education lays the groundwork for the teaching profession and provides the first step in the professional development of teachers. Effective teaching depends on completing preservice teacher education (Tasdemir et al., 2020).

Third, the level of school culture is high ( $M=2.96$ ,  $SD=0.54$ ), suggesting that the teachers feel a sense of belonging and connectedness to the school community, which can contribute to their well-being and job satisfaction. Likewise, Teasley (2017) emphasized that positive school culture is conducive to professional satisfaction, effectiveness, and morale, creating an environment that maximizes student learning and fosters collegiality and collaboration. In addition, empirical studies showed that teachers with a positive school culture were highly motivated to teach and were more likely to take responsibility for students' learning (Lee et al., 2019).

Next, the level of in-service training is high ( $M=2.90$ ,  $SD=0.49$ ), indicating that they are more likely to feel confident implementing new teaching strategies or approaches in their classrooms. This is congruent with the study conducted by Nife (2016), who stated that training is a form of motivation in public service, which constantly induces public servants to get recognition, achievement, and a high level of performance, thereby deriving maximum satisfaction in their jobs.

Moreover, the level of external forces is high ( $M=2.64$ ,  $SD=0.40$ ), suggesting that the teachers may feel optimistic about these external factors (government policies, community, economy) and how they impact their work and the school environment. This is congruent with the study conducted by Sarıkaya et al. (2020), who stated that resources coming from the community and the trust that has been established among partners stakeholders (parents/guardians, business, and other establishments) can be a significant predictive of job satisfaction as shown in the high results of the study. It means that with or without the support of the government, the community as stakeholders, and other external forces, teachers are still satisfied with their job but hope to be supported by these forces.

Also, the level of emotional factors is high ( $M=2.64$ ,  $SD=0.38$ ). which

suggests that teachers have positive feelings about their work that can impact their emotional well-being and are experiencing positive emotions in their job. This finding is similar to the study conducted by Todorova et al. (2014), stating that positive emotions on the job, like excitement and enthusiasm, should result in more job satisfaction.

Furthermore, the level of compensation is high ( $M=2.60$ ,  $SD=0.50$ ) suggesting that public school teachers are content and fulfilled with the financial rewards they received for their work. This finding may be explained by the idea that compensation can be in the form of basic salary, benefits, health insurance, and teacher awards. Reasonable compensation will increase job satisfaction, and vice versa; if compensation is low, job satisfaction will also be low (Juprizon et al., 2022). Sudharto (2015) proves that compensation positively and significantly affects job satisfaction.

Lastly, the results strongly imply that motivation to teach positively impacts job satisfaction among public school teachers. Teachers' motivation can inspire them to be more committed to their work. These results are consistent with the claim that highly motivated teachers will typically carry out their tasks with excitement and vigor, owing to the motivations or goals that drive their activities (Dahyani et al., 2023). Furthermore, the results also indicate that teachers' compensation significantly affects job satisfaction (Sudharto, 2015). Thus, compensation plays a vital role in determining an employee's level of job satisfaction (Mabaso et al., 2017).

As presented in Table 2, the level of job satisfaction as perceived by the teachers is high ( $M=4.37$ ,  $SD=0.94$ ) implying that they find their current job worthwhile and fulfilling. Thus, the more the teachers are satisfied with their work, the better their participation and commitment to the organization they give (Baluyos et al., 2019).

Second, the level of job autonomy is high ( $M=4.67$ ,  $SD=0.93$ ) indicating that teachers can choose their goals, teaching methods, and educational strategies without strict and constant supervision by the higher authority. Thus, ensuring job autonomy for teachers may be a suitable starting point to resolve current school problems (Dilekci, 2021).

Third, the level of leadership support is moderate ( $M=3.98$ ,  $SD=1.02$ )

specifying that leaders effectively communicate their goals, acknowledge the needs of their teachers, appreciate their hard work, and provide clear expectations, feedback, and guidance. Thus, if leaders can fulfill their responsibilities, they can motivate and direct their employees (Dayanti et al., 2022).

Next, the level of workload pressure is low ( $M=3.11$ ,  $SD=0.83$ ) which has a negative implication if the reduction in workload pressure is not significant enough or if teachers continue to face excessive demands on their time and energy. Thus, teachers who experience high work pressure have a higher intention to leave their profession (Maas et al., 2021).

Lastly, the level of retention intention is moderate ( $M=4.16$ ,  $SD=1.34$ ) indicating that the long-serving teachers were able to sustain their motivation and commitment to teaching due to their intrinsic motivation and sense of professional mastery reflected by student outcomes (Chiong et al., 2017). Study shows that teachers who stay in the profession report higher levels of efficacy for instruction, student engagement, and classroom management than teachers who leave (De Neve et al., 2016).

The study found that retention intention, job autonomy, and leadership support positively impact retention among public school teachers. These results are consistent with the claim that job satisfaction is closely related to teacher retention and contributes to the well-being of teachers and their students, overall school cohesion, and enhanced status of the teaching profession (Toropova et al., 2021).

Whereas past researchers have found a negative relationship between job autonomy and turnover intention (Elrayah et al., 2023), meaning that with lower job autonomy, turnover retention rises, resulting in a lower teacher retention rate, the present study, however, has shown a positive relationship between job autonomy and retention therefore, with greater job autonomy at work the more intended they are to retain their current profession as teachers. However, the data also indicate that workload pressure may be challenging for teachers because teachers are prone to burnout due to long teaching hours and a heavy workload (Jomud et al., 2021). The school must explore ways to manage workload and promote work-life balance.

The scatter plot illustrates a moderate, positive, linear association

between job satisfaction and the retention of public school teachers. The data points align in an upward-sloping pattern, indicating that higher levels of job satisfaction are linked to increased teacher retention. The dispersion of the points around the line means that there is a noticeable and consistent positive association between the variables. A correlation analysis confirms this finding, with a statistically significant positive correlation coefficient ( $r=0.49$ ,  $p<0.001$ ). These results imply that greater job satisfaction among public school teachers in Davao City is associated with higher retention rates.

As presented in Table 3, there is a low positive significant correlation between compensation and leadership support ( $r=0.40$ ,  $p<.001$ ) which implies that as compensation increases, this relatively means that leadership support also increases (Khan, 2018). Therefore, leadership support and compensation is found to be positively significant (Lin et al., 2018).

Secondly, compensation and job autonomy has a negligible significant correlation ( $r=0.28$ ,  $p=.003$ ). Similarly, Gupta (2014) mentioned that businesses having reasonable compensation management not only can make employees work happily but also can improve employees' attitudes toward work, quality and productivity. However, in the Japanese context, the present study found no significant relationship between pay and autonomy among highly skilled workers (Fujimoto, 2017).

Next, compensation and job satisfaction has a negligible nonsignificant correlation ( $r=0.12$ ,  $p=0.20$ ). This result affirms the findings of the study done by Osibanjo et al. (2014) which investigated the same indicators. They found that there is no significant relationship between compensation and job satisfaction. These results warrant caution to higher education institutions to reevaluate and give further attention to compensation. There is an expectation from the employees that they will be adequately compensated for their efforts (Mabaso & Dlamini, 2017).

Following that, there is a negligible nonsignificant correlation between compensation and workload pressure ( $r=0.04$ ,  $p=0.69$ ). This indicates that regardless of changes in compensation, the amount of workload pressure experienced by teachers remains unchanged. In contrast, past researchers found that not only does a high compensation level attract and increase the importance of the applicant pool, but it also motivates people to apply their skills and knowledge in their working environment. Thus, maintain their level of

remuneration (Robineau et al., 2014). Therefore, employees who accept this additional workload, are given extra salary in the form of money or leave, but, on the other side some of the employees are compulsorily given additional workload by extending their working hours and adding additional tasks without adding additional salary (Rajan, 2018).

Furthermore, there is a negligible nonsignificant correlation between compensation and retention intention ( $r=-0.06$ ,  $p=0.49$ ). This finding is supported by the study of Cao et al. (2013) that the salary and rewards are negative to employees' turnover intention. Also, Yudhistira and Emerald (2015) stated that compensation has a significant negative effect on turnover intention.

The second indicator of job satisfaction which is preservice preparation obtained a value of ( $r=0.49$ ,  $p<.001$ ) implying that there is a low positive significant correlation between preservice preparation and job satisfaction. This indicates that teachers who are more satisfied with the quality of their preparation program were significantly less likely to leave (DeAngelis et al., 2013). Therefore, preservice teachers have increased levels of job satisfaction (Bjorklund et al., 2021).

Likewise, preservice preparation and job autonomy has a low positive significant correlation ( $r=0.39$ ,  $p<.001$ ). This indicates that teachers who receive preservice preparation may have higher levels of job autonomy. Preservice teachers are learning to become professionals who have expertise, knowledge, and skills, exhibit altruism by observing codes of professional conduct and ethics promoted in the culture and society and exercise autonomy in making professional judgments in response to the changing contexts of teaching and society at large (Ye & Law, 2019). Therefore, preservice teachers increase their job autonomy (Cabugsa, 2022).

Additionally, there is a negligible significant correlation between preservice preparation and leadership support ( $r=0.24$ ,  $p=0.01$ ). This indicates that effective leadership support develops a collegial and collaborative learning environment for preservice teachers (Donley et al., 2020). Therefore, administrators and leaders need to properly empower teachers to strengthen their consciousness and ability in independent management, to promote the need for competence (Wu et al., 2023).

Then, preservice preparation and workload pressure has a negligible non significant correlation ( $r=-0.02$ ,  $p=0.77$ ). Whereas, past researchers found that preservice teachers often experience their work as stressful because of work pressure, continuous reforms, increasing administrative activities, and classroom management problems (Alontaga & Durban, 2013). This is also synonymous with the study where preservice teachers were concerned with their workload and influenced their commitment to continue teaching (Klassen et al., 2013).

Similarly, there is a negligible nonsignificant correlation between preservice preparation and retention intention ( $r=0.05$ ,  $p=0.57$ ). This is synonymous with the study where the average school level of teachers' participation in mentoring programs had no significant relationship with teacher retention intention at the school level (Borre et al., 2021). However, past researchers found that preservice preparation significantly impacted teacher retention (Keese et al., 2022).

The third indicator of job satisfaction which is external forces obtained a value of ( $r=0.31$ ,  $p=.001$ ) implying that there is a low positive significant correlation between external forces and leadership support. This is synonymous to a study conducted where past researchers found a relationship between external forces and leadership support (Nidadhavolu, 2018). Therefore, leadership support significantly influences teachers' external forces (Hoover, 2020).

Next, external forces and job satisfaction have a negligible significant correlation ( $r=0.25$ ,  $p=0.01$ ). This is congruent with the study conducted by Sarikaya and Kara (2020), who stated that perceived organizational support is a significant predictor of job satisfaction. It is also synonymous with the study where external factors such as school management and work environment had a significant positive effect on job satisfaction (Oyekunle & Afolabi, 2021).

Also, external forces and job autonomy have a negligible significant correlation ( $r=0.28$ ,  $p=.003$ ). This finding gained support from the study by Sharma (2022) that the correlation between job autonomy and organizational support with organizational commitment is statistically significant.

In addition, there is a negligible nonsignificant correlation between external forces and workload pressure ( $r=0.16$ ,  $p=0.10$ ). This finding is

supported by the study of Shahid & Siddiqui (2020) that perceived organizational support, and workload pressure have no positive relation. However, past researchers found that workload pressure has a significant effect on external forces (Gong et al., 2019).

As well as, external forces and retention intention has a negligible nonsignificant correlation ( $r=-0.13$ ,  $p=0.18$ ). This finding gained support from the study of Akinrinlola et al. (2021) that organizational support has no significant effect on the turnover intent of teachers. However, past researchers found that external forces are an influential factor in teachers' retention (Aguirre, 2018).

The fourth indicator of job satisfaction which is school culture obtained a value of ( $r=0.41$ ,  $p<.001$ ) implying that there is a low positive correlation between school culture and job satisfaction. This indicates that school culture directly and significantly impacts job satisfaction among teachers (Xia et al., 2022). In addition, a study by Kurşun & Yılmaz (2020) showed that there was a positive, significant and moderate effect size between school culture and job satisfaction.

Likewise, there is a low positive significant correlation between school culture and job autonomy ( $r=0.49$ ,  $p<.001$ ). This analysis implies that teacher autonomy and collaborative culture were significantly and directly associated with teachers' perceptions of collective innovativeness in their schools at the levels of teachers and school (Nguyen et al., 2021). Moreover, a study by Hanushek et al. (2013) found that autonomy does appear significantly to affect the performance of a country's schools.

Following that, school culture and leadership support has a low positive significant correlation ( $r=0.42$ ,  $p<.001$ ). It indicates that school culture and leadership support significantly enhance the quality of education. Accordingly, school culture enables teachers to perform leadership behaviors at a higher level (Cansoy et al., 2017). It was also found that there are significant relationships between leadership styles, the school culture, and organizational image, along with the leadership style of school principals, which significantly predicted school culture, and school culture, which significantly predicted organizational image (Abasilim et al., 2019)

On the other hand, school culture and workload pressure has a negligible nonsignificant correlation ( $r=0.165$ ,  $p=0.09$ ). At the same time, past researchers found that workload pressure predicted adverse outcomes and that cultural differences play a role in the process (Omoshein et al., 2019). The most important contextual factors were workload, support from management and school culture (Ainsworth & Oldfield, 2019).

Similarly, there is a negligible non significant correlation between school culture and retention intention ( $r=-0.01$ ,  $p=0.91$ ). In contrast, past researchers found that school culture is an effective induction process for teachers and encourages teacher retention (Al-Majaideh, 2020). Thus, school culture and teacher retention are found to be significant (Davis, 2019).

The fifth indicator of job satisfaction which is in-service training obtained a value of ( $r=0.52$ ,  $p<.001$ ) which implies that there is a moderate positive significant correlation between in-service training and job autonomy. This analysis implies that the training program benefited the teachers' knowledge, abilities, and confidence, which increased their professional autonomy (Guler et al., 2020). Therefore, if teachers have job autonomy it predicts greater incorporation of effective teaching strategies (Iqbal et al., 2020).

However, in-service training and job satisfaction has a low positive correlation ( $r=0.38$ ,  $p<.001$ ). This analysis implies that teachers' in-service training and job satisfaction correlate positively (Ofojebe et al., 2021). Hence, in-service training enhances job satisfaction, and increases job performance and efficiency (Nife, 2016).

Also, in-service training and leadership support has a low positive significant correlation ( $r=0.43$ ,  $p<.001$ ). This analysis implies that mandating instructional leadership in schools is a beneficial method that can assist teachers in improving their sense of competence in classroom management, instruction, and student involvement (Bellibas et al., 2017). Consequently, leadership support was positively associated with in-service training (Marakhovska, 2019).

Meanwhile, in-service training and workload pressure has a negligible non significant correlation ( $r=0.11$ ,  $p=0.23$ ). This is synonymous with the study where past researchers revealed no statistically significant associations between in-service training and workload pressure (Kozak & Nice, 2017). In contrast, by

advancing teachers' abilities and knowledge and encouraging their professional development, in-service training programs can aid in easing the burden of a heavy workload. Therefore, teachers may have more job satisfaction (Akram et al., 2015).

Identically, there is a negligible nonsignificant correlation between in-service training and retention intention ( $r=-0.10$ ,  $p=0.31$ ). Although in-service training benefited teachers' professional growth and job satisfaction, it did not impact their retention intention (Li et al., 2018). Thus, in-service training had no significant effect on retention (Khadaroo & Seetenah, 2018).

The sixth indicator of job satisfaction, which is motivation to teach, obtained a value of ( $r=0.42$ ,  $p<.001$ ) implying that there is a low positive correlation between motivation to teach and job satisfaction. It indicates that highly motivated teachers are likely to succeed (Bozpolat, 2016). Moreover, job satisfaction improves teachers' motivation to teach. For that reason, work motivation is positively associated with job satisfaction (Nwakasi & Cummins, 2019).

Additionally, motivation to teach and job autonomy has a low positive significant correlation ( $r=0.48$ ,  $p<.001$ ). This analysis implies that job autonomy positively impacts teachers' motivation and emotional well-being (Fradkin-Hayslip, 2021). Due to this, the higher the autonomy of the job for a teacher, the higher they are motivated to teach (Mulyana & Izzati, 2022).

Whereas, there is a negligible significant correlation between motivation to teach and leadership support ( $r=0.26$ ,  $p=.007$ ). This analysis implies that teachers perceived their leadership support as related to the motivation they experienced at work (Shepherd-Jones et al., 2018). Therefore, the more the leader is attentive and answers the personal needs of the followers, the higher their motivation at work will be (Gilbar, 2015).

Similarly, motivation to teach and workload pressure has a negligible non significant correlation ( $r=0.14$ ,  $p=0.15$ ). In contrast, past researchers found that motivation predicts workload pressure (Geronimo et al., 2020). This is synonymous to a study conducted where past researchers found that when teachers have a light workload in their job, they are likely to be motivated and be satisfied with their job (Muema, 2019)

In addition, there is a negligible non significant correlation between motivation to teach and retention intention ( $r=-0.06$ ,  $p=0.51$ ). Whereas past researchers found that teachers' motivation can reduce turnover intention and increase retention intention (Imran et al., 2017). Additionally, employees who feel committed to their organization only when they feel a desire to do their work; this desire comes when there is motivation (Sohail et al., 2014).

The seventh indicator of job satisfaction, which is emotional factors, obtained a value of ( $r=0.40$ ,  $p<.001$ ) implying that there is a low positive significant correlation between emotional factors and job satisfaction. It indicates that positive emotions on the job, like excitement and enthusiasm, should result in more job satisfaction (Torodova et al., 2014). Hence, negative emotions lead to a high job dissatisfaction (Lee, 2018).

Next, there is a low positive significant correlation between emotional factors and job autonomy ( $r=0.47$ ,  $p<.001$ ). It indicates that as emotional factors increase, job autonomy also tends to increase. It is found in a study that job autonomy can alleviate the negative emotional factors teachers have (Zhou, 2020). Therefore, teachers who have job autonomy will work without any fear and phobia and will have positive emotions (Soomro et al., 2022).

Then, emotional factors and leadership support has a negligible significant correlation ( $r=0.23$ ,  $p=0.02$ ). This analysis implies that positive emotions from leaders significantly affect teachers' professionalism (Cheng et al., 2021). Moreover, leadership support can influence teachers' emotional well-being and ultimately affect their job performance (Wan et al., 2022).

Following that, there is a negligible significant correlation between emotional factors and workload pressure ( $r=0.23$ ,  $p=0.01$ ). This analysis implies that workload pressure reduces positive emotions and amplifies negative emotions (Connolly et al., 2020). Thus, high workload pressure allows excessive energy usage and emotional exhaustion occurs (Fasyni et al., 2020).

Furthermore, emotional factors and retention intention has a negligible significant correlation ( $r=0.26$ ,  $p=.007$ ). This analysis implies that individuals experiencing more positive emotions about their work have higher job satisfaction and lower turnover intentions (Serin et al., 2014). So, if teachers have a persistent condition of emotional exhaustion, it may induce them to quit

the teaching profession (Pace & Sciotto, 2020).

Lastly, the overall correlation analysis shows a moderately significant positive correlation between job satisfaction and overall retention ( $r=0.499$ ,  $p<0.001$ ). This suggests that higher job satisfaction among teachers may lead to excellent retention rates in the school. In addition, increased job satisfaction will reduce teacher turnover and increase teachers' retention intention (Sims, 2017). Moreover, teachers who are satisfied with their job will stay and work for the organization (Biaison, 2020). Therefore, retention is a critical factor influencing teachers' job satisfaction (Kumedzro, 2018).

The hypothesis, "There is a significant relationship between job satisfaction and retention of public school teachers in Davao City National High School," is respectively accepted since the p-value is less than the alpha level of 0.05.

## **CONCLUSION**

This study has important implications for addressing teacher retention in schools, as it provides insight into the factors associated with job satisfaction and retention among public school teachers. Based on the findings, the teachers demonstrated a high level of job satisfaction in terms of preservice preparation, school culture, in-service training, and motivation to teach, all of which showed a very strong correlation with job satisfaction. External forces and emotional factors were also rated high and showed a strong correlation, while compensation was rated high but showed only a moderate correlation. These findings suggest that the teachers are generally satisfied with their jobs, particularly in areas related to professional preparation, school environment, training opportunities, and motivation to teach.

In terms of teacher retention, the findings revealed that job autonomy was rated high and showed a strong correlation with retention. Job satisfaction was also rated high and showed a moderate correlation, suggesting that satisfied teachers are more likely to remain in their current teaching positions. Leadership support was rated moderate but showed a strong correlation with retention, while retention intention was also moderate and showed a moderate correlation. Workload pressure, on the other hand, was rated low and showed a moderate correlation. These findings suggest that while teachers may possibly remain in their current work, their decision to stay is influenced by autonomy, satisfaction, leadership support, retention intention, and workload pressure.

Overall, the study found a moderate positive correlation between job satisfaction and teacher retention. This means that as teachers' satisfaction with their work increases, their likelihood of remaining in the school also increases. Therefore, improving teachers' job satisfaction may contribute to better retention outcomes and may help schools address issues related to teacher turnover.

## Recommendations

Based on the findings of the study, it is recommended that the school continue to sustain and enhance teachers' motivation to teach, as this obtained the highest mean among the indicators of job satisfaction. The school may provide strategies and initiatives that promote a positive and supportive work environment, offer relevant professional development opportunities, and recognize teachers' achievements through awards or other forms of acknowledgment. These efforts may help maintain teachers' enthusiasm, commitment, and satisfaction in their profession.

Furthermore, since job autonomy obtained the highest mean in relation to teacher retention, it is recommended that the school further promote employee empowerment by providing training and allowing teachers greater freedom to make decisions related to their work. The school may also foster a culture of trust where leaders communicate openly and transparently with teachers. In addition, regular feedback and support may be provided to help teachers improve their performance and develop their professional skills.

Lastly, future researchers are encouraged to conduct follow-up studies on teacher job satisfaction and retention by increasing the sample size to strengthen the statistical power of the analysis and improve the generalizability of the findings. Future studies may also explore other related factors that influence teacher retention in different school settings.

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