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# Workplace Structures that Influence Public Teachers' Retention Intention Basis for Teacher Induction Program

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## Abstract

This study examined whether the individual attributes and organizational workplace structures related to factors that influence public teachers' retention intention. Specifically, it aimed to answer the following questions: what was the profile of the respondents in terms of length of service and designation, how did the respondents perceive the individual factors as to job satisfaction, leadership support, teaching experience, mentoring, and lateral status, how did the respondents perceive the workplace structures as to colleague relations, organizational commitment, organizational control, and, communication, what was the teacher's retention intention in terms of commitment, motivation, life opportunities, life balance, flexibility, management and recognition, was there a significant relationship between the individual attributes and teacher retention intention, was there a significant relationship between the organizational workplace structures and teacher retention intention, were the profile of the respondents moderate the relationship between workplace environment and teacher retention intention.

In this study, the descriptive survey method was used. The questionnaire was used as an instrument in gathering the data to attain the purposes of the study. The respondents of the study were one hundred eighty-five (185) public school teachers from the Department of Education - Del Remedio District Division of San Pablo. The result of the survey revealed that individual attributes have a correlation with teacher retention intention and workplace structures have a relation with the teacher retention intention.

Based on the findings of the study, the following conclusions were drawn the null hypothesis stating that there is no significant relationship between the individual attributes and teacher retention intention is "Not Sustained". That there is no significant relationship between the organizational workplace structures and teacher retention intention is "Not Sustained". That the profile of the respondents does not moderate the relationship between workplace environment and teacher retention intention is "Not Sustained".

## Keywords

Individual attributes, Organizational workplace structures, Retention intention, Teacher induction program

## Introduction

In a world of culturally, linguistically, and socio- economically diverse students, teacher educators are increasingly responsible for assisting in-service teachers in developing pedagogies and practices that engage them in meeting the high demands of state and local educational policies and standards (Andrews, et al 2016).

Nationally, educational authorities are increasingly recognizing the importance of teachers in influencing student accomplishment and progress (Amos, 2014; Department of Education, 2015; Ingersoll, 2011). The Global Partnership for Education (GPE, 2017), the world's only global fund dedicated only to education in poor nations, sees teachers as critical to improving student accomplishment. GPE adopted their vision of equitable, high-quality education for all by 2030 by developing and promoting policies that support teachers' professional development and growth, as well as recommending that educational leaders develop initiatives that invest in high-quality teachers, promote teacher collaboration through

ongoing support, and encourage the use of information and communication technology. As a result of this program, 78 percent of GPE instructors have received pre-and in-service training (GPE, 2017). "If education is the backbone of a nation and teachers are the primary contributors to the construction of the educational system, then work happiness is a crucial aspect in teacher retention," writes Fatima (2012). (p. 260). Nonetheless, despite some people's opinion that teachers are critical to developing future leaders who will enhance and sustain the economy, teacher turnover remains a national problem. Over 500,000 teachers quit the profession each year (Amos, 2014), and the yearly attrition rate for first-year teachers has risen by more than 40% in the last two decades (Haynes, 2014). Furthermore, teacher turnover is exceedingly expensive and harms student progress. According to Hassel and Hassel (2010), owing to teacher turnover, approximately one million children lose access to excellent instructors each year. As a result of this epidemic, leaders and educational institutions are trying to develop new strategies to retain highly skilled instructors.

## OBJECTIVES OF THE STUDY

This study examined whether the individual attributes and organizational workplace structures related to factors that influence public teachers' retention intention.

## METHODOLOGY

A descriptive-correlation research design was used to determine the workplace environment-related factors for public school teachers that influenced their retention intention. The descriptive-correlation study design is a type of research methodology that aims to describe the relationship between two or more variables without showing a connection. This form of research is used to discover patterns, trends, or relationships between variables. In this strategy, the researcher gathered and analysed data on the variables that were relevant to see if there was a connection between them. Statistical approaches like correlation analysis are commonly used to determine the strength and direction of a relationship. This study covered teachers of the Department of Education - Del Remedio District Division of San Pablo, school year 2023-2024. There were one hundred eighty-five (185) respondents of public-school teachers from the Department of Education - Del Remedio District Division of San Pablo. They were randomly chosen based on their categorization as part of the study's limitation. The survey questionnaire, rating, or tool developed to assess the variable(s), and characteristics were utilized as research tools (s). The survey questionnaires are the primary data collection tool. Questionnaires created by researchers were used to define the respondent's profile and to collect data for the study. The researcher sought authorization from the Division of San Pablo to perform the study. To guarantee the effectiveness of the dissemination of the research instrument, the help of the school administrators was required. The researcher then retrieved the instrument as soon as the responder had completed the questionnaire. The collected data were collated, tabulated, and statistically handled for analysis and interpretation of each outcome. The central concern of the research was to conclude whether individual attributes and organizational workplace structures are related factors that influence public teachers' retention intention.

In getting the profile of the respondents, frequency was used. In getting the respondents' perception of the individual attributes, the respondent's perception of the organizational workplace structures, the level of respondents' retention- intention, mean and standard deviation were used. In getting the significant relationship between individual attributes and teacher retention intention and the significant relationship between the organizational workplace structures and teacher retention intention, Pearson Product Correlation was used. In getting the profile of the respondents to moderate the relationship between workplace structures and teacher retention intention, moderation analyses were used.

## RESULTS AND DISCUSSION

This chapter contains the graph and tables which present the data together with their corresponding analysis. The data were studied and interpreted so that conclusions and recommendations could be drawn from this study.

**Table 1** Relationship between the Individual Attributes and Teacher Retention Intention

Individual Attributes	Teacher Retention Intention						
	Com	Mov	LO	LB	Flex	Mgt	Rec
Job Satisfaction	.464**	.591**	.491**	.232**	.448**	.561**	.489**
Leadership Support	.417**	.650**	.548**	.412**	.634**	.752**	.756**
Teaching Experience	.482**	.637**	.624**	.337**	.530**	.573**	.604**
Mentoring	.159**	.240**	.238**	.152**	.319**	.329**	.338**
Lateral Status	.441**	.346**	.387**	.132**	.280**	.374**	.298**

\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed). Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association +0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association 0.0 to +0.2 Very weak +/- or no association

Table 1 shows that all independent variables have a positive significant relationship to dependent variables at 0.1 level of significance.

Job satisfaction has a significant relationship to teacher retention intention. When it comes to motivation, it has a very high significant relationship with an  $r$ -value of .591. The result implies that teachers are highly satisfied when the job is interesting and challenging, sufficiently motivated by their superiors, their views and opinions are taken into account when decisions are made, and work is adequately evaluated and praised. Schools and educational institutions can enhance teacher retention by focusing on improving job satisfaction, fostering motivation, and addressing the underlying factors that contribute to teacher turnover. Job satisfaction and motivation play important factors in teacher retention intentions. Teachers who are satisfied with their jobs and driven to succeed are more likely to stay in their current roles. Teachers who are unsatisfied or lacking motivation, on the other hand, maybe more likely to seek alternative employment alternatives. Teachers who are content with their jobs are more likely to be motivated to do well.

Leadership support has a very high significant relationship when it comes to recognition with an  $r$ -value of .756. Teachers feel the support of the school head when they receive recognition when they do good work, appreciate their contributions at work, leave work with a sense of achievement on most days, and recognition benefits proportional to achievements. Leadership support and recognition are important factors in determining teacher job satisfaction, commitment, and retention intentions. Schools and educational institutions may promote teacher retention by creating a friendly and appreciative atmosphere that recognizes teachers' accomplishments and gives them the resources they require to succeed. The combination of leadership support and appreciation can improve teacher retention intentions. When teachers feel supported and respected, they are more likely to desire to stay in their current jobs and contribute to the organization's success. Teachers who feel supported by their administrators are more likely to be satisfied with their work and appreciated within their organization. When teachers are recognized for their efforts, they feel valued and inspired to keep up their high standards. Teachers who feel supported by their supervisors and acknowledged for their achievements are more likely to be satisfied in their jobs and devoted to their organization. It is an essential component of an effective organizational culture. Schools and educational institutions that put these characteristics first are more likely to keep competent and enthusiastic teachers. When teachers feel supported and appreciated, they are more likely to participate in professional development opportunities, which can increase job satisfaction and retention.

Teaching experience has a very high significant relationship when it comes to motivation with an  $r$ -value of .756. The accumulation of abilities, exposure, or training gained by the teachers through time allows them to perform better when the job is interesting and challenging, sufficiently motivated by their superiors, their views and opinions are taken into account when decisions are made, and work is adequately evaluated and praised. Schools and educational institutions can enhance teacher retention by encouraging and recognizing experienced instructors, creating a healthy work environment, and addressing the individual demands and problems that teachers encounter at different stages of their careers. The degree of support and acknowledgment that experienced instructors receive from their school or educational institution might influence their motivation and retention intentions. Schools that recognize and encourage skilled teachers are more likely to keep them. Teaching experience can affect motivation in lots of ways. Experienced teachers may be more confident in their talents and eager to succeed in their positions. However, experienced instructors may experience burnout or disillusionment if they believe their contributions are undervalued or if issues are not appropriately addressed.

Mentoring has a very high significant relationship when it comes to recognition with an  $r$ -value of .338. Teachers feel their colleagues provide guidance, practical advice, and ongoing support when they receive recognition when they do good work, appreciate their contributions at work, leave work with a sense of achievement on most days, and recognition benefits proportional to achievements. Mentoring is essential for recognizing and supporting teachers, which can improve their retention intentions. Schools and educational institutions can improve teacher retention by adopting mentorship strategies that give teachers meaningful recognition and support at all stages of their careers. Mentoring offers teachers outstanding professional development opportunities. Mentors can provide direction, knowledge, and feedback, allowing teachers to enhance their abilities and grow in their professions. This encouragement and acknowledgment of their professional development might increase teacher satisfaction and retention intentions. When experienced instructors are recognized for their expertise and given the chance to mentor others, their experience and knowledge are validated, resulting in increased work satisfaction and retention intentions.

Lateral status has a very high significant relationship when it comes to commitment with an  $r$ -value of .441. Teachers feel a sense of excitement for the responsibilities entrusted to them at work when major satisfaction in their life comes from their job, the most important things that happen in their life involve work, life goals should be work-oriented, their life is only worth living when people get absorbed in work. The relationship between lateral status and commitment in teacher retention intention emphasizes the significance of social relationships at work. Schools and educational institutions can improve teacher retention by encouraging healthy peer connections and developing a supportive working culture. Teachers who have strong connections with their colleagues are more likely to be content with their jobs, which can lead to increased commitment and retention intentions. Schools and educational institutions with a pleasant and supportive culture, where teachers have great relationships with their peers, have a higher retention rate.

According to Knowles' (1976) pedagogical model, as teachers mature into self-guided learners who reflect on what they need in their induction programs, they may be better able to provide informative discourse on what activities or topics are best suited to guide their induction or the learning and training of those teachers who are hired after them and find that their induction program influenced their decision to stay in their current school or district.



**Table 2** Relationship between the Organizational Workplace Structures and Teacher Retention Intention

Organizational workplace Structures	Teacher Retention Intention						
	Com	Mov	LO	LB	Flex	Mgt	Rec
Colleague Relations	.250**	.460**	.499**	.364**	.644**	.621**	.542**
Organizational Commitment	.358**	.499**	.558**	.382**	.546**	.558**	.586**
Organizational Control	.378**	.559**	.470**	.422**	.524**	.588**	.605**
Communication	.413**	.605**	.612**	.378**	.554**	.669**	.619**

**\*\*Correlation is significant at the 0.01 level (2-tailed). \*Correlation is significant at the 0.05 level (2-tailed).**  
**Verbal Interpretation of r-value: +1.0 Perfect positive +/- association +0.8 to +1.0 Very strong +/- association**  
**+0.6 to +0.8 Strong +/- association +0.4 to +0.6 Moderate +/- association +0.2 to +0.4 Weak +/- association**  
**0.0 to +0.2 Very weak +/- or no association**

Table 2 shows that all independent variables have a positive significant relationship to dependent variables at 0.1 level of significance, Colleague relations have a significant relationship to teacher retention intention. When it comes to flexibility, it has a very high significant relationship with an r-value of .644. The result implies that an organization's efforts to establish and maintain positive relationships with its employees when teachers have the flexibility they need to manage their work and non-work interests e.g. caring responsibilities, study, sporting interests, etc, flexible work is actively encouraged in my work area, is easy for them to adopt a flexible working arrangement because of support from their supervisor, have the same opportunities for promotion as anyone else with their ability and experience. Colleague relationships and flexibility are essential characteristics that influence teacher retention intentions. Schools and educational institutions may improve teacher retention by encouraging strong colleague relationships, providing flexibility in work arrangements, and cultivating a supportive workplace atmosphere. Teachers who have strong relationships with their colleagues are more likely to feel supported and respected, which can increase work satisfaction and retention. When teachers work effectively together, they are more likely to exchange ideas, cooperate on projects, and encourage one another, resulting in a more favorable work atmosphere. Teachers who have flexible work arrangements may be happier with their jobs and more likely to remain in their current jobs.

Organizational commitment has a very high significant relationship when it comes to recognition with an r-value of .586. Teachers feel an attachment to the organization for which he or she work when they receive recognition when they do good work, appreciate their contributions at work, leave work with a sense of achievement on most days, and recognition benefits proportional to achievements. Organizational commitment and recognition are essential for creating a great work environment, enhancing teacher engagement and motivation, and improving overall organizational performance and retention. Teachers who are loyal to the organization are more likely to stay with it. Recognition may also help with employee retention by improving job satisfaction and loyalty. Organizational commitment and appreciation could increase teachers' engagement. Teachers who feel dedicated to the organization and are acknowledged for their achievements are more likely to be engaged at work. Teachers' well-being may be improved via organizational commitment and appreciation. Teachers who feel devoted to their jobs and are rewarded for their achievements may have higher levels of work satisfaction and general well-being.

Organizational control has a very high significant relationship when it comes to recognition with an r- value of .605. Teachers' perceptions of workplace fairness when they receive recognition when they do good work, appreciate their contributions at work, leave work with a sense of achievement on most days, and recognition benefits proportional to achievements. The relationship between organizational control and recognition plays an important role in developing a balanced approach to performance management. By combining effective control methods with meaningful appreciation, organizations may encourage people, align goals, and foster a healthy work environment. Teachers' performance is frequently measured against established standards to maintain organizational control. Recognition may be utilized as a type of positive reinforcement for reaching or exceeding certain requirements, encouraging teachers to keep or improve their performance. Both organizational control and recognition can aid in aligning teachers' goals with organizational goals. Control methods ensure teachers are working toward organizational objectives, while appreciation rewards actions that help them achieve them. Teachers who feel appreciated for their contributions are more likely to be interested in their profession and loyal to the organization.

Communication has a very high significant relationship when it comes to management with an r- value of .669. Teachers get information from various people when management communicates performance expectations, explains the reasons behind decisions made, approaches the management with a problem, trusts that they will listen, and are responsive to their ideas, requests, and suggestions. Effective communication is essential to effective management. School heads who communicate effectively may inspire and encourage their teachers, make informed choices, settle issues, and foster a positive work environment. Communication is essential for building a workplace environment.

Effective communication of values, norms, and expectations by school heads may contribute to the development of a healthy and productive workplace culture. Effective communication allows school administrators to express key messages to teachers and receive feedback from them. Before making organizational choices, school administrators must engage with instructors, obtain pertinent information, and discuss with others. To inspire and encourage teachers, they must convey their vision, goals, and expectations. School heads who communicate respectfully and openly with their teachers tend to have more engaged and motivated teams. They must communicate effectively to identify the underlying causes of disagreements and create mutually acceptable solutions.

According to Suhaidah Hussain and See Huei Xian (2019), organizational workplace structures in Klang, Selangor, are a significant factor in employees' retention intention. Understanding the reasons behind resignations among employees can assist human resource management in finding more effective ways to lower retention and boost output in Klang, Selangor.

**Table 3** Profile of the Respondents Moderate the Relationship between Workplace Structures and Teacher Retention Intention

Model Summary	R	R-sq	MSE	F	df1	df2	P
IA-LOS-TRI	.694	.481	.116	55.953	3.000	181.000	.000
OWS-LOS-TRI	.697	.486	.115	57.121	3.000	181.000	.000
IA-DES-TRI	.690	.475	.117	54.680	3.000	181.000	.000
OWS-DES-TRI	.708	.502	.111	60.738	3.000	181.000	.000

Based on moderation analyses were conducted utilizing the PROCESS Macro v4.1, following the method outlined by Hayes (2022). The findings unveiled significant moderating effects of various factors on the relationships between different constructs. Specifically, the Length of Service exhibited substantial moderation, accounting for 48.1% of the variance, in the relationship between Individual Attributes and Teacher Retention Intention ( $F=55.953$ ;  $P=.000$ ). Similarly, Length of Service (LOS) demonstrated a moderating effect, explaining 48.6% of the variance, in the relationship between Organizational Workplace Structures and Teacher Retention Intention ( $F=57.121$ ;  $P=.000$ ). Additionally, the results indicated that Designation played a significant moderating role, explaining 47.5% of the variance, in the association between Individual Attributes and Teacher Retention Intention ( $F=54.680$ ;  $P=.000$ ). Furthermore, Designation emerged as a notable moderator, explaining 50.2% of the variance, in the relationship between Organizational Workplace Structures and Teacher Retention Intention ( $F=60.738$ ;  $P=.000$ ). These findings underscore the importance of considering factors such as Length of Service and Designation in understanding the dynamics of Teacher Retention Intention within the context of Organizational Workplace Structures and Individual Attributes.

Schools and educational institutions may improve teacher retention by focusing on variables that contribute to job satisfaction, offering teachers assistance and recognition, and creating a good and supportive work environment. Job satisfaction, leadership support, teaching experience, mentoring, lateral status, commitment, motivation, life opportunities, life balance, flexibility, management, and recognition are all factors that impact an employee's length of service in an organization. Organizations may boost employee retention and cultivate a loyal and devoted staff by creating a great work environment, giving chances for growth and development, and promoting employee well-being.

Colleague relations, organizational commitment, organizational control, communication, commitment, motivation, life opportunities, life balance, flexibility, management, and recognition are all connected aspects that impact employee longevity within an organization. Organizations may improve employee happiness and retention by creating a good work atmosphere, encouraging open communication, promoting employee well-being, and recognizing and rewarding efforts.

Job satisfaction, leadership support, teaching experience, mentoring, lateral status, commitment, motivation, life opportunities, life balance, flexibility, management, recognition, and position in an organization are all having an effect on one's professional growth. Organizations may promote a culture of growth and progression by creating a supportive work environment, encouraging professional development, and recognizing and rewarding employee achievements. This allows individuals to progress to higher positions within the organization.

Colleague relations, organizational commitment, organizational control, communication, commitment, motivation, life opportunities, life balance, flexibility, management, and recognition are all connected variables that influence one's professional development within an organization. Organizations may promote a culture of growth and progression by creating a supportive work environment, supporting professional development, and recognizing and rewarding employee achievements, allowing workers to ascend into higher positions and achieve career success.

Studies showed that more teachers are in below 5 years of service. This demonstrated that, while teachers in their early careers may experience obstacles and changes, many are motivated by their love of teaching, desire for professional development, and dedication to making a difference in the lives of their students. New teachers might be enabled by their administration to contribute and provide a unique viewpoint. Several participants emphasized the necessity of working as a team so that administration and experienced teachers can acknowledge the newly hired teacher's valuable contributions. Many participants foresee themselves as long-term teachers, while others aspire to leadership roles in education.

Respondents reported that their students were the driving force behind their retention in their professions, despite other daily duties. Teachers reported looking forward to receiving help from colleagues daily. Common replies included providing teachers with support for student conduct in the classroom. Participants shared that teachers reported difficulties in their classrooms due to the requirement for increased intervention with student conduct.

Teachers' retention decisions are frequently affected by a combination of personal happiness, professional development opportunities, job stability, and a strong dedication to education and student well-being. Positions in organizations refer to an employee's job or level inside a professional organization. A teacher's position is frequently identical to their title, and it can influence their responsibilities, the people they work with, and the money they receive for their efforts. Work is an important aspect of life, and it may improve their well-being and sense of purpose when it fits with who they are. A career that fits their personality type will usually fit their values type as well. Their work may feel more genuine and significant as a result.

## CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions were drawn: (1) that the null hypothesis stating that there is no significant relationship between the individual attributes and teacher retention intention is "Not Sustained". (2) that there is no significant relationship between the organizational workplace structures and teacher retention intention is "Not Sustained". (3) that the profile of the respondents does not moderate the relationship between workplace environment and teacher retention intention is "Not Sustained". In interpretation of the findings and conclusions drawn from this study, the researcher recommends the following: (1) supervisors, may implement mentorship programs where experienced teachers provide guidance and support to new teachers. This may help new teachers navigate challenges and feel more supported in their roles. They may offer ongoing professional development opportunities to help teachers improve their skills and stay engaged in their profession. This could include workshops, seminars, and conferences. (2) the school heads, may recognize and reward teachers for their hard work and dedication. This could include awards or other forms of recognition that acknowledge teachers' contributions and may provide opportunities for career advancement and growth within the organization. This can help motivate teachers to stay and continue their professional development. (3) They may establish regular feedback mechanisms and means of communication between teachers and administrators. This can help address issues early on and prevent them from escalating.

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## DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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