

School Administrators' Leadership Practices, Teachers Retention and Professional Development

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Abstract — This study investigates the demographic profile of school administrators and its impact on teacher retention and professional development. Specifically, it examines the role of administrators' age, gender, marital status, educational background, and experience in shaping leadership practices that influence teacher satisfaction and career longevity. The findings indicate that while personal attributes such as experience and education contribute to a stable and emotionally intelligent leadership approach, leadership practices are more influential in promoting teacher retention. The study revealed that school administrators, although making moderate efforts to support teacher retention, need to further enhance their leadership practices, particularly in fostering a positive work environment, providing professional growth opportunities, and offering recognition and compensation. Moreover, the research highlights the need for more robust professional development programs that are tailored to teachers' specific needs and career advancement goals. Administrators' ability to mentor, foster positive school culture, and emphasize continuous learning plays a critical role in teacher retention and satisfaction. Statistical analyses revealed that demographic variables had minimal direct influence on retention and professional development outcomes, suggesting that leadership behaviors are the primary drivers of teacher retention. The study concludes by recommending that school administrators focus on enhancing their leadership competencies, cultivate a collaborative and supportive school culture, and prioritize professional development structures that empower teachers to grow and succeed. By doing so, administrators can create an environment conducive to teacher satisfaction and long-term retention.

Keywords — *Teacher Retention, Professional Development, School Administrators, Leadership Practices, Teacher Satisfaction.*

I. Introduction

Teacher retention and professional growth remain critical issues in global education. Research highlights that effective school leadership significantly influences teacher satisfaction and retention (Kraft, Marinell, & Yee, 2016). Supportive practices such as mentoring, shared leadership, and ongoing development contribute to maintaining a stable teaching workforce (Schleicher, 2018). In the Philippines, however, challenges such as heavy workloads, limited career advancement, and low compensation contribute to high teacher turnover (DepEd, 2021). Although leadership programs have been implemented, their impact varies across regions, calling for localized research (Brillantes & Fernandez, 2019).

In Bohol, factors such as geography and economic conditions shape educational outcomes. Despite available training programs, their effectiveness in reducing teacher attrition remains unclear. Previous studies emphasize the role of leadership and school environment, particularly in rural settings (Toropova, Myrberg, & Johansson, 2021). Findings reveal that while school administrators in Bohol make efforts to support teachers, there is minimal focus on collaboration and professional development. Moreover, demographic variables like age and position have no significant effect on leadership support for teacher retention ($R^2 = .225$; $p = .517$).

This study aims to examine and enhance the leadership practices of school administrators in Bohol, focusing on their role in supporting teacher success and retention through evidence-based professional development initiatives.

1.1 Statement of the Problem

This study aims to ascertain the school administrators' level of retention and professional development in the Schools Division of Bohol during the School Year 2024-2025 as basis for a program.

Specifically, it seeks answer to the following questions:

1. What is the demographic profile of the school administrators in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 highest educational attainment;
 - 1.5 designation/position;
 - 1.6 years of administrative experience; and
 - 1.7 number of reelevate trainings and seminars attended?
2. What is the level of school administrators' level of promotion towards teachers' retention in school in terms of:
 - 2.1 supportive leadership;
 - 2.2 work environment and culture;
 - 2.3 professional growth opportunities; and
 - 2.4 recognition and compensation?

3. What is the school administrators' level of professional development in terms of:
 - 3.1 support for continuous learning;
 - 3.2 mentorship and coaching;
 - 3.3 resource allocation for development; and
 - 3.4 collaboration and professional learning communities
4. Is there a significant relationship between level of school administrators between the school administrators' profile and their level of promotion towards teachers' retention in school?
5. Is there a significant relationship between the level of school administrators' profile and their level of professional development?
6. Is there a significant difference between the school administrators' level of promotion and their level of professional development?
7. Based on the findings, what program can be proposed?

II. Methodology

The study on the synergy of administrators' leadership practices in enhancing teacher retention and professional development in the Division of Bohol employed a descriptive-correlational research design. This method allowed researchers to examine the relationship between school leadership practices and outcomes without manipulating variables. The descriptive aspect presented the demographic profile of administrators, including age, gender, civil status, educational attainment, designation, years of experience, and relevant training.

It assessed how administrators promoted teacher retention through supportive leadership, positive work culture, opportunities for growth, and recognition. It also evaluated their role in professional development via mentorship, learning support, resource allocation, and collaboration. The correlational aspect determined the strength and direction of the relationship between leadership practices and teacher retention and growth.

Data were primarily collected through survey questionnaires, supplemented by interviews and focus group discussions with selected administrators and teachers to provide deeper insights and validate findings. This mixed-method approach aimed to generate evidence-based recommendations to improve leadership strategies that support teacher retention and professional development in Bohol.

Procedure

To address the research questions, the study followed a structured procedure that began with securing approvals, ethical clearances, and validating research instruments. School administrators were selected through appropriate sampling, and data were collected using survey questionnaires administered in person or online, with informed consent obtained from participants.

Collected data were reviewed for accuracy and analyzed using descriptive statistics to examine demographic profiles and levels of teacher retention and professional development. Pearson's Correlation Coefficient was used to explore relationships between leadership practices and the study variables, while thematic analysis was applied to qualitative responses.

Findings were presented using visual aids and interpreted in relation to leadership theories. Based on the results, a targeted enhancement program was developed and validated by experts to address gaps in leadership support, work environment, and professional growth. The findings and recommendations were shared with stakeholders to inform policy and improve school leadership practices.

Data Processing

To ensure accurate interpretation, the study followed a structured data processing and analysis procedure. Survey responses were first reviewed for completeness and consistency, with invalid entries removed before encoding into statistical software such as SPSS or Microsoft Excel. Descriptive statistics were used to analyze the demographic profile and assess teacher retention and professional development levels.

Inferential analyses, including Pearson's Correlation Coefficient, t-tests, and ANOVA, were applied to examine relationships and differences based on leadership practices and demographic variables. Results were presented through tables, charts, and graphs, and were compared with existing literature to identify trends and gaps. An enhancement program was developed based on these findings, validated through expert consultation and peer review, and presented to stakeholders for feedback and possible implementation, ensuring the study offered reliable and actionable insights.

III. Results and Discussion

This section presented the demographic profile of the school administrators based on age, sex, civil status, highest educational attainment, designation or position, years of administrative experience, and the number of relevant trainings and seminars attended. The results were summarized and presented in the following tables.

The demographic profile presented in Table 2 offered key insights into the leadership structure of schools, which directly influenced teacher retention and professional development. Most administrators were aged 41–45 (26.7%), suggesting a maturity level conducive to experienced and empathetic leadership. The majority were female (73.3%), a factor often linked to collaborative and emotionally supportive leadership styles that strengthen administrator-teacher relationships.

A significant portion (93.3%) of administrators were married, potentially reflecting stability and an enhanced ability to empathize with teachers’ work-life balance needs. In terms of educational attainment, 63.3% had earned units toward a master’s degree, and 13.3% had completed a doctorate, indicating a strong commitment to lifelong learning and professional growth.

Leadership roles were primarily held by head teachers (50%) and principals (40%), showing a distributed leadership model that encouraged collaboration and mentorship. While 40% of administrators had only 1–5 years of experience, 50% had attended 4–6 relevant seminars or trainings, demonstrating efforts to enhance their leadership capabilities. These findings aligned with existing research emphasizing that well-supported, emotionally intelligent, and continuously developing leaders play a vital role in fostering teacher retention and professional development.

Table 2 Frequency Distribution on the demographic profile of the school administrators

Age	Frequency	Percent
41-45	8	26.7
36-40	5	16.7
31-35	4	13.3
Total	30	100.0
Sex	Frequency	Percent
Male	8	26.7
Female	22	73.3
Total	30	100.0
Civil Status	Frequency	Percent
Single	2	6.7
Married	28	93.3
Total	30	100.0
Highest Educational Attainment	Frequency	Percent
Doctorate Degree	4	13.3
Doctorate Degree-Units	2	6.7
Master's Degree	5	16.7
Master's Degree-Units	19	63.3
Total	30	100.0
Designation/Position	Frequency	Percent
Principal	12	40.0
Assistant Principal	1	3.3
Head Teacher	15	50.0
Department Head	2	6.7
Total	30	100.0
Years of Administrative Experience	Frequency	Percent

16>	7	23.3
11-15	7	23.3
6-10	4	13.3
1-5	12	40.0
Total	30	100.0
Number of Relevant Trainings/Seminars Attended	Frequency	Percent
10>	8	26.7
7-9	3	10.0
4-6	15	50.0
1-3	4	13.3
Total	30	100.0

Table 7 summarized administrators' practices across four key domains: supportive leadership, work environment and culture, professional growth opportunities, and recognition and compensation. All domains were rated as “Moderate,” with recognition and compensation receiving the highest mean score ($M = 3.17$), and professional growth opportunities the lowest ($M = 2.71$). The overall grand mean was 2.96 ($SD = 0.99$), indicating a generally acceptable but not exceptional level of effort in promoting teacher retention.

The findings suggested that administrators prioritized immediate, tangible support over long-term professional development. While this approach may temporarily boost morale, it lacked the depth needed to sustain teacher commitment. The consistently moderate ratings further implied a lack of proactive leadership in fostering a supportive and growth-oriented school culture.

These results aligned with research stressing the importance of strategic, growth-focused support to improve teacher retention. The study emphasized the need for a more balanced and intentional effort across all four domains to build a stronger, more sustainable work environment for educators.

Table 7 Summary Results on the level of school administrators' level of promotion towards teachers' retention

Indicators	N	Mean	Std. Deviation	Interpretation
SUPPORTIVE LEADERSHIP	30	2.93	0.89	Moderate
WORK ENVIRONMENT AND CULTURE	30	3.01	1.10	Moderate
PROFESSIONAL GROWTH OPPORTUNITIES	30	2.71	1.07	Moderate
RECOGNITION AND COMPENSATION	30	3.17	0.88	Moderate
Grand Mean	30	2.96	0.99	Moderate

Table 12 presented a consolidated overview of professional development efforts across four domains, all of which were rated as “Moderate.” Mentorship and coaching received the highest mean score ($M = 3.15$), while support for continuous learning scored the lowest ($M = 2.76$). The grand mean of 2.91 and a standard deviation of 1.01 reflected an average level of implementation with moderate consistency across schools.

These findings indicated that although basic structures for professional development were in place, they were not yet fully optimized to significantly support teacher retention. The stronger emphasis on mentorship showed potential, but other areas—such as resource allocation and collaboration—required further development to form a more integrated and effective support system.

The results supported prior research underscoring that sustained, job-embedded, and relevant professional development is essential to teacher satisfaction and long-term retention. Therefore, school administrators were encouraged to use these insights to strengthen weaker areas and adopt a more strategic, balanced, and responsive approach to teacher development.

Table 12 Summary Results on the level of PROFESSIONAL DEVELOPMENT

Indicators	N	Mean	Std. Deviation	Interpretation
SUPPORT FOR CONTINUOUS LEARNING	30	2.76	1.07	Moderate
MENTORSHIP AND COACHING	30	2.93	0.93	Moderate
RESOURCE ALLOCATION FOR DEVELOPMENT	30	3.15	1.02	Moderate
COLLABORATION AND PROFESSIONAL LEARNING COMMUNITIES	30	2.78	1.02	Moderate
Grand Mean	30	2.91	1.01	Moderate

This section presents the test of relationship between level of school administrators’ profile and their level of promotion towards teachers’ retention in school. The findings below reveal.

The results in Table 13 indicated a weak relationship between school administrators’ demographic profiles and their efforts to promote teacher retention. Although the correlation coefficient (R) was 0.474, suggesting a moderate positive relationship, the R Square value of 0.225 showed that only 22.5% of the variance in teacher retention efforts could be explained by demographic factors such as age, sex, civil status, educational attainment, designation, years of experience, and number of trainings attended.

More notably, the Adjusted R Square was negative (-0.022), indicating that the model did not generalize well and lacked predictive validity. This result suggested that the demographic variables, when considered collectively, did not significantly influence or improve the explanation of administrators’ promotion of teacher retention.

Table 13 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.474 ^a	.225	-.022	.579

Table 14 (ANOVA) confirmed the lack of statistical significance in the regression model. The F-value of 0.910 and a p-value of 0.517 exceeded the 0.05 threshold, indicating that the combined effect of administrators' demographic variables did not significantly predict their promotion of teacher retention. Low Mean Square values and a high residual sum of squares further highlighted that most variability in leadership practices remained unexplained by demographic characteristics.

These findings suggested that leadership behaviors—rather than personal or professional background—were the primary drivers of effective teacher retention strategies. This supported Transformational Leadership Theory, which emphasized vision, inspiration, and individualized support, and aligned with Self-Determination Theory, which highlighted the importance of meeting teachers' psychological needs. As a result, leadership development initiatives were recommended to focus on behavioral competencies rather than demographic factors or experience alone

Table 14 ANOVA Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.	Decision
1	Regression	2.135	7	.305	.910	.517	Not Significant
	Residual	7.372	22	.335			
	Total	9.507	29				

Table 15 presented the results of a multiple regression analysis that examined the relationship between school administrators' demographic profiles and their level of promotion toward teacher retention. The analysis showed that none of the demographic variables—including age, sex, civil status, educational attainment, designation, years of experience, and number of trainings attended—had a statistically significant effect, as all p-values exceeded the 0.05 threshold.

These findings indicated that personal attributes did not significantly predict whether an administrator adopted practices that promote teacher retention. Instead, they supported the idea that effective leadership is behavior-driven, aligning with Transformational Leadership Theory, which emphasizes vision, support, and motivation over static traits. Similarly, Self-Determination Theory reinforced the importance of addressing teachers' psychological needs—such as autonomy, competence, and relatedness—through proactive leadership behaviors.

In conclusion, the results underscored that leadership effectiveness in retaining teachers stemmed more from dynamic behaviors than demographic characteristics, emphasizing the need for leadership training programs to focus on transformational and autonomy-supportive practices.

Table 15 Multiple Regression Analysis on test of relationship between level of school administrators’ profile and their level of promotion towards teachers’ retention in school

Variables	Beta	p-value	Decision
Age	.172	.483	Not Significant
Sex	-.378	.082	Not Significant
civil status	.030	.891	Not Significant
highest educational attainment	-.013	.952	Not Significant
designation/position	.205	.368	Not Significant
years of administrative experience	.068	.800	Not Significant
number of relevant trainings and seminars attended	.012	.954	Not Significant

This section presents the test of difference between the school administrators’ level of promotion towards teachers’ retention in school and their level of professional development. The findings show the results.

Table 20 presented the results of a paired samples t-test comparing school administrators’ level of promotion toward teacher retention and their support for professional development. The analysis revealed a small mean difference of 0.048, with a standard deviation of 0.797 and a standard error of 0.145. The t-value of 0.332 and p-value of 0.742 indicated no statistically significant difference between the two domains, leading to the retention of the null hypothesis.

These results suggested that administrators generally approached teacher retention and professional development as interconnected aspects of their leadership, applying similar levels of effort to both. This alignment reflected a holistic leadership approach, possibly influenced by the principles of Professional Learning Communities (PLCs), where collaboration, mentorship, and shared growth were emphasized.

However, the lack of a significant difference also hinted at a potential stagnation in practice, where neither domain was being particularly prioritized or innovated. The findings highlighted the need for integrated strategies that align retention efforts with meaningful professional development opportunities. Overall, the t-test supported the notion that coherent leadership practices—where retention and development reinforce one another—were in place, though further enhancements were still warranted.

Table 19 Paired Samples Correlations

Pair		N	Correlation	Sig.
1	Level of promotion towards teachers’ retention in school	30	.119	.531
	Level of professional development			

Table 20 T-test for Correlated Samples on test of difference between the school administrators’ level of promotion towards teachers’ retention in school and their level of professional development

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	Decision
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Level of promotion towards teachers' retention in school Level of professional development	.048	.797	.145	-.249	.346	.332	29	.742	Not Significant

Discussion

Demographic profile of the school administrators

The demographic profile of school administrators, as shown in Table 2, offered key insights into the leadership structure that influenced teacher retention and professional development. A majority of administrators were aged 41–45, indicating a cohort of experienced and mature leaders. This age group was associated with emotional stability and effective problem-solving, traits that contributed to building trust and supporting teacher retention, as supported by Grissom, Viano, and Selin (2021).

Additionally, the predominance of female administrators (73.3%) suggested a leadership style characterized by empathy and strong interpersonal relationships. Prior research by Boyce and Bowers (2018) supported the idea that such qualities fostered emotionally supportive environments, which positively influenced teacher morale and retention.

The fact that most administrators were married (93.3%) was also seen as a factor contributing to leadership stability and empathy toward teachers' work-life balance. This personal stability likely informed policies that supported teachers' well-being and reduced burnout, contributing to retention.

In terms of educational attainment, a significant portion of administrators held graduate-level qualifications, with 63.3% having master's units and 13.3% holding doctoral degrees. This indicated a commitment to lifelong learning, which was linked to an increased capacity to support and promote professional development among teachers—an essential factor in retention, as highlighted by Grissom et al. (2021).

Overall, the demographic findings underscored the importance of leadership qualities rooted in experience, emotional intelligence, and continuous development. These characteristics collectively contributed to creating a supportive school culture conducive to teacher satisfaction

and retention. The study emphasized the need to continue investing in the personal and professional growth of school administrators to strengthen their leadership impact.

Level of school administrators' level of promotion towards teachers' retention

Table 7 presented a comprehensive summary of school administrators' practices across four key domains: supportive leadership, work environment and culture, professional growth opportunities, and recognition and compensation. All domains received moderate ratings, with a grand mean of 2.96 and a standard deviation of 0.99, suggesting that administrators made some effort to promote teacher retention, but the strategies lacked strong coherence and innovation.

Recognition and compensation scored the highest ($M = 3.17$), indicating that administrators provided tangible, short-term support. In contrast, professional growth opportunities received the lowest mean ($M = 2.71$), revealing a significant gap in long-term teacher development. This supported the findings of Sutchter, Darling-Hammond, and Carver-Thomas (2019), who emphasized that meaningful professional development is essential for sustained teacher retention.

Moderate scores in supportive leadership and work environment further indicated that while teachers may have felt reasonably supported, the overall leadership approach lacked the proactivity and transformative culture needed to fully engage and retain educators. Consistent with Hughes et al. (2019), the findings suggested that intentional efforts to promote shared governance, professional respect, and autonomy were limited.

Overall, the results underscored the need for a more balanced and strategic approach. Strengthening all four domains—especially professional development—and fostering a positive and empowering school culture were essential steps toward improving teacher retention.

School administrators' level of professional development

Table 12 revealed a moderate level of professional development support across four domains: support for continuous learning, mentorship and coaching, resource allocation, and collaboration through professional learning communities. The grand mean of 2.91 and standard deviation of 1.01 indicated that while foundational efforts existed, they were not fully optimized to drive transformative teacher growth. Mentorship and coaching received the highest mean ($M = 3.15$), reflecting some level of individualized support, whereas support for continuous learning had the lowest score ($M = 2.76$), pointing to gaps in sustained developmental structures.

The moderate scores across all areas suggested fragmented and inconsistently implemented professional development practices. In line with Darling-Hammond, Hyler, and Gardner (2017), the results highlighted the need for development efforts that were continuous, job-embedded, and aligned with teacher needs. Although mentorship showed potential, its effectiveness could have been amplified by better integration with collaborative learning and resource allocation.

These findings carried implications for teacher retention. Prior research (Torres, 2019; Kraft & Papay, 2019) showed that high-quality and relevant professional development contributed to teacher commitment and longevity in the profession. Thus, administrators were encouraged to improve support for continuous learning, build stronger collaborative cultures, and align mentoring with instructional goals. A more strategic and systemic approach was deemed necessary to enhance teacher satisfaction and retention through meaningful professional development.

Tests of Relationships and Differences of the Variable

The results from Tables 13, 14, and 15 showed that school administrators' demographic profiles had a minimal to weak relationship with their promotion of teacher retention. Although the correlation coefficient reached 0.474, indicating a moderate association, the low R-squared value of 0.225 and a negative adjusted R-squared of -0.022 suggested that demographic variables explained only a small fraction of the variance. Furthermore, ANOVA results in Table 14 confirmed the regression model's lack of statistical significance, reinforcing the idea that demographic characteristics—such as age, sex, or civil status—were not reliable predictors of retention-related practices.

These findings aligned with **Transformational Leadership Theory** (Bass, 1985; Leithwood & Jantzi, 2006), which emphasized that leadership effectiveness stemmed from behaviors—such as providing vision and individualized support—rather than from personal characteristics. **Self-Determination Theory** (Deci & Ryan, 1985) further underscored the role of leadership in meeting teachers' needs for autonomy, competence, and relatedness, thereby enhancing motivation and retention. The regression analysis in Table 15 confirmed that no individual demographic variable significantly affected teacher retention efforts, suggesting that behavior-based leadership was more influential than static background traits.

Similarly, Tables 16, 17, and 18 revealed that demographic variables had minimal influence on how school administrators promoted professional development. The low R-squared value of 0.171 and the negative adjusted R-squared of -0.092 indicated that age, gender, and training history did not significantly explain variation in professional development practices. Table 18 echoed this trend, showing no statistically significant predictors among the demographic variables. These outcomes supported earlier research (Darling-Hammond, Hyler, & Gardner, 2017), which asserted that the success of professional development initiatives depended more on leadership approach than administrator background. This highlighted the need for school leaders to cultivate strategic and growth-oriented leadership behaviors to foster effective professional learning environments.

Finally, Tables 19 and 20 assessed the connection between teacher retention and professional development. A paired-samples t-test revealed no significant difference between these two domains (mean difference = 0.048; $p = 0.742$), suggesting that administrators viewed them as interconnected. While this alignment reflected a holistic leadership perspective, the non-significant

result also implied that innovation and focus might be lacking in both areas. Integrating retention strategies—such as mentoring and recognition—with professional development efforts could yield more impactful outcomes.

Overall, the results indicated that school administrators' demographic profiles had limited influence on both teacher retention and professional development. Instead, effective leadership behaviors—especially those aligned with transformational and autonomy-supportive models—were more critical in shaping positive school environments. These findings underscored the importance of professional development programs that emphasize leadership competencies and behavioral strategies over demographic traits, ultimately contributing to improved teacher satisfaction, growth, and retention.

IV. Conclusion

The demographic profile of school administrators provided meaningful insights into the leadership dynamics influencing teacher retention and professional development. Administrators' age, gender, marital status, and educational attainment contributed to the overall leadership structure and were associated with qualities such as stability, empathy, and a commitment to continuous learning. However, the results indicated that while these personal attributes could support emotionally intelligent leadership, they did not significantly predict the effectiveness of retention and professional development efforts.

Instead, leadership practices emerged as the more influential factor. The moderate levels of promotion toward teacher retention and support for professional development suggested that administrators made efforts in both areas but had not yet achieved optimal impact. Notably, behaviors such as providing mentorship, fostering a positive school culture, and emphasizing continuous learning were found to be more strongly associated with improved teacher outcomes than demographic traits.

These findings emphasized the need for professional development programs to prioritize the cultivation of leadership competencies over the consideration of personal characteristics. By focusing on strategic behaviors—such as building collaborative environments, offering individualized support, and creating growth-oriented systems—school leaders could more effectively promote teacher satisfaction, development, and retention. Ultimately, the study underscored that effective, emotionally supportive, and transformative leadership was key to creating a thriving educational environment for teachers.

V. Recommendations

Based on the conclusions drawn from the demographic profile of school administrators, several recommendations can be made to enhance teacher retention and professional development within schools:

1. School administrators should focus on developing transformational leadership qualities—like vision, inspiration, and support—as these behaviors have a stronger impact on teacher retention than demographic traits. Leadership training should prioritize emotional intelligence, empathy, and communication to create a supportive school environment.
2. Administrators should prioritize long-term, job-embedded professional development tailored to teachers' specific needs and career goals. Expanding mentorship and coaching programs will provide continuous, personalized support to help teachers grow in their roles.
3. School leaders should foster a positive school culture that promotes collaboration, autonomy, and shared governance. By valuing teachers, encouraging leadership roles, and addressing challenges promptly, administrators can enhance teacher satisfaction and long-term retention.
4. While recognition and compensation boost teacher morale, administrators should pair these with strong professional growth support. Integrating short-term incentives with long-term development strategies ensures teachers feel equipped to advance and improve continuously.
5. Administrators should tailor professional development to teachers' specific needs by aligning programs with their career goals and skill gaps. Regular needs assessments can help ensure development opportunities support both growth and progression.
6. Administrators should invest in establishing professional learning communities (PLCs) to encourage peer collaboration and shared learning. This structured support fosters a more growth-oriented and supportive school environment for teachers.
7. Administrators should regularly reflect on their leadership and seek teacher feedback to identify improvement areas. This ongoing process helps them adapt their practices to better support staff needs and promote teacher retention.

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