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Perception of the Private School Teachers on their Professional Development, Working Environment, and Retention

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Abstract

Aim: This study determined the perception of the private school teachers on their professional development, working environment, and retention.

Methodology: This study used a descriptive, correlational design using surveys to determine the relationship between the variables. This study was conducted at the different private schools in Bukidnon, Philippines, with 156 randomly selected respondents. The study utilized three different instruments: the Teacher Perceptions of Professional Learning (TPPL) Survey (Yates, 2007), the Teacher Working Conditions Survey (Hirsch & Emerick, 2007; NCDPI, 2023), and the Teacher Retention Survey (North Carolina Department of Public Instruction, 2023). Pilot testing was done to ensure the reliability of the instruments in the local context.

Results: The results revealed that the professional development scale has an overall score of 4.05 with an interpretation "of agree," the working environment has a score of 4.07, interpreted as "agree," and teacher retention with a score of 3.92 and interpreted as "agree." Additionally, the association between working environment and teacher retention is 0.013, but the correlation between professional development and teacher retention is 0.078. These are significant at the $p < 0.10$ level of significance. Consequently, the study's hypothesis is rejected.

Conclusion: Teachers in private schools report high levels of satisfaction with the professional development programs and frequent engagement. The school leadership, teacher empowerment, facilities, and resources are the aspects of the working environment that the instructors find satisfactory. Additionally, it may be adjusted in terms of how time is used, such as by allocating more time for teaching and learning preparation. In terms of retention, it turned out that the private school teacher thought their chances of staying at their current school were either good or average. It was shown that there is a noteworthy correlation between teacher retention, the working environment, and professional growth. Consequently, the study's hypothesis is rejected. It suggests that working conditions and professional growth have a significant impact on private school teachers' retention rates.

Keywords: professional development, working environment, teacher retention, private school teachers

INTRODUCTION

The teaching profession plays a crucial role in molding the minds and skills of students, and private schools play a significant role in improving the knowledge and skill development of a specific population of students. Smaller class sizes and potentially better resources are some of the advantages of private education institutions. Despite this, they still face challenges that affect their operations (Tantawy, 2020). This study aims to study private school teachers, especially their perception of these critical aspects: professional development, working environment, and retention.

Assessing the teachers' perspectives toward professional development is crucial, especially in the improvement of the teaching and learning process (Amihan, Sanchez & Carvajal, 2023; Carvajal & Sanchez, 2023). Adequate and effective seminar and training programs equip teachers with up-to-date pedagogical tools, which lead



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to improved classroom environments (Guskey, 2017; Regala, 2024; Sanchez, 2022; Sanchez, et al., 2024a). It is supported by Zepeda (2018), who, in his study, professional development is considered one of the components of teacher effectiveness and learning outcomes. Additionally, the study of Oghly (2023) emphasized that PD is a method to improve the competencies of administrators and teachers. With the help of these initiatives, educators will be able to fulfill the demands of teaching and learning settings of the twenty-first century with the knowledge, abilities, and methods they need.

The working environment in private schools covers the dimensions beyond the classroom. Workload expectations, competency development, administrative leadership and support, and compensation all contribute to the overall work experience in a private school setting (Johnson, 2018). For instance, lack of administrative support or inadequate resources can be a limiting factor in the implementation of teaching strategies that might decrease student outcomes. Brady (2020) highlighted that even the private schools offer smaller class sizes and more autonomy in curriculum design, they are also under pressure from parents' demands and expectations, maintain school reputation, and adapt to multiple educational philosophies. These challenges contribute to the working conditions and job satisfaction of the private institution teachers.

Retaining teachers is one of the main problems faced by private schools (Amihan & Sanchez, 2023; Carvajal & Sanchez, 2024; Sanchez, 2023a; Sanchez, et al., 2024b). Loeb et al. (2021) revealed the effects of low teacher retention. First, high turnover rates can affect student learning outcomes and the overall efficacy of the school by disrupting continuity and stability within the institution. Secondly, recruiting and training new teachers entail significant costs for private schools, making retention efforts a strategic priority for school administrators and policymakers. Johnson (2018) added that excessive teaching load, limited resources, and lack of development might cause dissatisfaction and high turnover intention.

This study aims to shed light on the perception of private school teachers by looking at these three crucial areas. The results can guide the development of focused programs and support networks to boost their career advancement and job satisfaction, which will ultimately improve the academic performance of students in private schools. Comprehending these variables will furnish private educational institutions with invaluable perspectives for establishing a more encouraging and fulfilling professional milieu for their teachers, cultivating a committed and proficient teaching staff.

Objectives

This study determined the perception of the private school teachers on their professional development, working environment, and retention.

Specifically, it sought to answer the following research questions:

1. What is the perception of the private school teacher on their professional development?
2. What is the level of satisfaction of the private school teachers on their working environment in terms of:
 - 2.1 Time utilization;
 - 2.2 Facilities and resources;
 - 2.3 Teacher empowerment and;
 - 2.4 School Leadership?
3. What is the insight of private school teacher towards retention on their school?
4. Is there a significant relationship between retention, professional development, and working environment?

Hypothesis

Given the stated research problem, the following hypotheses were tested on 0.10 level of significance:

Hypothesis 1: There is no significant relationship between retention, professional development, and working environment.


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METHODS

Research Design

This study used a descriptive-correlational research design in order to assess the perception of the private school teachers on their professional development, working environment, and retention, and to find out the relationship that exist between the variables. According to Creswell (2014), Descriptive correlational research design describes the variables and the relationship between and among them.

Population and Sampling

This study was conducted at the different private schools in Bukidnon, Philippines. There were 22 private schools participated with a total of 256 teachers. Using Sloven's formula, the sample size is calculated which is 156 randomly selected respondents. Stratified random sampling is utilized to divide the target sample into equal numbers among 22 private schools.

Instrument

This study utilized a survey questionnaire as its instrument for data gathering. The research adopted different well-established questionnaires for this study. To ensure that the instruments are valid and reliable in a local setting, the researchers conducted a pilot testing among private school teachers to test the consistency of the results. The following questionnaires and results are:

Table 1: Adopted instruments and its Cronbach alpha coefficients

Questionnaire Title	Proponents	Cronbach Alpha Coefficient	Internal Consistency and Reliability (Hamidy, Walker, & Claver, 2022).
Teacher Perceptions of Professional Learning (TPPL) Survey	Yates (2007)	0.81	Excellent
Teacher Working Conditions Survey	Hirsch & Emerick (2007); NCDPI (2023)	0.84	Excellent
Teacher Retention Survey	NCDPI (2023)	0.78	Acceptable

Teacher Perceptions of Professional Learning (TPPL) Survey aims to learn about the views and experiences of educators on opportunities for professional development. It consist of 19 indicators that assess the teachers' perceptions of their professional development activities in the school.

Teacher Working Conditions Survey collects input with the goal of identifying the positive and negative aspects of the educational environment. It establish a more encouraging and productive work environment for educators, which may subsequently result in enhanced student learning and teacher retention. It is divided into four sub-variables namely: time utilization with 5 indicators, facilities and resources with 8 indicators, teacher empowerment with 5 indicators, and school leadership with 14 indicators.

Teacher Retention Survey aims to understand the reason why teachers will stay or leave their school or profession altogether.

Teacher retention surveys are conducted to understand why teachers stay or leave their schools or the profession altogether. This information is vital for school administrators as significant teacher turnover can have a detrimental effect on student learning. It contains 9 indicators.

In order to examine the data obtained from our survey instrument that utilized a Likert scale, researchers utilized a scoring technique that assigns numerical values to each response option as shown in Table 3. The researcher computed the average score by adding together the scores for each question from all participants. This average score represents the overall perception or level of agreement with the specific statement. This scoring methodology enables us to quantify the subjective data collected using the Likert scale and analyze it using statistical methods.


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Table 2: Scoring matrix for all the questionnaires

Scale	Interval	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree
4	3.51 – 4.50	Agree
3	2.51 – 3.50	Undecided
2	1.51 – 2.50	Disagree
1	1.00 – 1.50	Strongly Disagree

Data Collection

This research employed a survey approach to gather quantitative information relevant to the research questions. The researchers sought necessary permits for school administrators and principals. Permits are required in order to conduct the study and to notify the appropriate offices, respondents, and other parties about the nature of the study. The data collection process adhered to ethical guidelines and ensured participant anonymity. The instruments were distributed using face-to-face and online modality.

Treatment of Data

The data collected in this study is assessed using IBM SPSS Statistics, a software package used to analyze statistical data. This study utilized descriptive statistics to interpret the data collected from the instruments, and Pearson correlation is used to find out the relationship between the variables.

Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study. The details and goals of this study were discussed to the respondents before initiating the data gathering. All of the information pointing to the identity of the respondents are kept confidential.

RESULTS and DISCUSSION

Professional development, working environment, and retention are crucial factors that directly impact the effectiveness and success of teachers. Private schools, in particular, often face unique challenges in these areas. This quantitative research aims to delve into the perceptions of private school teachers regarding their professional development opportunities, working environment, and factors influencing their decision to stay or leave their positions.

Descriptive Analysis on the Perception of the Teachers towards Professional Development Activities

Table 3 reveals the perception of private school teachers towards the professional development (PD) programs provided by their respective institutions. It revealed the overall mean score of 4.05, which signifies "agree." It implies that private school teachers are frequently engaged and satisfied with the quality of the professional development activities given by their institutions. They also found PD helpful in improving their competencies and pedagogies, which leads to excellent professional growth. It also catalyzes collaboration among teachers where they can share ideas and teaching strategies and provide solutions to the challenges in the school. Additionally, PD helps in maintaining their enthusiasm toward teaching in general. Participation of private school teachers in professional development is an excellent investment in promoting quality education in private schools.



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Table 3: Perception of the Teachers towards Professional Development Activities in Private School

INDICATORS	MEAN	VERBAL INTERPRETATION
I look forward to trying out new things in my teaching .	4.76	Strongly Agree
The professional development encouraged me to reflect on aspects of my teaching.	4.64	Strongly Agree
I plan to use the knowledge gained from the professional development in my work with students.	4.58	Strongly Agree
The professional development increased my knowledge of what can be done in the classroom.	4.52	Strongly Agree
Knowledge gained from the professional development will improve my teaching skills.	4.39	Agree
The professional development will improve student learning opportunities in the classroom.	4.48	Agree
The professional development provided me with an opportunity to focus on improving student learning outcomes.	4.48	Agree
The professional development encouraged teachers to share what they had learned with their colleagues.	4.48	Agree
The professional development renewed my enthusiasm for teaching.	4.45	Agree
The professional development gave me some useful ideas	4.42	Agree
The professional development updated my professional knowledge of how to improve student outcomes	4.36	Agree
Teachers in my school share ideas, knowledge and skills gained from attendance at professional development	4.27	Agree
I learned new and different ideas from the professional development.	4.27	Agree
Information presented in the professional development was directly relevant to teaching and learning in my school	4.24	Agree
Information presented in the professional development was directly applicable to teachers' work in schools	4.24	Agree
Adequate support is available to teachers at my school to share information gained from professional development	4.12	Agree
I think the ideas presented in the professional development will be too difficult to put into practice	2.79	Undecided
The professional development was a waste of teacher time	1.70	Disagree
I did not find the professional development useful	1.76	Disagree
OVERALL	4.05	Agree

Legend: Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).

Professional development offers up-to-date knowledge and skills in the teaching and learning process (Abenobar, 2024; Carvajal, et al., 2024a; Sanchez, 2020; Sanchez, et al., 2024c; Sanchez, Sanchez & Sanchez, 2023). It provides new strategies, new research, and evolving technologies that enhance student outcomes and improve teacher efficacy. In the study conducted by Ockerman and Bagui (2024), they found that professional development workshops improved the teachers' subject understanding and pedagogies. Additionally, they were able to practice, reflect, and apply their learnings from the professional development activities. Tantawy (2020) supported this by highlighting the positive influence of professional development activities on the teachers' professional and personal competencies, career enhancement, and commitment to teaching.


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Descriptive Analysis on the Working Environment of the Private School Teachers

It is essential to evaluate the working surroundings of private school teachers since this influences their well-being, job satisfaction, retention rates, and, in turn, the quality and consistency of student outcomes. A positive working environment results in improved job satisfaction and reduced turnover, which maintains the existing pool of teachers. A positive working atmosphere also leads to professional development, school promotion and branding, and operational compliance, which are required to create a conducive environment for effective learning and teaching (Carvajal, et al., 2024b; Sanchez, 2023b).

Time Utilization

Time utilization assessment for teachers is essential in the optimization of educational outcomes and efficacy in school operations. In line with this, table 4 revealed the time utilization as part of the working environment of the private school teachers. It shows an overall mean score of 2.86, which signifies "undecided." This implies that private school teachers are undecided whether the time they have is enough to optimize an excellent teaching and learning environment. One of the indicators revealed that teachers disagree that they have sufficient non-instructional and instructional time to cater to the needs of the students. It also entails that the teachers often bring their work at home, resulting in not having enough discretionary time.

Table 4: Working Environment Assessment in Terms of Time Utilization

INDICATORS	MEAN	VERBAL INTERPRETATION
Teachers are allowed to focus on educating students with minimal interruptions.	3.85	Agree
Efforts are made to minimize the amount of routine paperwork teachers are required to do.	3.36	Undecided
Teachers are protected from duties that interfere with their essential role of educating students.	2.58	Undecided
The non-instructional time provided for teachers is sufficient.	2.48	Disagree
Teachers have sufficient instructional time to meet the needs of all students	2.01	Disagree
OVERALL	2.86	Undecided

Legend: *Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).*

Most likely, these teachers suffered from time poverty due to increased workload, which leads to work intensification. If this problem continues, private school teachers will develop stress, burnout, and dissatisfaction with teaching (Creagh et al., 2023). Deliberation on time utilization helps the school maximize its teaching efforts and promote excellent educational experiences for students.

Facilities and Resources

Facilities and Resources is one of the critical factors in enhancing the educational experience in private schools. Table 5 shows the results of the working environment in terms of facilities and resources. It revealed an overall score of 3.88, which means "agree." This implies that the majority of private school teachers are satisfied with the available facilities and resources in their respective institutions. The teachers think that they have a safe, clean, and well-maintained school environment. They also have high regard in terms of essential materials such as printers and other instructional strategies. Among eight indicators, only one scored 3.15, which is the indicator of internet speed in the school. This implies that the internet speed is not that efficient, which is one of the common problems in Philippine schools.


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Table 5: Working Environment Assessment in Terms of Facilities and Resources

INDICATORS	MEAN	VERBAL INTERPRETATION
Teachers and staff work in an environment that is safe.	4.42	Agree
Teachers and staff work in a school environment that is clean and well-maintained.	4.24	Agree
Teachers have adequate professional space to work productively.	4.09	Agree
Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	3.91	Agree
Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.	3.85	Agree
Teachers have sufficient access to appropriate instructional materials and resources.	3.70	Agree
Teachers have sufficient access to communications technology including phones, faxes, email and network drives.	3.70	Agree
The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	3.15	Undecided
OVERALL	3.88	Agree

Legend: *Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).*

Similarly, the study of Kapinga (2017) revealed that facilities and resources have a significant influence on the efficiency of the school in general. When the facilities are in good condition, the learners, as well as the teachers, will have a positive attitude toward learning. Moreover, Sephania et al. (2017) emphasized that one of the reasons for the low academic achievement of students is the scarcity of facilities and learning resources. In other words, investing in facilities and resources will be prioritized because it will create a stimulating learning environment that enhances the academic success of the students and teachers. Additionally, in support of the second implication, the study of Alarcon et al. (2023) revealed that one of the struggles of the students and teachers is the slow internet speed in schools, which hinders productivity.

Teacher Empowerment

Table 6: Working Environment Assessment in Terms of Teacher Empowerment

INDICATORS	MEAN	VERBAL INTERPRETATION
In my school, we take steps to solve problems.	4.78	Strongly Agree
The faculty has an effective process for making group decisions and	4.65	Strongly Agree
Teachers are trusted to make sound professional decisions about	3.85	Agree
Teachers are centrally involved in decision making about education issues	3.76	Agree
Opportunities for advancement within the teaching profession (other than administration) are available to me	3.67	Agree
OVERALL	4.14	Agree

Legend: *Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).*

Table 6 shows the results for teacher empowerment. It revealed an overall score of 4.14, which means “agree.” It shows that the teachers are empowered in their schools because they are included in terms of decision-making and problem-resolution. It shows a strong school culture where a collaborative approach is implemented (Carvajal, Sanchez & Amihan, 2023; Sanchez, et al., 2024d; Sanchez & Sarmiento, 2020; Sanchez, et al., 2022). This approach allows the teachers to share their expertise, which fosters excellent communication and trust. Yunus et al.


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(2021) emphasized that teacher participation in educational and teaching activities is one way to empower them. According to Samkange (2012), if the teachers are not involved in decision-making in the schools, it will cause conflicting views between them and the school heads.

School Leadership

Table 7 presents the school leadership assessment indicators. It revealed the overall mean score of 4.07, which is interpreted as "agree." It implies that the private school teachers are satisfied with how the school leaders manage and supervise their institutions. The school leaders ensure that the vision is shared, the expectations are highlighted, the school atmosphere radiates respect, the faculty is supported, and feedback is efficient. Kumari (2022) found that influential educational leaders motivate teachers to create a conducive environment for learning, which leads to an increase in student achievement. Kilag et al. (2023) also supported these findings. Their study revealed that strong school leaders influenced the teacher's job satisfaction, effectiveness, and commitment.

Table 7: Working Environment Assessment in Terms of School Leadership

INDICATORS	MEAN	VERBAL INTERPRETATION
The faculty are committed to helping every student learn	4.39	Agree
The school leadership communicates clear expectations to students and	4.21	Agree
The faculty and staff have a shared vision	4.21	Agree
Teachers receive feedback that can help them improve teaching	4.12	Agree
The school leadership consistently enforces rules for student conduct	4.09	Agree
Teachers are held to high professional standards for delivering instruction	4.09	Agree
There is an atmosphere of trust and mutual respect within the school	4.09	Agree
Teacher performance evaluations are handled in an appropriate manner	4.03	Agree
The school leadership supports teachers' efforts to maintain discipline in the classroom	4.00	Agree
The procedures for teacher performance evaluations are consistent	4.00	Agree
The school leadership consistently supports teachers	4.00	Agree
The school leadership shields teachers from disruptions, allowing teachers to focus on educating students	3.97	Agree
Opportunities are available for members of the community to actively contribute to this school's success	3.97	Agree
The school improvement team provides effective leadership at this school	3.85	Agree
OVERALL	4.07	Agree

Legend: Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).

Summary of the Results in Working Environment

Assessing the working environment of the teachers is an essential factor for the improvement of the school system and student learning. An excellent working environment equates to higher job satisfaction for the teachers. Additionally, it offers consistency and excellent quality of education.

Table 8 shows the overall result for the working environment of the private school teachers. Among the four dimensions, studies, facilities and resources, teacher empowerment, and school leadership show satisfying results from the teachers. It shows that their school offers good facilities and enough resources, the teachers are involved in the decision-making, and they have good school leaders who guide them. The study of Uy et al. (2024) revealed the importance of how the teachers perceived the working environment and its crucial role in the improvement of the school environment and educational quality. Moreover, strong collaborations among school leaders and teachers strengthened the relationship between educators and increased the quality of student outcomes. On the other hand,


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Sriadmitum et al. (2023) revealed that job happiness is unaffected by the work environment under leadership supervision lends credence to this. The reason for this is a deficiency in communication between the leadership and their subordinates regarding the implementation of a conducive work environment.

Table 8: Summary of the Results

DIMENSIONS	MEAN	VERBAL INTERPRETATION
Time Utilization	2.86	Undecided
Facilities and Resources	3.88	Agree
Teacher Empowerment	4.14	Agree
School Leadership	4.07	Agree
OVERALL	4.07	Agree

Legend: *Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).*

Descriptive Analysis on the Retention of the Private School Teachers

One of the challenges of private schools is teacher retention, especially since public schools have enormous salaries and benefits. By understanding teacher retention, private schools can establish a more supportive school environment with better professional development opportunities. Table 8 shows the perceptions of the teachers in terms of retention in private schools. It revealed the overall mean score of 3.92, which is interpreted as "agree." It showed that the private school teacher has good or average perceptions towards retaining in their current school. The result demonstrated that the teachers feel proud and loyal to their school because it fosters trust and mutual respect, and it is an excellent place to work and learn.

Table 9: Retention of the Private School Teachers

INDICATORS	MEAN	VERBAL INTERPRETATION
I am an important part of this school.	4.24	Agree
I am proud to work at this school.	4.24	Agree
Overall, my school is a good place to work and learn.	4.18	Agree
There is an atmosphere of trust and mutual respect in this school.	4.15	Agree
I would recommend this school to parents.	4.00	Agree
I usually look forward to each working day at this school.	3.85	Agree
I feel comfortable raising issues and concerns that are important to me.	3.79	Agree
I feel loyal to this school.	3.64	Agree
I wouldn't want to work in any other school.	3.21	Undecided
OVERALL	3.92	Agree

Legend: *Strongly Agree (4.51 – 5.00), Agree (3.51 – 4.50), Undecided (2.51 – 3.50), Disagree (1.51 – 2.50), & Strongly Disagree (1.00 – 1.50).*

Sabina et al. (2023) found that if teachers feel valued through engaging in professional development, colleague collaboration, and autonomy, they are more likely to remain in the position and profession. In a similar study, Koerber (2023) revealed that teacher retention can also be influenced by providing vital mentoring programs, a nurturing environment, and adequate financial compensation. Overall, higher spending on teacher retention enables private schools to keep a stable and competent faculty, which is essential for providing their pupils with a top-notch education. They may establish a sense of community and purpose that keeps influential educators engaged by cultivating a supportive atmosphere with robust professional development opportunities and transparent communication from the administration.


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Correlation between Professional Development, Working Environment, and Retention

Table 10 shows the statistical significance between the variables of this study. It revealed that there is a significant relationship that exists between professional development, working environment, and teacher retention. Professional development and teacher retention have a correlation value of 0.078 while working environment and teacher retention have 0.013. At $p < 0.10$ significance level, these are significant. Thus rejecting the hypothesis of this study. It implies that professional development and working environment influence the retention of teachers in private schools. Providing opportunities to grow and develop their skills, they feel invested and valued. Additionally, a manageable workload, sufficient resources, and efficient school leadership also contribute to the high retention of teachers.

Table 10: Statistical Significance of the Results using Pearson Correlation

SCALE	Teacher Retention	Decision	Remarks
Professional Development	0.078*	Reject H_0	Significant
Working Environment	0.013*	Reject H_0	Significant

*Correlation is Significant at $p < 0.10$

Toropova et al. (2021) revealed that teachers exposed to professional development programs have higher job satisfaction. Thus, they are more likely to remain in their job. Geiger & Pivovarova (2018) found that teachers who give a satisfactory rating on their school's working environment have low rates of attrition/turnover and, thus high rate of teacher retention. It added that working conditions are a significant factor that affects retention.

Conclusions and Recommendations

This study underscores the perception of private school teachers towards their professional development, working environment, and retention. Based on the results and findings of the study, the following conclusions were drawn:

The private school teachers are frequently engaged, and they are satisfied with the professional development programs. It also helps them maintain their enthusiasm for teaching. Among the four dimensions of the working environment: school leadership, teacher empowerment, facilities, and resources, the results are all satisfactory to the instructors. It demonstrates that their school has adequate resources, excellent facilities, teacher participation in decision-making, and capable administrators guiding them. Moreover, in terms of time utilization, it may requires some adjusting including adding more time for preparation in teaching and learning.

In terms of retention, it turned out that the private school teacher thought their chances of staying at their current school were either good or average. According to the findings, their school fosters trust and mutual respect and is an excellent place to work and learn, which makes the teachers proud and devoted to their students.

It was shown that there is a noteworthy correlation between teacher retention, the working environment, and professional growth. The association between working environment and teacher retention is 0.013, but the correlation between professional development and teacher retention is 0.078. These are significant at the $p < 0.10$ level of significance. Consequently, the study's hypothesis is rejected. It suggests that working conditions and professional growth have a significant impact on private school teachers' retention rates.

Based on the findings, the study recommends that private schools may invest more in professional development, highlighting personal skill development rather than enhancing general skills. Adding regular coaching and mentoring activities may also improve the satisfaction of the teachers. In terms of the working environment, strengthened communication between colleagues may be nurtured, workload challenges must be addressed, and collaboration may be fostered. Lastly, use retention programs to show the worth of teachers. Introduce competitive pay and benefits, as well as chances for internal career growth inside the institution. Private schools can establish an environment where teachers thrive, and student success flourishes by placing a high priority on teacher improvement, providing a supportive work environment, and acknowledging their accomplishments.


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