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44/2023

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# Teachers' Work Engagement, School Performance, and Teachers' Retention in Selected Private Schools in the City Schools Division of Santa Rosa, Laguna

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**Abstract.** Teacher work engagement was said to be influenced by motivation and other factors that lead to job satisfaction leading to teacher retention in an educational institution (Kamaruzaman et al., 2022). The goal of this study was to determine the teachers' work engagement, school performance, and teachers' retention. Likewise, this study probed the relationship between the respondents' level of self-efficacy and well-being, level of self-efficacy and level of work engagement, and well-being and level of work engagement including the predictive ability of the level of work engagement, and level of school performance, taken singly or in combination, of the level of teachers' retention of selected private secondary school teachers at City Schools Division of Santa Rosa, Laguna. The results showed that there was a multiple correlation between the respondents' level of work engagement, level of school performance, and level of retention. A value of 0.000 indicated a high level of prediction of the independent variable (level of work engagement). The obtained R square of 0.597 showed that independent variables (level of work engagement and level of school performance) explain the variability of the dependent variable (retention level).

**Keywords.** Work engagement, school performance, retention, self-efficacy, well-being

## I. Introduction

Vigor, dedication, and immersion were qualities that define work engagement. It stood for a joyful and contented mental state. By accounting for significant variation in the prediction of their professional and organizational outcomes, such as teaching performance, problem-solving, organizational commitment, and job satisfaction, the concept has evolved into a key indicator that reflects the quality of teachers' professional lives. Studies demonstrated a significant and favorable correlation between work engagement and teacher efficacy (Minghui et al., 2018) [1]. Ljubetic et al. (2022) [2] claimed that a person who has a high level of work engagement views their job as inspiring and stimulating and wants to give it their all, investing every ounce of energy into it. Similarly, Tucker (2021) [3] argued that teachers, coaches, and school administrators must all have a thorough understanding of teacher engagement in order to proactively reengage teachers who are physically and psychologically worn out as they navigate another difficult school year. According to the most recent model of teacher

engagement, this construct has three dimensions and involves cognitive, emotional, and social aspects. Teacher engagement is thought to be generally stable, with some fluctuations over time. When a person is fully engaged in their work and devoting cognitive resources to it, the cognitive dimension is present. The emotional component also takes into account teachers' joyful emotional reactions to their work. Finally, social engagement described teachers' efforts to connect with, and care about, their students and colleagues (Wang et al., 2022) [4].

Additionally, it is believed that teacher work engagement predicts the academic success of students. A high level of attention to students during the learning process, the development of appropriate strategies to help them comprehend students' behavior, the creation of effective lesson plans, and the effective assessment of students' performance during the learning process are all skills that engaged teachers excel at. A teacher who is involved in the classroom and actively works to build positive student-teacher relationships will encourage students' engagement, which will enhance students' academic performance (Addimando as cited in Wang, 2020) [5].

Valencia et al. (2021) [6] investigated the factors that influenced school performance in public elementary schools in the Philippines and found that several factors contribute to school performance, including teacher quality, student motivation, parental involvement, school facilities, and community support. In particular, the researchers found that teacher quality was the most significant factor in predicting school performance, followed by student motivation and parental involvement. Moreover, Zhang et al. (2021) [7] put emphasis by stating that dedication and effort of a school's teachers determine its effectiveness. Thus, there should be more focus on the autonomy of teachers in the classroom. More autonomy for teachers has been found to have enormously positive effects on both the teachers and the students.

Likewise, Sumipo (2020) [8] noted that for a number of reasons, teacher retention is crucial to a school's success. One is monetary.

It can be expensive to conduct recruitment, hiring, orientation, and initial professional development, especially for small schools. On top of that, teaching positions cannot simply go unfilled, in contrast to other professions. The fact that inexperienced teachers do not have the same effect on student learning as their more experienced coworkers is yet another strong argument for the significance of keeping teachers in the classroom. Additionally, research consistently demonstrates that teachers are the single most significant contributor to students' academic success.

Taking all of these into account, the researcher took interest in this topic to discern the significance and relationship among the selected private secondary school teachers' work engagement, school performance, and retention. In addition, this study sought to undermine the respondents' level of work engagement in terms of emotional engagement, social engagement, behavioral engagement, and cognitive engagement and the level of school performance in terms of student achievement, discipline referrals, attendance rates, graduate rates, teacher satisfaction. Moreover, this study was conducted in selected private secondary schools in the City Schools Division of Santa Rosa, Laguna namely Holy Rosary College, Child Formation Center, Blessed Christian School de Santa Rosa, Dominican College of Santa Rosa, and JTEN. By the time this study was finished, the researcher had made a number of suggestions for creating a more balanced working environment for the study's participants.

### *1.1 Objective of the Study*

The overall objective of this study was to recognize the possible factors that affect teachers' work engagement that contribute to school performance and to teacher retention in

the City Schools Division of Santa Rosa, Laguna. Additionally, this study had the following objectives (1) determine the level of work engagement, school performance, and retention of private school teachers of Santa Rosa Laguna, (2) identify the significant relationship between the respondents' level of work engagement and level of school performance, level of work engagement and level of retention, as well as the level of school performance and respondents' level of retention, and (3) indicate how predictive are the level of work engagement, and level of school performance, taken singly or in combination, of the teachers' level of retention of teachers in selected private schools in the City Schools Division of Santa Rosa, Laguna.

## **II. Methods**

This study employed quantitative research in gathering the needed information in the study. According to Babbie (2016) [9], quantitative research is concerned with objective standards and statistical analysis of data that is being collected through polls, questionnaires, and surveys, as well as the modification of pre-existing statistical information using computing tools. It is associated with the collection of numerical data and the generalization of that data across groups of individuals or the explanation of a phenomenon.

The research design utilized for this study was descriptive-correlational method with the help of survey questionnaire as the main source of data. It is used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The methods involve range from the survey which described the status quo, the correlation study which investigated the relationship between variables, to developmental studies which seek to determine changes over time (Polka, 2018) [10]. Meanwhile, stratified random sampling technique was used as the sampling technique. This sampling technique divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different [strata](#) (Sousa, 2019) [11].

The population of this study was the selected private secondary school teachers in the City Schools Division of Santa Rosa, Laguna. The total population of the study was 120 High School teachers but only a sample size of 92 took part in this study. This was computed using the Raosoft's calculator with 95% confidence level and 5 % margin of error. Only five private schools were covered in this study.

The researcher gathered the needed data for the study by distributing an adapted and researcher-made survey-questionnaire from previous studies through Google Forms to the selected respondents. This questionnaire was validated by the researchers' adviser and other experts from educational management, research, and statistics to evaluate the content and appropriateness of the items. Aside from this, the researcher-made questionnaire underwent Cronbach's Alpha reliability test for thorough validation of the formulated indicators. The results of Reliability test using Cronbach Alpha test were: for student achievement- 0.934, for discipline referrals - 0.985, attendance rates- 0.975, graduation rates-0.924 and for teacher satisfaction -0.966. In interpreting the gathered data from the respondents, the following statistical treatment weighted mean, ranking, Pearson R, and Stepwise Multiple Regression Analysis were employed in this study.

### III. Results and Discussion

**Table 1**

*The Respondents' Level of Work Engagement: Emotional Engagement*

| Indicators  | Weighted Mean | Verbal Interpretation         | Rank |
|---|---------------|-------------------------------|------|
| 1. I enjoy teaching.                                      | 3.70          | Very High<br>(Strongly Agree) | 1    |
| 2. I look forward to teaching.                            | 3.58          | Very High<br>(Strongly Agree) | 2    |
| 3. I try to help my students feel excited about learning. | 3.55          | Very High<br>(Strongly Agree) | 3.5  |
| 4. I feel fulfilled by teaching.                          | 3.55          | Very High<br>(Strongly Agree) | 3.5  |
| Average   | 3.60          | Very High                     |      |

Table 1 presents the respondents' level of work engagement (emotional engagement), as seen in the table, indicator 1 "I enjoy teaching" obtained a weighted mean of 3.70, verbally interpreted as "very high" and was ranked 1. Indicator 2, which states "I look forward to teaching" got a weighted mean of 3.58, verbally interpreted as "very high" was ranked 2 and the indicators 3 and 4 "I try to help my students feel excited about learning" and "I feel fulfilled by teaching" with both an obtained weighted mean of 3.55, verbally interpreted as "very high" were ranked 3.5. To sum up, an average weighted mean of 3.60 revealed that the respondents' level of work engagement in terms of emotional engagement was very high. The results implied that the private school secondary teachers were motivated and engaged in the process of educating and supporting their students. These attitudes were likely to translate into better teaching practices and a more positive learning environment for students.

**Table 2**

*The Respondents' Level of Work Engagement: Social Engagement*

| Indicators   | Weighted Mean | Verbal Interpretation         | Rank |
|--|---------------|-------------------------------|------|
| 1. I enjoy working with my colleagues at this school.                          | 3.55          | Very High<br>(Strongly Agree) | 2.5  |
| 2. People at this school care about me as a person.                            | 3.55          | Very High<br>(Strongly Agree) | 2.5  |
| 3. I feel like I belong at this school.  | 3.57          | Very High<br>(Strongly Agree) | 1    |
| 4. I talk with my students about things other than what we are doing in class. | 3.48          | Very High<br>(Strongly Agree) | 5    |
| 5. I feel supported by the administrators at this school.                      | 3.49          | Very High<br>(Strongly Agree) | 4    |
| Average  | 3.60          | Very High                     |      |

Table 2 shows the respondents' level of work engagement (social engagement), as seen in the table, indicator 3 "I feel like I belong at this school" had obtained a weighted mean of 3.57, verbally interpreted as "very high" and was ranked 1. Indicators 1 and 2 that states, "I

enjoy working with my colleagues at this school” and “People at this school care about me as a person” obtained a weighted mean of 3.55, verbally interpreted as “very high” and were ranked 2.5 respectively. Meanwhile, indicator 5 “I feel supported by the administrators at this school” obtained a weighted mean of 3.49, verbally interpreted as “very high” and was ranked 4 and indicator 4 “I talk with my students about things other than what we are doing in class” acquired a weighted mean of 3.48, verbally interpreted as “very high” and was ranked 5. To sum up, an average weighted mean of 3.53 revealed that the respondents’ level of work engagement in terms of social engagement was very high. This suggested that the private school secondary teachers enjoyed their work and felt valued and supported by their colleagues, students, and administrators. They felt a sense of belonging at the school and were comfortable discussing topics beyond classwork with their students. Overall, teachers had a positive view of their school community which reflects their social behavior.

**Table 3**  
*The Respondents’ Level of Work Engagement: Social Engagement*

| Indicators  | Weighted Mean | Verbal Interpretation         | Rank |
|---|---------------|-------------------------------|------|
| 1. I have a clear understanding of what is expected of me as a teacher.   | 3.57          | Very High<br>(Strongly Agree) | 2    |
| 2. I pursue professional development opportunities that I need to effectively teach my students.  | 3.60          | Very High<br>(Strongly Agree) | 1    |
| 3. I make myself available to my students outside of class time.  | 3.34          | Very High<br>(Strongly Agree) | 3    |
| 4. Changes in learning modalities negatively impacted my ability to focus on teaching.  | 2.75          | High<br>(Agree)               | 5    |
| 5. Changes due to the COVID-19 pandemic (use of masks, physical distancing) negatively impacted my ability to effectively teach academic content. | 2.90          | High<br>(Agree)               | 4    |
| Average   | 3.23          | High                          |      |

Table 3 exhibits the respondents’ level of work engagement (behavioral engagement), as seen in the table, indicator 2 “I pursue professional development opportunities that I need to effectively teach my students” had obtained a weighted mean of 3.60, verbally interpreted as “very high” and was ranked 1, indicator 1 “I have a clear understanding of what is expected of me as a teacher” obtained a weighted average mean of 3.57, verbally interpreted as “very high” and was ranked 2 and indicator 3 that states, “I make myself available to my students outside of class time” got a weighted mean of 3.34, verbally interpreted as “very high” and was ranked 3. Meanwhile, indicator 5 “Changes due to the COVID-19 pandemic (use of masks, physical distancing) negatively impacted my ability to effectively teach academic content” obtained a weighted average mean of 2.90, verbally interpreted as “high” and was ranked 4 and indicator 4 “Changes in learning modalities negatively impacted my ability to focus on teaching” had

obtained a weighted average mean of 2.75, verbally interpreted as “high” and was ranked 5. To sum up, an average weighted mean of 3.23 revealed that the respondents had high level of work engagement in terms of behavioral engagement. This revealed that the private school secondary teachers were actively involved and invested in their students' learning and behavior in the classroom. They made sure that their students understood what was expected of them in terms of behavior, routines, and procedures.

**Table 4**

*The Respondents' Level of Work Engagement: Cognitive Engagement*

| Indicators   | Weighted Mean | Verbal Interpretation         | Rank |
|--|---------------|-------------------------------|------|
| 1. I am motivated to contribute more than what is expected of me at this school.                           | 3.58          | Very High<br>(Strongly Agree) | 1    |
| 2. I understand how students' experiences in my class can affect their feelings about learning in general. | 3.57          | Very High<br>(Strongly Agree) | 2.5  |
| 3. I try my hardest to perform well while teaching.  | 3.57          | Very High<br>(Strongly Agree) | 2.5  |
| Average  | 3.57          | Very High                     |      |

Table 4 shows the respondents' level of work engagement (cognitive engagement), as seen in the table, indicator 1 “I am motivated to contribute more than what is expected of me at this school” had obtained a weighted mean of 3.58 verbally interpreted as “very high” and ranked 1. And indicators 2 and 3 that state “I understand how students' experiences in my class can affect their feelings about learning in general” and “I try my hardest to perform well while teaching” obtained a weighted mean of 3.57, verbally interpreted as “very high” and were ranked 2.5 respectively. To sum up, an average weighted mean of 3.57 revealed that the level of work engagement in terms of cognitive engagement was very high. This implied that the private school secondary teachers were mentally involved and invested in their teaching practices. It was an indicator of the level of cognitive effort and intellectual activity that teachers put into planning, implementing, and evaluating their instructional practices.

**Table 5**

*Composite Table of the Respondents' Level of Work Engagement*

| Indicators            | Weighted Mean | Verbal Interpretation         | Rank |
|-----------------------|---------------|-------------------------------|------|
| Emotional             | 3.60          | Very High<br>(Strongly Agree) | 1    |
| Social                | 3.53          | Very High<br>(Strongly Agree) | 3    |
| Behavioral            | 3.23          | Agree (High)                  | 4    |
| Cognitive             | 3.57          | Very High<br>(Strongly Agree) | 2    |
| Overall Weighted Mean | 3.48          | Very High                     |      |

(Strongly Agree)

Table 5 displays the composite table of the respondents' level of work engagement. Indicator 1 "Emotional" obtained a weighted mean of 3.60, verbally interpreted as "very high" and was ranked 1, indicator 4 "Cognitive" obtained a weighted mean of 3.57, verbally interpreted as "very high" and was ranked 2, indicator 2 "Social" obtained a weighted mean of 3.53, verbally interpreted as "very high" and was ranked 3 and indicator 3 "Behavioral" obtained a weighted mean of 3.23, verbally interpreted as "high" and was ranked 4. To sum up, an average weighted mean of 3.48 revealed that the respondents' level of work engagement was very high. This implied that the private school secondary teachers were committed and enthusiastic about their job and was likely to be performing at a high level.

**Table 6**

*The Level of School Performance: Student Achievement*

| Indicators   | Weighted Mean | Verbal Interpretation         | Rank |
|--|---------------|-------------------------------|------|
| 1. The school has written specifications and policies for student performance standards.               | 3.52          | Very High<br>(Strongly Agree) | 1    |
| 2. Achievement data are posted publicly with consent from the students. (e.g. in social media)         | 3.45          | Very High<br>(Strongly Agree) | 5    |
| 3. Achievement data are tracked over time by an administrative authority.                              | 3.49          | Very High<br>(Strongly Agree) | 3    |
| 4. Achievement data are provided to the parents with consent from the students 18 years old and above. | 3.46          | Very High<br>(Strongly Agree) | 4    |
| 5. The school has written specifications of curricular profile and educational goals.                  | 3.51          | Very High<br>(Strongly Agree) | 2    |
| Average  | 3.49          | Very High<br>(Strongly Agree) |      |

Table 6 demonstrates the level of school performance (student achievement), as seen in the table, indicator 1 "The school has written specifications and policies for student performance standards" had obtained a weighted mean of 3.52, verbally interpreted as "very high" and was ranked 1, indicator 5 "The school has written specifications of curricular profile and educational goals" obtained a weighted mean of 3.51, verbally interpreted as "very high" and was ranked 2, indicator 3 that state "Achievement data are tracked over time by an administrative authority" obtained a weighted mean of 3.49, verbally interpreted as "very high" and was ranked 3, indicator 4, that state " Achievement data are provided to the parents with consent from the students 18 years old and above" obtained a weighted mean of 3.46, verbally interpreted as "very high" and was ranked 4 and indicator 2, "Achievement data are posted publicly with consent from the students. (e.g. in social media)" obtained a weighted mean of 3.45, verbally interpreted as "very high" and was ranked 5. To sum up, an average weighted mean of 3.49 revealed that the level of school performance in terms of student achievement was

very high. It suggested that the private school secondary students were performing well on standardized tests, achieving high grades in their coursework, and demonstrating mastery of the curriculum. Also, private secondary schools had a culture of academic excellence, with teachers who were highly skilled and dedicated to helping students succeed.

**Table 7**  
*The Level of School Performance: Discipline Referrals*

| Indicators   | Weighted Mean | Verbal Interpretation         | Rank |
|--|---------------|-------------------------------|------|
| 6. Fewer students are referred for disciplinary actions.         | 3.45          | Very High<br>(Strongly Agree) | 3    |
| 7. Students are well-disciplined.                                | 3.37          | Very High<br>(Strongly Agree) | 5    |
| 8. Teachers act and behave professionally.                       | 3.54          | Very High<br>(Strongly Agree) | 1.5  |
| 9. Students who commit violations tend not to do the same again. | 3.39          | Very High<br>(Strongly Agree) | 4    |
| 10. The school has a clear policy on discipline.                 | 3.54          | Very High<br>(Strongly Agree) | 1.5  |
| Average  | 3.46          | Very High<br>(Strongly Agree) |      |

Table 7 highlights the school performance (discipline referrals) , as seen in the table, indicators 8 and 10 “Teachers act and behave professionally” and “ The school has a clear policy on discipline” had obtained a weighted mean of 3.54, verbally interpreted as “very high” and were ranked 1.5, indicator 6 “Fewer students are referred for disciplinary actions” obtained a weighted mean of 3.45, verbally interpreted as “very high” and was ranked 3, indicator 9 “Students who commit violations tend not to do the same again” got a weighted mean of 3.39, verbally interpreted as “very high” and was ranked 4 and indicator 7 “ Students are well-disciplined” got a weighted mean of 3.37, verbally interpreted as “very high” and was ranked 5. To sum up, an average weighted mean of 3.46 revealed that the level of school performance in terms of discipline referrals was very high. This means that the private secondary schools established a positive school culture and effective behavior management strategies that help students adhere to the school's rules and expectations.

**Table 8**  
*The Level of School Performance: Attendance rates*

| Indicators  | Weighted Mean | Verbal Interpretation         | Rank |
|---|---------------|-------------------------------|------|
| 11. Students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication). | 3.46          | Very High<br>(Strongly Agree) | 3    |

|   |      |                               |   |
|---|------|-------------------------------|---|
| 12. Before transferring to regular classes, students attend a preparatory program aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication). | 3.42 | Very High<br>(Strongly Agree) | 5 |
| 13. Before transferring to regular classes, students receive some instruction in school subjects.   | 3.43 | Very High<br>(Strongly Agree) | 4 |
| 14. There is a systematic recording of data such as a teacher or student attendance and professional development.   | 3.51 | Very High<br>(Strongly Agree) | 2 |
| 15. Minimal absenteeism of students and teachers is recorded.   | 3.54 | Very High<br>(Strongly Agree) | 1 |
| Average   | 3.47 | Very High<br>(Strongly Agree) |   |

Table 8 reflects the level of school performance (attendance rates), as seen in the table, indicator 15 “Minimal absenteeism of students and teachers is recorded” had obtained a weighted mean of 3.54, verbally interpreted as “very high” and was ranked 1, indicator 14 “There is a systematic recording of data such as a teacher or student attendance and professional” obtained a weighted mean of 3.51, verbally interpreted as “very high” and was ranked 2, indicator 11 “Students attend regular classes and receive additional periods of instruction aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication).” got a weighted mean of 3.46, verbally interpreted as “very high” and was ranked 3, indicator 13 “ Before transferring to regular classes, students receive some instruction in school subjects” obtained a weighted mean of 3.43, verbally interpreted as “very high” and was ranked 4 and indicator 12 “Before transferring to regular classes, students attend a preparatory program aimed at developing <test language> skills (e.g. reading literacy, grammar, vocabulary, communication)” had obtained a weighted mean of 3.42, verbally interpreted as “very high” and was ranked 5. To sum up, an average weighted mean of 3.47 revealed that the level of school performance in terms of attendance rates was very high. This implied that the private school secondary students were motivated to attend school, which could lead to improved academic performance, better social skills, and a stronger sense of community within the school. Additionally, high attendance rates could be an indication of effective school policies and practices, such as engaging and relevant curriculum, positive school culture and climate, and supportive teaching and learning environments.

**Table 9**  
*The Level of School Performance: Graduate Rates*

| Indicators                                      | Weighted Mean | Verbal Interpretation      | Rank |
|---|---------------|----------------------------|------|
| 16. The school graduation rate is satisfactory. | 3.67          | Very High (Strongly Agree) | 1    |

|   |      |                            |   |
|---|------|----------------------------|---|
| 17. Most of the candidates for graduation are able to graduate with academic distinction. | 3.54 | Very High (Strongly Agree) | 3 |
| 18. Most of the graduates entered tertiary education.                                     | 3.43 | Very High (Strongly Agree) | 5 |
| 19. The school produces academically competent graduates.                                 | 3.52 | Very High (Strongly Agree) | 4 |
| 20. Most of the graduates are able to qualify for various scholarship programs.           | 3.57 | Very High (Strongly Agree) | 2 |
| Average   | 3.55 | Very High (Strongly Agree) |   |

Table 9 exhibits the level of school performance (graduate rates), as seen in the table, indicator 16 “The school graduation rate is satisfactory” had obtained a weighted mean of 3.67, verbally interpreted as “very high” and was ranked 1, indicator 20 “Most of the graduates are able to qualify for various scholarship programs” obtained a weighted mean of 3.57, verbally interpreted as “very high” and was ranked 2, indicator 17 “Most of the candidates for graduation are able to graduate with academic distinction” got a weighted mean of 3.54 verbally interpreted as “very high” and was ranked 3, indicator 19 “The school produces academically competent graduates” obtained a weighted mean of 3.52, verbally interpreted as “very high” and was ranked 4 and indicator 18 “Most of the graduates entered tertiary education” had obtained a weighted mean of 3.43, verbally interpreted as “very high” and was ranked 5. To sum up, an average weighted mean of 3.55 revealed that the level of school performance in terms of graduate rates was very high. This suggested that the private secondary schools had effective support systems in place to help students navigate the complexities of graduate study and to ensure that they were adequately prepared for the demands of their chosen field.

**Table 10**

*The Level of School Performance: Teacher Satisfaction*

| Indicators   | Weighted Mean | Verbal Interpretation      | Rank |
|--|---------------|----------------------------|------|
| 21. Teaching requirements are manageable.  | 3.54          | Very High (Strongly Agree) | 3    |
| 22. Teaching resources are available.  | 3.52          | Very High (Strongly Agree) | 4.5  |
| 23. The school supports professional development.                                      | 3.52          | Very High (Strongly Agree) | 4.5  |
| 24. The administrator, teaching, and non-teaching staff treat each other with respect. | 3.63          | Very High (Strongly Agree) | 1    |
| 25. Teachers are valued and recognized.  | 3.58          | Very High (Strongly Agree) | 2    |
| Average  | 3.56          | Very High (Strongly Agree) |      |

Table 10 displays the school performance in terms of teacher satisfaction. Indicator 24 “The administrator, teaching, and non-teaching staff treat each other with respect” had obtained

a weighted mean of 3.63, verbally interpreted as “very high” and was ranked 1, indicator 25 “Teachers are valued and recognized” obtained a weighted mean of 3.58, verbally interpreted as “very high” and was ranked 2, indicator 21 “Teaching requirements are manageable” got a weighted mean of 3.54, verbally interpreted as “very high” and was ranked 3 and indicators 22 and 23 that state “Teaching resources are available” and “The school supports professional development” obtained a weighted mean of 3.52, verbally interpreted as “very high” and were ranked 4.5 respectively. To sum up, an average weighted mean of 3.56 revealed that the level of school performance in terms of teacher satisfaction was very high. This meant that the private school secondary teachers were generally satisfied with their job and the workplace environment. They were more likely to be engaged in their work and committed to the school's goals.

**Table 11**  
*Composite Table of the Level of School Performance*

| Indicators            | Weighted Mean | Verbal Interpretation      | Rank |
|-----------------------|---------------|----------------------------|------|
| Student Achievement   | 3.49          | Very High (Strongly Agree) | 3    |
| Discipline Referrals  | 3.46          | Very High (Strongly Agree) | 5    |
| Attendance Rates      | 3.47          | Very High (Strongly Agree) | 4    |
| Graduate Rates        | 3.55          | Very High (Strongly Agree) | 2    |
| Teacher Satisfaction  | 3.56          | Very High (Strongly Agree) | 1    |
| Overall Weighted Mean | 3.50          | Very High (Strongly Agree) |      |

Table 11 shows the composite table of the school’s level of performance. Indicator 5 “Teacher Satisfaction” obtained a weighted mean of 3.56, verbally interpreted as “very high” and was ranked 1, indicator 4 “Graduate Rates” obtained a weighted mean of 3.55, verbally interpreted as “very high” and was ranked 2, indicators “Student Achievement” obtained a weighted mean of 3.49, verbally interpreted as “very high” and were respectively ranked 3, indicator 3, “Attendance Rates” obtained a weighted mean of 3.47, verbally interpreted as “very high” and were respectively ranked 4 and indicator 2, “Discipline Referrals” obtained a weighted mean of 3.46, verbally interpreted as “very high” and were respectively ranked 5. To sum up, an average weighted mean of 3.50 revealed that the school’s level of performance was very high. This meant that the private secondary schools had demonstrated a high degree of success in achieving its academic goals and objectives.

**Table 12**  
*The Respondents’ Level of Teacher Retention*

| Indicators  | Weighted Mean | Verbal Interpretation      | Rank |
|---|---------------|----------------------------|------|
| 1. Having the ability to help children develop their talents and skills | 3.63          | Very High (Strongly Agree) | 3    |

|  |      |                            |      |
|--|------|----------------------------|------|
| 2. Having an avenue to take on additional leadership roles and responsibilities  | 3.54 | Very High (Strongly Agree) | 7.5  |
| 3. Having administrative support at my school  | 3.54 | Very High (Strongly Agree) | 7.5  |
| 4. Having an opportunity for professional and personal growth  | 3.54 | Very High (Strongly Agree) | 7.5  |
| 5. Being recognized for my efforts   | 3.54 | Very High (Strongly Agree) | 7.5  |
| 6. Having opportunities to make decisions about professional practices and instructional content and processes in my classroom | 3.61 | Very High (Strongly Agree) | 4    |
| 7. Having opportunities to create as well as use innovative curriculum products and instructional materials in my school       | 3.60 | Very High (Strongly Agree) | 5    |
| 8. Having opportunities to discuss educational issues and problems with other teachers and administrators in my school         | 3.64 | Very High (Strongly Agree) | 1.5  |
| 9. Being in an environment that encourages collaborative projects where teachers share ideas, and pool knowledge and resources | 3.64 | Very High (Strongly Agree) | 1.5  |
| 10. Being in a teaching position where salary and fringe benefits (health, retirement) are adequate                            | 3.46 | Very High (Strongly Agree) | 11.5 |
| 11. Having a sense of safety in the school environment   | 3.48 | Very High (Strongly Agree) | 10   |
| 12. Having a work schedule that is compatible with my lifestyle.   | 3.46 | Very High (Strongly Agree) | 11.5 |
| Average  | 3.56 | Very High (Strongly Agree) |      |

Table 12 presents the respondents' level of teacher retention. Indicators 8 and 9 that state that "Having opportunities to discuss educational issues and problems with other teachers and administrators in my school" and "Being in an environment that encourages collaborative projects where teachers share ideas, and pool knowledge and resources" obtained a weighted mean of 3.64, verbally interpreted as "very high" and were ranked 1.5 successively, indicator 1 "Having the ability to help children develop their talents and skills" had obtained a weighted mean of 3.63 and was ranked 3 and indicator 6 "Having opportunities to make decisions about professional practices and instructional content and processes in my classroom" got a weighted mean of 3.61 and was ranked 4. On the other hand, indicators 10 and 12 that assert that "Being in a teaching position where salary and fringe benefits (health, retirement) are adequate" and "Having a work schedule that is compatible with my lifestyle" had obtained a weighted mean of 3.46, verbally interpreted as "very high" and were accordingly ranked 11.5, indicator 12 "Having a sense of safety in the school environment" obtained a weighted mean of 3.48,

verbally interpreted as “very high” and were ranked 10 and indicators 2, 3, and 4 that indicate that “Having an avenue to take on additional leadership roles and responsibilities”, “Having administrative support at my school” and “Having an opportunity for professional and personal growth” obtained a weighted mean of 3.54, verbally interpreted as “very high” and were ranked 7.5 correspondingly. To sum up, an average weighted mean of 3.56 disclosed that the respondents’ level of teacher retention was very high. This implied that the private school secondary teachers had a positive and supportive working environment, where teachers felt valued and were happy to stay. Also, the private secondary schools provided clear guidance and support to teachers wherein they were more likely to have the same teachers from year to year.

**Table 13**

*Relationship between the Respondents’ Level of Work Engagement and Level of School Performance*

| Work Engagement | School Performance                           |  |  |  |  |
|-----------------|--|--|--|--|--|
|                 | Student achievement                          | Discipline referrals                         | Attendance rates                             | Graduate rates                               | Teacher satisfaction                     |
| Emotional       | r=0.290*<br>Low correlation<br>p=0.017       | r=0.040<br>Negligible correlation<br>p=0.749 | r=0.008<br>Negligible correlation<br>p=0.946 | r=0.029<br>Negligible correlation<br>p=0.816 | r=0.269*<br>Low correlation<br>p=0.027   |
| Social          | r=0.567**<br>Moderate correlation<br>p=0.000 | r=0.401**<br>Moderate correlation<br>p=0.001 | r=0.306*<br>Low correlation<br>p=0.012       | r=0.406**<br>Moderate correlation<br>p=0.001 | r=0.338**<br>Low correlation<br>p=0.0005 |
| Behavioral      | r=0.278*<br>Low correlation<br>p=0.023       | r=0.137<br>Low correlation<br>p=0.268        | r=0.147<br>Low correlation<br>p=0.236        | r=0.205<br>Low correlation<br>p=0.097        | r=0.155<br>Low correlation<br>p=0.210    |
| Cognitive       | r=0.184<br>Low correlation<br>p=0.137        | r=0.079<br>Negligible correlation<br>p=0.527 | r=0.088<br>Negligible correlation<br>p=0.476 | r=0.121<br>Low correlation<br>p=0.330        | r=0.200<br>Low correlation<br>p=0.105    |

\*\*Significant @ 0.01, \*Significant @ 0.0

Table 13 displays the relationship between the level of teachers’ work engagement and the level of school performance. The results revealed that the level of work engagement in terms of emotional got a low correlation with school performance specifically in terms of student achievement and teacher satisfaction with a value of  $r=0.290$  and  $0.269$  respectively. While social engagement got a moderate correlation with student achievement, discipline referrals, and graduate rates with a value of  $r=0.567$ ,  $r=0.401$ , and  $0.406$  respectively, while a low correlation with attendance rate and teacher satisfaction with a value of  $r=0.306$  and  $0.338$  respectively. Moreover, behavioral correlation got a low correlation with student achievement, discipline referrals, attendance rates, and teacher satisfaction with a value of  $r=0.278$ ,  $r=0.137$ ,  $r=0.147$ ,  $r=0.205$ , and  $r=0.155$  respectively, Lastly, cognitive engagement got low correlation with student engagement, graduate rates, and teacher satisfaction with a value of  $r=0.184$ ,  $r=0.121$ ,  $r=0.200$  respectively. The probability values were all less than the 0.01 significance level. Therefore, there was a significant relationship between teachers’ emotional engagement

and student achievement and teacher satisfaction; social engagement and school performance in terms of student achievement, discipline referrals, attendance rates, and teacher satisfaction. behavioral correlation got a low correlation with student achievement, discipline referrals, attendance rates, and teacher satisfaction, and cognitive engagement got a low correlation with student engagement, graduate rates, and teacher satisfaction. Since the majority of the determinants of teacher work engagement had a correlation with the majority of the determinants of school performance. The findings revealed that the higher the level of teachers' work engagement, the higher the level of school performance.

**Table 14**

*Relationship between the Respondents' Level of Work Engagement and Level of Retention*

| Work Engagement | Pearson r                          | p-value | Interpretation     |
|-----------------|------------------------------------|---------|--------------------|
| Emotional       | 0.206<br>Low<br>correlation        | 0.094   | Not<br>Significant |
| Social          | 0.483**<br>Moderate<br>correlation | 0.000   | Significant        |
| Behavioral      | 0.266*<br>Low<br>correlation       | 0.029   | Significant        |
| Cognitive       | 0.124<br>Low<br>correlation        | 0.318   | Not<br>Significant |

\*\*Significant @ 0.01, \*Significant @ 0.0

As shown in Table 14, the relationship between the respondents' level of work engagement and level of retention, a p-value of 0.000 (social) revealed a moderate correlation while a p-value of 0.029 (behavioral) revealed a low correlation, in addition, a p-value of 0.094 (emotional) revealed a low correlation, and a p-value of 0.318 (cognitive) revealed a low correlation. Since the p-value of social and behavioral engagements got the p-value lower than the significant levels of 0.01 and 0.05 respectively, there is a significant relationship between the teachers' work engagement in terms of social and behavioral and the level of teacher retention. This implied that the higher the level of teachers' work engagement specifically with the social and behavioral engagement, the higher their level of teacher retention.

**Table 15**

*Relationship between the Level of School Performance and the Respondents' Level of Teacher Retention*

| School Performance   | Pearson r value                    | p-value | Interpretation |
|----------------------|------------------------------------|---------|----------------|
| Student Achievement  | 0.427**<br>Moderate<br>correlation | 0.001   | Significant    |
| Discipline Referrals | 0.361**<br>Low<br>correlation      | 0.003   | Significant    |

|                      |                                 |       |             |
|----------------------|---------------------------------|-------|-------------|
| Attendance Rates     | 0.478**<br>Moderate correlation | 0.000 | Significant |
| Graduate Rates       | 0.601**<br>Moderate correlation | 0.000 | Significant |
| Teacher Satisfaction | 0.671**<br>Moderate correlation | 0.000 | Significant |

\*\*Significant @ 0.01, \*Significant @ 0.0

Table 15 presents the relationship between the level of school performance and respondents' level of teacher retention, a p-values of 0.001 (student achievement), 0.003 (discipline referrals), 0.000 (attendance rates), 0.000 (graduate rates) and 0.000 (teacher satisfaction) were less than the 0.01 and 0.05 significance levels respectively. This means that the higher the level of school performance, the higher the level of teacher retention.

**Table 16**  
*Multiple Regression between Level of Work Engagement and Level of School Performance*

| Predictor                  | Dependent Variable  | R <sup>2</sup> | F     | p-value | β      | t      | p-value |
|----------------------------|---------------------|----------------|-------|---------|--------|--------|---------|
| Emotional                  |                     |                |       |         | 0.015  | 0.152  | 0.880   |
| Social                     |                     |                |       |         | 0.200  | 2.055  | 0.044*  |
| Behavioral                 |                     |                |       |         | 0.067  | 0.995  | 0.324   |
| Cognitive                  |                     |                |       |         | -0.038 | -0.489 | 0.627   |
| Student achievement        |                     |                |       |         | 0.271  | 1.487  | 0.142   |
| Attendance rates           | Teachers' retention | 0.597          | 9.368 | 0.000   | 0.397  | 2.424  | 0.019*  |
| Graduate rates             |                     |                |       |         | 0.342  | 2.072  | 0.043*  |
| Teacher satisfaction       |                     |                |       |         | 0.599  | 3.689  | 0.001*  |
| Overall school performance |                     |                |       |         | -1.014 | -1.922 | 0.060   |

*taken Singly or in Combination of the Respondents' Level of Retention*

\*Significant @ 0.5

Table 16 shows that there was a multiple correlation between the respondents' level of work engagement, level of school performance, and level of retention. A value of 0.000 indicated a high level of prediction of the independent variable (level of work engagement). The obtained R square of 0.597 showed that independent variables (level of work engagement and level of school performance) explain the variability of the dependent variable (retention level). Further, the ANOVA showed that the independent variable, level of work engagement

in terms of social engagement and teacher satisfaction significantly predicted the dependent variable teacher retention with an F-value of 9.368 and the probability value of 0.044 which was less than the 0.05 significance level. This implied that the independent variable level of Work Engagement in terms social engagement significantly predicted the dependent variable teacher retention. This further meant that teachers have a positive view of their school community which reflects their social behavior.

Additionally, the ANOVA showed the independent variable, level of School Performance in terms of attendance rates significantly predicted the dependent variable teacher retention with an F- value of 9.368 and the probability value of 0.019 which is less than the 0.05 significance level. This implied that the independent variable level of School Performance in terms of attendance rates is a significant driver in teacher retention. This further meant that the private school secondary students are motivated to attend school, which can lead to improved academic performance, better social skills, and a stronger sense of community within the school. Besides, the ANOVA shows the independent variable, level of School Performance in terms of graduate rates significantly predicted the dependent variable teacher retention with an F- value of 9.368 and the probability value of 0.043 which is less than the 0.05 significance level. This implied that the independent variable level of School Performance in terms of graduate rates is a significant driver in teacher retention. This further meant that the private secondary schools have effective support systems in place to help students navigate the complexities of graduate study and to ensure that they are adequately prepared for the demands of their chosen field.

Moreover, the ANOVA showed the independent variable, level of School Performance in terms of teacher satisfaction significantly predicted the dependent variable teacher retention with an F- value of 9.368 and the probability value of 0.001 which is less than the 0.05 significance level. This implied that the dependent variable level of School Performance in terms of teacher satisfaction is a significant driver in teacher retention. This further meant that the private school secondary teachers are generally satisfied with their job and the workplace environment. They were more likely to be engaged in their work and committed to the school's goals. Overall, the results implied that the independent variable level of Work Engagement in terms of social engagement and the dependent variable level of School Performance in terms of attendance rates, graduate rates and teacher satisfaction were the drivers of teacher retention.

#### **IV. Conclusion and Recommendation**

Talking about the respondents' level of work engagement specifically emotional engagement, it implied that private school secondary teachers were motivated and engaged in the process of educating and supporting their students. These attitudes are likely to translate into better teaching practices and a more positive learning environment for students.

In terms of the respondents' level of work engagement when it comes to in social engagement, it suggested that private school secondary teachers enjoyed their work and felt valued and supported by their colleagues, students, and administrators. They felt a sense of belonging at the school and are comfortable discussing topics beyond classwork with their students. Overall, teachers had a positive view of their school community which reflects their social behavior.

When it came to the respondents' level of work engagement in behavioral engagement, the results demonstrated that the private school secondary teachers were actively involved and invested in their students' learning and behavior in the classroom. They made sure that their students understand what is expected of them in terms of behavior, routines, and procedures.

In terms of the respondents' level of work engagement specifically cognitive engagement, it showed that the private school secondary teachers were mentally involved and invested in their teaching practices. It was an indicator of the level of cognitive effort and intellectual activity that teachers put into planning, implementing, and evaluating their instructional practices.

The composite table of the respondents' level of work engagement revealed that the respondents' level of work engagement was very high. This indicated that the private school secondary teachers were committed and enthusiastic about their job and were likely to be performing at a high level.

The level of school performance in student achievement exhibited that the private school secondary students were performing well on standardized tests, achieving high grades in their coursework, and demonstrating mastery of the curriculum. Also, private secondary schools have a culture of academic excellence, with teachers who are highly skilled and dedicated to helping students succeed.

Talking about the level of school performance in terms of discipline referrals, the results highlighted that the private secondary schools established a positive school culture and effective behavior management strategies that helped students adhere to school's rules and expectations.

When it came to the level of school performance in attendance rates, it disclosed that the private school secondary students were motivated to attend school, which can lead to improved academic performance, better social skills, and a stronger sense of community within the school.

In terms of the level of school performance specifically graduate rates, it was noted that the private secondary schools had effective support systems in place to help students navigate the complexities of graduate study and to ensure that they were adequately prepared for the demands of their chosen field.

The level of school performance when it comes to teacher satisfaction revealed that the private school secondary teachers were generally satisfied with their job and the workplace environment. They were more likely to be engaged in their work and committed to the school's goals.

The composite table of the level of school performance indicated that the private secondary schools had demonstrated a high degree of success in achieving its academic goals and objectives.

In terms of the respondents' level of teacher retention, it revealed that the private school secondary teachers had a positive and supportive working environment, where teachers feel valued and are happy to stay. Likewise, these private secondary schools provided clear guidance and support to teachers wherein they were more likely to have the same teachers from year to year.

It was concluded that there was a significant relationship between teachers' emotional engagement and student achievement and teacher satisfaction, social engagement and school performance in terms of student achievement, discipline referrals, attendance rates, and teacher satisfaction.

Respectively, it was revealed that there was a significant relationship between the teachers' work engagement in terms of social and behavioral and the level of teacher retention. This implied that the higher the level of teachers' work engagement specifically with the social and behavioral engagement, the higher their level of teacher retention.

In terms of relationship between the level of school performance and respondents' level of teacher retention, it was concluded that the higher the level of school performance, the higher the level of teacher retention.

Citing the following results, the researcher arrived with the following recommendations.

To private school secondary teachers, the researcher would like to suggest maintaining their high level of work engagement, commitment, and dedication to teaching. They should likewise continue being enthusiastic in performing their job and keep themselves abreast with the latest trends in teaching that they can use in providing meaningful learning experiences to the students.

To school heads/administrators, the researcher would like to recommend that they recognize the teachers' efforts, commitment, and dedication by giving awards and recognition of their exemplary performance in providing quality education to the students and showing a cooperative and harmonious relationship with their colleagues for them to feel the worth of their efforts in work engagement. Likewise, they must support teachers in terms of compensation and benefits to ensure that they enjoy and are satisfied, and content leading to a higher retention rate and will encourage them to always do their best in teaching and in dealing with their co-teachers and to the parents. On top of that, they must provide a wellness program, team buildings, and retreats/recollections that will allow the teachers to enjoy self-care and maintain a work-life balance. This will also make them feel valued, thus will lead to or at least maintaining a high retention rate.

To students, the researcher would like to recommend that they must show cooperation, obedience, and utmost respect to their teachers who do their very best in providing them with quality education. Moreover, it would also be a great gesture of gratitude if they will become more successful in academics and in real life.

Future research should address the gaps left by this study, in accordance to its constraints. The researcher would like to suggest that they duplicate the investigation by considering other variables such as job satisfaction, work life balance and leadership skills.

This study was limited to the five private schools in the City Schools Division of Santa Rosa.

The survey-questionnaires used to collect data for this study were distributed only to the respondents coming from the aforementioned private schools. This study only delved on teachers' work engagement, school performance, and teachers' retention.

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