

Original Article

Determinants of Teachers' Retention in Public Schools: A Path Analysis

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Abstract. This study examined the factors influencing teacher retention in public elementary schools in the Division of Digos City, aiming to identify key determinants and provide evidence for strategic interventions. Despite various initiatives to improve teacher welfare and school management practices, teacher retention remains a concern, indicating the need to determine the most influential factors affecting teachers' decisions to stay in the profession. A quantitative research design using a descriptive-correlational approach was employed. The study involved 183 public elementary school teachers as respondents. Data were collected using validated survey questionnaires measuring remuneration implementation, work environment, and general school management, as well as teacher retention across key indicators. Findings revealed that remuneration, work environment, and general school management were generally well implemented, with the work environment rated the highest. Overall, teacher retention was high. Path analysis showed that the work environment had the strongest influence on teacher retention, followed by general school management and remuneration. These results highlight the importance of a supportive work environment, adequate compensation, and effective school management in strengthening teacher retention. The study suggests that school leaders and policymakers should prioritize improving workplace conditions and organizational support systems to sustain teacher commitment and stability in public schools.

Keywords: General management; Public elementary schools; Remuneration; Teacher retention; Work environment

Teacher retention is a crucial issue for the quality, equality, and long-term viability of public education systems. Teachers are usually regarded as the most significant human resource in education because of their influence on students' academic performance and overall development. Despite this, many education systems still struggle to retain skilled and engaged teachers, particularly in public primary schools. Globally, teacher turnover has been linked to low salaries, poor working conditions, and ineffective school administration systems. According to UNESCO (2023), low-income nations face significant teacher shortages due to low pay and demanding working conditions, whereas high-performing systems such as Finland exhibit higher retention through supportive leadership, teacher well-being, and professional autonomy. These disparate circumstances indicate that teacher retention is a structural and organizational issue requiring methodical, evidence-based solutions.

This research is based on Herzberg's Two-Factor Theory of Motivation (Herzberg, 1959), which distinguishes between hygienic elements and motivators in determining work satisfaction and retention. Salaries, rules, and working conditions all help reduce unhappiness, but they are insufficient to sustain long-term commitment. Motivators such as recognition, professional development, leadership support, and meaningful work experiences increase satisfaction and commitment. In the school setting, salary is regarded as a hygiene factor that ensures basic financial stability, whereas the work environment and school administration serve as motivators that influence teachers' engagement and desire to remain in the profession.

Existing research supports this theory by finding various variables of teacher retention. Compensation, leadership, environment, teacher-job fit, evaluation, and mentorship assistance have all been found to impact teachers' decisions to remain in the profession. Organizational support, teacher autonomy, sustainable workload, and recognition are all linked to improved retention rates. On the other side, low pay, an overwhelming workload, limited career progression, and poor leadership all contribute to teacher turnover. In the Philippines, research has also shown that teachers are more likely to remain in the profession when they are supported by strong leadership, access to professional development, and favorable working conditions, but dissatisfaction is often linked to low pay and limited growth prospects.

Although these studies provide useful insights, most focus on retention variables in isolation. This leads to fragmented knowledge rather than an integrated perspective of how school-related variables affect teacher retention. To close this gap, the current study incorporates salary, work environment, and general school management as interrelated aspects into a single analytical framework guided by Herzberg's theory. It uses a quantitative study design and route analysis to investigate the combined impact of these factors on teacher retention in public elementary schools in the Digos City Division. Using this technique, the project aims to generate empirical evidence to help school leaders, supervisors, and policymakers plan targeted interventions to improve teacher satisfaction and minimize attrition. The results are intended to help enhance organizational processes and promote a more stable and effective teaching staff in public primary schools.

Methodology

Research Design

This study used a quantitative, non-experimental research methodology with descriptive-correlational and route analysis approaches within structural equation modeling (SEM). The quantitative method was acceptable because it enabled the assessment of relationships between variables using numerical data and statistical procedures (Creswell & Creswell, 2018). A descriptive survey approach was used to systematically collect teachers' impressions of pay, work environment, and overall school administration, as well as their satisfaction levels. Furthermore, a correlational methodology was used to investigate the associations between these factors without modifying them (Fraenkel, Wallen, and Hyun, 2019).

Path analysis was used to examine the direct and indirect impacts of variables on one another. Path analysis is a statistical approach for testing hypothesized causation models by investigating the links between observable variables (Kline, 2016). This technique is consistent with the study's theoretical framework, enabling an examination of how salary (a hygiene factor) and organizational circumstances (motivators) affect teacher retention.

Research Locale

The survey was conducted in all public elementary schools in the Digos Oriental District, Division of Digos City. This location was chosen for its accessibility and representation of various school contexts in terms of size, accessible resources, and administrative methods. The inclusion of many schools in the district increased the study's external validity by allowing greater generalization of the findings within the local educational environment. The location was also considered favorable for studying school administration systems and teacher retention, as it mirrors typical conditions in public elementary schools in the Philippines.

Research Participants

The target group included 338 public elementary school instructors from nine schools in the Digos Oriental District. A sample size of 183 respondents was determined using appropriate sampling strategies to achieve sufficient statistical power for route analysis (Hair et al., 2019). A stratified random sampling procedure was used

to ensure proportional representation from each institution. The population was stratified by school affiliation, with respondents selected at random within each stratum. This strategy reduced sampling bias and ensured appropriate representation of all subgroups, thereby boosting the reliability and generalizability of the results (Creswell & Creswell, 2018).

Research Instrument

The study used two structured survey questions adapted from prior literature and was guided by a conceptual framework based on Herzberg's Two-Factor Theory of Motivation (Herzberg, 1959). The first questionnaire assessed characteristics related to the school management system, including salary, work environment, and overall school management. The second questionnaire evaluated teacher retention using the following indicators: environment, salary, teacher-job fit, leadership, evaluation, and mentorship. All items were assessed on a five-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree), which is a popular measure in educational research for evaluating perceptions and attitudes (Likert, 1932).

Expert assessment by educational management and research methodology professionals ensured content validity. The experts evaluated each item based on its relevance, clarity, and alignment with the research criteria. Revisions were made based on their ideas to enhance the instruments. Construct validity was ensured by aligning all questions with the study's conceptual framework, while criterion-related validity was strengthened by using indicators drawn from other validated research. A pilot test was conducted among 30 teachers from schools not involved in the main study to assess the instruments' clarity and usefulness. Respondent feedback was used to refine the overall structure of the surveys by clarifying ambiguous items. The pilot findings further confirmed the devices' dependability and suitability for actual data collection.

Data Gathering Procedure

The study used a structured data gathering procedure to ensure ethical compliance and data quality. Prior to data collection, a formal request was made to the Schools Division Superintendent and school heads for permission to conduct the study. Following approval, the researchers individually gave the questionnaires to the selected respondents. The study's goal and survey completion instructions were carefully described to guarantee correct understanding. Participation was entirely voluntary, and all respondents provided informed consent. After administration, the completed surveys were collected, verified for completeness, and categorized for data processing. The replies were entered into a statistical software program, and data cleaning was performed to verify accuracy and consistency before analysis.

Data Analysis Procedure

The data were examined using descriptive and inferential statistical methods. Descriptive statistics, such as the weighted mean and standard deviation, were used to characterize the central tendency and variability of salary, work environment, general school management, and teacher retention levels. Pearson Product-Moment Correlation was used in the inferential analysis to estimate the strength and direction of correlations between variables. Multiple regression analysis was then used to determine the predictive impact of compensation, work environment, and overall school administration on teacher retention. In addition, path analysis was used to assess the direct and indirect effects of the independent variables on teacher retention. This followed typical structural equation modeling procedures, including model formulation, estimation, and assessment of path coefficients and significance levels (Hair et al., 2019). All statistical tests were set to a 0.05 level of significance.

Ethical Considerations

This study properly followed recognized ethical norms for doing research with human volunteers. Prior to data collection, the Institutional Review Board (IRB) of Davao del Sur State College granted ethical approval, ensuring that the study adhered to established ethical norms in educational research (Creswell & Creswell, 2018). Participants in the study were fully voluntary and were fully informed of the research's objective, methodology, and relevance. Prior to administering the survey items, all participants provided informed consent. They were also notified of their right to withdraw from the research at any time, without penalty or adverse effect.

To maintain secrecy and anonymity, individuals were allocated identification codes rather than their names. All personal identifiers were removed during data processing, and replies were kept strictly confidential. The collected data were used solely for academic and research purposes and were kept secure to prevent unauthorized access. Furthermore, the study confirmed that no bodily, psychological, or professional harm was done to the

subjects. The researchers adhered to the values of respect for individuals, beneficence, and justice, ensuring that participants were treated with dignity and that the study's benefits outweighed any potential risks.

Results and Discussion

Extent of Level of Teacher Retention

Tables 1-3 demonstrate the extent to which remuneration, work environment, and overall school administration affect teacher retention. The cumulative mean of 4.13, interpreted as High, indicates that these organizational elements have a favorable influence on retention, meaning that teachers are generally satisfied with existing school settings, albeit with a small potential for improvement. This finding implies that fair compensation, a supportive work environment, and effective school management all contribute to teachers feeling happy, motivated, and devoted. According to organizational behavior research, a well-structured school system promotes professional stability and encourages teachers to stay with the institution.

Remuneration

Table 1 presents the level of teacher retention regarding remuneration, with an overall mean of 3.98 (SD = 0.84), which is described as High.

Table 1. *Level of Extent of the Factors Affecting Teachers' Retention in Terms of Remuneration*

Item	Statement	M	SD	Description
1	The rewards given to me by the school are satisfactory.	3.96	0.86	High
2	I am happy with my welfare program in the school.	4.14	0.73	High
3	My salary is adequate for me to go through the month.	3.81	0.93	High
4	I am satisfied with the fringe benefits given to me by the school.	4.03	0.79	High
Overall Mean		3.98	0.84	High

This suggests that teachers generally see the school's compensation structure highly, with high levels of satisfaction with salary and perks, yet there is still space for improvement. Welfare programs had the highest average (M = 4.14), followed by fringe benefits (M = 4.03), school awards (M = 3.96), and monthly wage adequacy (M = 3.81). These findings indicate that teachers believe pay policies are typically fair and supportive of their professional demands, which contributes to engagement and commitment.

These findings are consistent with Herzberg's Two-Factor Theory (1959), which describes wages and benefits as hygiene variables that help prevent dissatisfaction. When pay is viewed as appropriate, it promotes stability and minimizes turnover intentions (Issa & Bisaso, 2020; Musoba, 2020). Empirical research shows that both financial and non-financial benefits improve teacher commitment and retention (Mi et al., 2024; Choy & Kamoche, 2021). Overall, the findings show that pay benefits teacher retention by increasing satisfaction and organizational loyalty. Strengthening compensation structures and reward systems may increase teacher motivation and long-term school stability.

Work Environment

Table 2. *Level of Extent of the Factors Affecting Teachers' Retention in Terms of Work Environment*

Item	Statement	M	SD	Description
1	I relate to all my peers and workmates very well.	4.17	0.67	High
2	I was oriented/inducted in my job when I joined the school.	4.33	0.62	Very High
3	I enjoy my work tasks in my current job.	4.24	0.66	Very High
4	My job is guaranteed for as long as I want to remain in the school.	4.31	0.62	Very High
5	I feel the school cares for my needs appropriately.	4.14	0.75	High
6	The disciplinary procedure in the school is acceptable to me.	4.27	0.67	Very High
7	The policies and regulations in the school are favorable and adequate.	4.25	0.69	Very High
Overall Mean		4.24	0.67	Very High

Table 2 shows that the work environment obtained an overall mean of 4.24 (Very High), indicating that teachers perceive it as highly supportive and contributory to their engagement and retention. This suggests that workplace conditions generally foster positive experiences that encourage teachers to remain in their positions. Job orientation and induction had the highest mean score (M = 4.33), followed by job security (M = 4.31), disciplinary procedures (M = 4.27), policy adequacy (M = 4.25), enjoyment of work tasks (M = 4.24), peer relationships (M = 4.17), and perceived care for teachers' needs (M = 4.14). These findings show that teachers place a high importance

on organized onboarding, steady employment, and supportive policies that promote confidence, belonging, and professional stability.

The findings are consistent with Herzberg's Two-Factor Theory (1959), which posits that working conditions contribute to employee satisfaction and retention. Studies have also shown that good induction, job stability, and supportive workplace procedures minimize burnout and increase teacher commitment. Overall, the findings show that a supportive and well-structured work environment improves teacher retention by increasing stability, engagement, and professional satisfaction. Continuous improvement in onboarding methods, as well as attention to instructors' well-being, may further raise retention rates.

General School Management

Table 3 shows that general school management obtained an overall mean of 4.18 (High), indicating that administrative practices positively influence teacher engagement and retention. This suggests that teachers generally perceive school management as supportive of their professional needs and development.

Table 3. *Level of Extent of the Factors Affecting Teachers' Retention in Terms of General School Management*

Item	Statement	M	SD	Description
1	The administration sometimes gives me some work to help.	4.23	0.66	Very High
2	The administration has offered me training on several occasions.	4.22	0.64	Very High
3	The administration has given me opportunities to try out duties.	4.24	0.63	Very High
4	I have had a chance for promotion since I joined the school.	4.21	0.66	Very High
5	The school management consults me on important decisions.	4.21	0.68	Very High
6	I am often involved in important meetings.	4.15	0.71	High
7	The administration consults me before making final decisions.	4.16	0.72	High
8	I am allowed to make decisions before consulting others.	4.03	0.81	High
Overall Mean		4.18	0.69	High

The variables that earned the highest ratings were chances for extra tasks ($M = 4.24$), administrative help ($M = 4.23$), and training opportunities ($M = 4.22$). These emphasize the significance of professional development, active administrative support, and participation in relevant school tasks in increasing teacher enthusiasm and commitment. The lowest-rated criterion was autonomous decision-making ($M = 4.03$), indicating that while teachers respect some degree of autonomy, they also prefer shared and directed decision-making within the school system. This highlights the importance of striking a balance between autonomy and collaborative governance to preserve teacher engagement.

Overall, the study found that general school management promotes teacher retention through professional development opportunities, administrative assistance, and participatory practices. These are consistent with Herzberg's motivators, which state that recognition, growth, and meaningful work increase job satisfaction and retention (Herzberg, 1959), as well as with research highlighting the importance of supportive and participative leadership in preserving teacher commitment (Flores, 2023; Day et al., 2022).

Level of Teacher Retention

Tables 4 to 9 demonstrate the level of teacher retention across six dimensions: environment, teacher-job fit, remuneration, leadership, evaluation, and mentoring. The aggregate mean of 4.09 (High) indicates that most instructors are satisfied and want to continue at their institutions. This finding suggests that the school effectively addresses both organizational and personal factors influencing retention, consistent with Garcia and Weiss (2022) and Smith and Ingersoll (2020), who emphasized the importance of leadership, working conditions, and professional development opportunities.

Environment

Table 4 presents teacher retention levels by school environment, with a focus on safety, classroom management, facilities, class size, and staffing. The findings demonstrate that school safety had the highest mean ($M = 4.22$, Very High), indicating that instructors felt physically and emotionally comfortable at work. This sense of safety leads to less stress, better well-being, and a deeper commitment to staying in the profession. According to Herzberg's Motivation-Hygiene Theory (1959), safe working circumstances serve as hygiene factors, preventing unhappiness and promoting retention. Räsänen et al. (2020) and Williams (2022) found that felt safety decreases burnout and increases teacher stability.

Table 4. Level of Teacher Retention in Terms of Environment

Item	Statement	M	SD	Description
1	Teachers choosing to leave the career field are creating a shortage of qualified educators at my school.	3.77	0.97	High
2	When teachers leave my school, new teachers are hired quickly enough to have minimum impact on the students.	3.84	0.99	High
3	My students' behavior is appropriate for learning.	3.64	1.00	High
4	I feel safe at my school.	4.22	0.76	Very High
5	My school's facilities are conducive for learning.	4.04	0.72	High
6	The number of students in my class is an appropriate size to maximize learning.	3.96	0.90	High
Overall Mean		3.91	0.91	High

Conversely, the lowest-rated item, "My students' behavior is appropriate for learning" ($M = 3.64$, High), indicates that classroom control remains difficult. While still good, this implies that behavioral issues may raise teacher stress and reduce long-term commitment. According to Keçeci and Kara (2023) and Marshall et al. (2022), uncontrolled student conduct can have a detrimental effect on instructional quality and teacher retention, underscoring the importance of targeted support, such as mentorship and classroom management training (Darling-Hammond et al., 2020).

Overall, the mean score of 3.91 (High) suggests that instructors are generally satisfied with the school environment in terms of safety, facilities, class size, and staffing. This is consistent with UNESCO (2023) and other research that show that well-resourced and supportive school settings increase teacher satisfaction and retention. Overall, the data indicate that, while safety is an important retention issue, improving classroom management and boosting support systems can increase teacher commitment and long-term retention.

Teacher-Job Fit

Table 5 shows that teacher-job fit obtained an overall mean of 4.21 (Very High), indicating that teachers perceive strong alignment between their roles, skills, and work environment. This suggests a high level of compatibility that supports teacher retention.

Table 5. Level of Teacher Retention in Terms of Teacher-Job Fit

Item	Statement	M	SD	Description
1	Working as a teacher is personally satisfying.	4.23	0.66	Very High
2	I feel very connected to the community where I work.	4.19	0.72	High
3	I feel very connected to my coworkers.	4.26	0.64	Very High
4	I feel that I fit well in the school where I work.	4.24	0.72	Very High
5	It would be a personal sacrifice to leave my current job.	4.13	0.77	High
6	I am a very effective teacher.	4.23	0.68	Very High
Overall Mean		4.21	0.70	Very High

Among the factors, connection with coworkers had the highest mean ($M = 4.26$), followed by fitting in well at school ($M = 4.24$) and personal satisfaction with teaching ($M = 4.23$). These findings emphasize the importance of collegial connections, role congruence, and professional fulfillment in strengthening teachers' commitment to remaining in the profession. Perceived effectiveness as a teacher also received a high rating ($M = 4.23$), indicating strong self-efficacy, whereas the item on personal sacrifice in leaving the job had the lowest mean ($M = 4.13$), suggesting that external factors, such as opportunities or personal considerations, may still influence retention decisions.

In general, the findings show that teacher retention improves when instructors feel competent, socially engaged, and well-suited to their responsibilities. These are consistent with Social Exchange Theory (Blau, 1964) and self-efficacy theory (Bandura, 1997), which state that supportive connections and confidence in one's talents increase commitment and perseverance in the profession.

Compensation

Table 6 shows that compensation obtained an overall mean of 4.11 (High), indicating that financial factors play an important role in teacher retention. This suggests that teachers generally consider their compensation adequate, although its influence on staying in the profession varies by specific factors. Increased salary had the highest mean ($M = 4.26$), followed by retention bonus ($M = 4.24$) and sufficiency of remuneration ($M = 4.23$). These findings indicate that immediate cash incentives are the most effective motivators for teachers to stay in the profession. The

retirement plan received a lower grade ($M = 4.19$), suggesting that long-term advantages are less important than direct, immediate incentives.

Table 6. *Level of Teacher Retention in Terms of Compensation*

Item	Statement	M	SD	Description
1	I am fairly compensated for the work that I do.	4.23	0.66	Very High
2	The teacher profession is appealing to me because of the retirement plan.	4.19	0.72	High
3	Increased pay would influence my decision to remain in the teaching profession.	4.26	0.64	Very High
4	A one-time retention pay bonus would influence my decision to remain in the teaching profession.	4.24	0.72	Very High
Overall Mean		4.11	0.74	High

These findings are consistent with Herzberg's Two-component Theory (1959), which describes income as a hygiene component that reduces unhappiness but does not ensure contentment. According to research, competitive and timely remuneration increases teacher retention and decreases turnover (Spaull et al., 2020; Loeb & Myung, 2020). Collectively, the findings show that remuneration makes a considerable contribution to teacher retention, particularly through direct cash incentives. Strengthening compensation structures and providing timely rewards may boost teacher motivation and long-term commitment.

Leadership

Table 7 presents teachers' perceptions of leadership in terms of support, guidance, and administrative connection. The results indicate that leadership is strongly present in the school and contributes positively to teacher retention. Teachers view school leaders as supportive in improving work processes, committed to their success, and accessible in daily school interactions.

Table 7. *Level of Teacher Retention in Terms of Leadership*

Item	Statement	M	SD	Description
1	My school's leadership makes my job easier.	4.27	0.65	Very High
2	I feel very connected to the management and administration at my school.	4.22	0.66	Very High
3	My supervisor takes an active role in ensuring my success.	4.27	0.62	Very High
Overall Mean		4.25	0.64	Very High

The findings indicate that leadership is both instructive and relational in character. Leaders not only assist instructors but also offer emotional and professional support. This combination fosters a favorable work environment, motivating professors to remain with the institution. These findings are consistent with Herzberg's Two-Factor Theory (1959), which emphasizes leadership as a motivator of job satisfaction through recognition and professional development. Similarly, transformational leadership theory (Bass, 1985) emphasizes how leaders who inspire and encourage their staff increase commitment and organizational loyalty. Empirical investigations back up these findings. Instructional leadership has been shown to promote teacher retention when leaders actively support classroom practices and provide necessary resources (Lazcano et al., 2022; Kaiser & Thomson, 2021). Leadership support has also been associated with lower stress and higher work satisfaction, especially when mentorship and coaching are frequently offered (Frahm & Cianca, 2021).

Furthermore, the strong sense of connection between teachers and administrators demonstrates the value of relational trust and participative leadership. When instructors participate in decision-making and believe their perspectives are appreciated, their commitment to the organization grows, and turnover intentions diminish (Urlick, 2020). This demonstrates that leadership success extends beyond managerial responsibilities to encompass communication, trust-building, and cooperation. Overall, the results show that the school's leadership is stable, supportive, and growth-oriented. It fosters a secure working atmosphere in which instructors feel respected and professionally supported. This confirms the belief that good leadership is critical to maintaining teacher retention and improving overall school performance.

Evaluation

Table 8 shows that teachers view the school's evaluation system positively in terms of fairness, effectiveness, and developmental support. The results indicate that evaluation is perceived as a meaningful process that contributes to professional growth and strengthens teachers' intention to remain in the school.

Table 8. Level of Teacher Retention in Terms of Evaluation

Item	Statement	M	SD	Description
1	My school's leadership makes my job easier.	4.27	0.65	Very High
2	I feel very connected to the management and administration at my school.	4.22	0.66	Very High
3	My supervisor takes an active role in ensuring my success.	4.27	0.62	Very High
Overall Mean		4.25	0.64	Very High

The findings indicate that the assessment system is used not only for performance monitoring but also as a tool for improvement. Teachers acknowledge that feedback improves their teaching performance and promotes professional growth. This demonstrates a system that prioritizes growth-oriented assessment above just administrative compliance. The findings are consistent with Herzberg's Two-Factor Theory (1959), in which performance feedback serves as a motivator, increasing recognition and job satisfaction. Similarly, Social Exchange Theory (Blau, 1964) posits that when instructors receive fair and constructive feedback, they become more committed to and loyal to the organization. As a result, a helpful assessment system builds trust and encourages long-term participation.

Empirical investigations back up these conclusions. Transparent and constructive assessment techniques have been demonstrated to increase teacher satisfaction by providing relevant feedback that enhances professional competence (Williams & Brown, 2021). Similarly, evaluation systems that prioritize mentorship and growth over punishment are associated with higher retention rates (Cruz & Dela Rosa, 2023; Pineda, 2022). Structured performance assessments also help explain objectives and credit teachers' efforts, thereby boosting commitment (Fogoros et al., 2020). Thus, the data show that an efficient assessment system improves teacher retention by encouraging professional development, rewarding excellence, and improving organizational support. When assessment is regarded as fair and progressive, it fosters a favorable work environment that motivates instructors to remain with the institution.

Mentoring

Table 9 shows that teachers perceive mentoring positively in terms of support, guidance, and professional development. The results indicate that mentoring contributes strongly to teacher retention by enhancing professional growth, confidence, and commitment to the school. The data indicate that mentoring is conducted regularly and integrated into the educational system, rather than being infrequent. Teachers benefit from the advice of more experienced colleagues, which improves teaching abilities and classroom management while also increasing their sense of belonging in the company. This demonstrates mentorship as a professional and social support mechanism within the institution.

Table 9. Level of Teacher Retention in Terms of Mentoring

Item	Statement	M	SD	Description
1	More experienced teachers take an active role in helping me become a more effective teacher.	4.32	0.67	Very High
2	A better mentoring program would influence my decision to remain in the teaching profession.	4.33	0.65	Very High
Overall Mean		4.33	0.66	Very High

The findings are consistent with Bandura's Social Learning Theory (1977), which posits that learning happens through observation and directed practice. Mentoring allows instructors to build capabilities by working closely with more experienced colleagues. Similarly, Herzberg's Two-Factor Theory (1959) suggests that professional development and recognition serve as motivators that improve work satisfaction and retention. Empirical research confirms the value of mentorship in teacher retention. Structured mentorship programs enhance professional support and reduce turnover, particularly when tailored to instructors' specific teaching circumstances (Koerber et al., 2023; Ingersoll & Smith, 2004, as referenced in Bunch et al., 2021). Mentoring also enhances instructional effectiveness by enabling instructors to learn context-specific tactics from more experienced colleagues (Caven et al., 2021).

Beyond educational support, mentoring helps to foster a strong school culture. It fosters collegial connections, increases self-efficacy, and encourages teacher cooperation (Vandermolen & Meyer-Looze, 2021). It also increases satisfaction by acknowledging instructors' efforts and fostering collaborative problem-solving (Bontain et al., 2023; Coleman, 2023). These elements help prevent turnover by fostering emotional attachment to the institution.

Overall, the findings highlight mentorship as an important element in teacher retention. A robust mentoring system promotes professional and personal growth, increases teamwork, and produces a positive school atmosphere. This makes mentoring a vital method for retaining a dedicated and stable teaching workforce.

Influence of Remuneration, Work Environment, and General School Management on Teacher Retention

The path analysis results (Table 10) demonstrate that compensation, work environment, and general school administration all have a significant impact on teacher retention. The model explains a significant percentage of the variance in retention, demonstrating that these factors influence teachers' decisions to continue in the profession. All three predictors provide considerable positive impacts.

Table 10. *Regression result*

Predictor	Standardized β	p-value	Interpretation
Remuneration	0.756	<.001	Significant
Work Environment	0.800	<.001	Significant
General School Management	0.775	<.001	Significant
Overall Structural Relationship	0.949	<.001	Strong Influence

Among the predictors, the work environment has the greatest effect, followed by overall school administration and compensation. This shows that while income is still essential, organizational and contextual factors, such as workplace conditions and leadership practices, have a slightly greater impact on teacher retention. In other words, teachers are more likely to stay when they are in a supportive atmosphere with good school administration and fair remuneration. These findings support Herzberg's Two-Factor Theory (1959), which distinguishes between hygienic factors (such as income, policies, and working conditions) and motivators (such as recognition, leadership, and possibilities for advancement). In this study, salary and policies serve as hygiene factors, preventing dissatisfaction, whereas the work atmosphere and leadership serve as motivators, increasing dedication and engagement. They describe teacher retention as a combination of fundamental requirements and professional fulfillment.

Empirical investigations back up these findings. Competitive pay and benefits have been found to increase retention, especially in resource-constrained environments (Spaull et al., 2020; Loeb & Myung, 2020). At the same time, competent leadership, clear administrative processes, and favorable working conditions are consistently associated with better job satisfaction and lower turnover intentions (Flores, 2023; Becker & Grob, 2021; Sulit & Davidson, 2021). Participatory and supportive leadership reinforces teachers' commitment by fostering trust and involvement in schools (Urlick, 2020). Overall, the data show that teacher retention is determined by a combination of remuneration, working climate, and school leadership. When these aspects come together, they create a secure, supportive professional environment where teachers feel respected, supported, and inspired to remain in the profession.

Presentation of the Path Analysis Model for Teacher Retention

Figure 1 illustrates the path analysis model, which demonstrates how compensation, work environment, and overall school administration affect teacher retention. The picture depicts the hypothesized correlations between these organizational elements and teacher retention, with arrows showing the direction of effect between variables. It also examines the relationship between teacher retention and important variables such as environment, teacher-job fit, salary, leadership, evaluation, and mentorship. Furthermore, the coefficient of determination ($R^2 = 0.90$) shows that the model explains a significant percentage of the variance in teacher retention.

The path analysis results show that all three organizational elements have a considerable impact on teacher retention, with the work environment being the strongest predictor, followed by general school administration and compensation. This conclusion implies that, while financial pay is significant, the quality of teachers' everyday experiences and the efficacy of school leadership have a greater influence on their decision to continue in the profession. Previous research has revealed similar findings, emphasizing the importance of workplace environment and organizational support in teacher retention (Räsänen et al., 2020; Intizar et al., 2024).

The model shows the hypothesized relationships among exogenous factors, namely remuneration(R1), work environment (W1), and general school management (G1), and their direct and indirect effects on teacher retention.

Teacher retention, in turn, is associated with teacher–job fit (F2), leadership (L2), evaluation(E2), mentoring (M2), environment (E3), and compensation (C2). The model explains 90% of the variance in teacher retention ($R^2 = 90\%$).

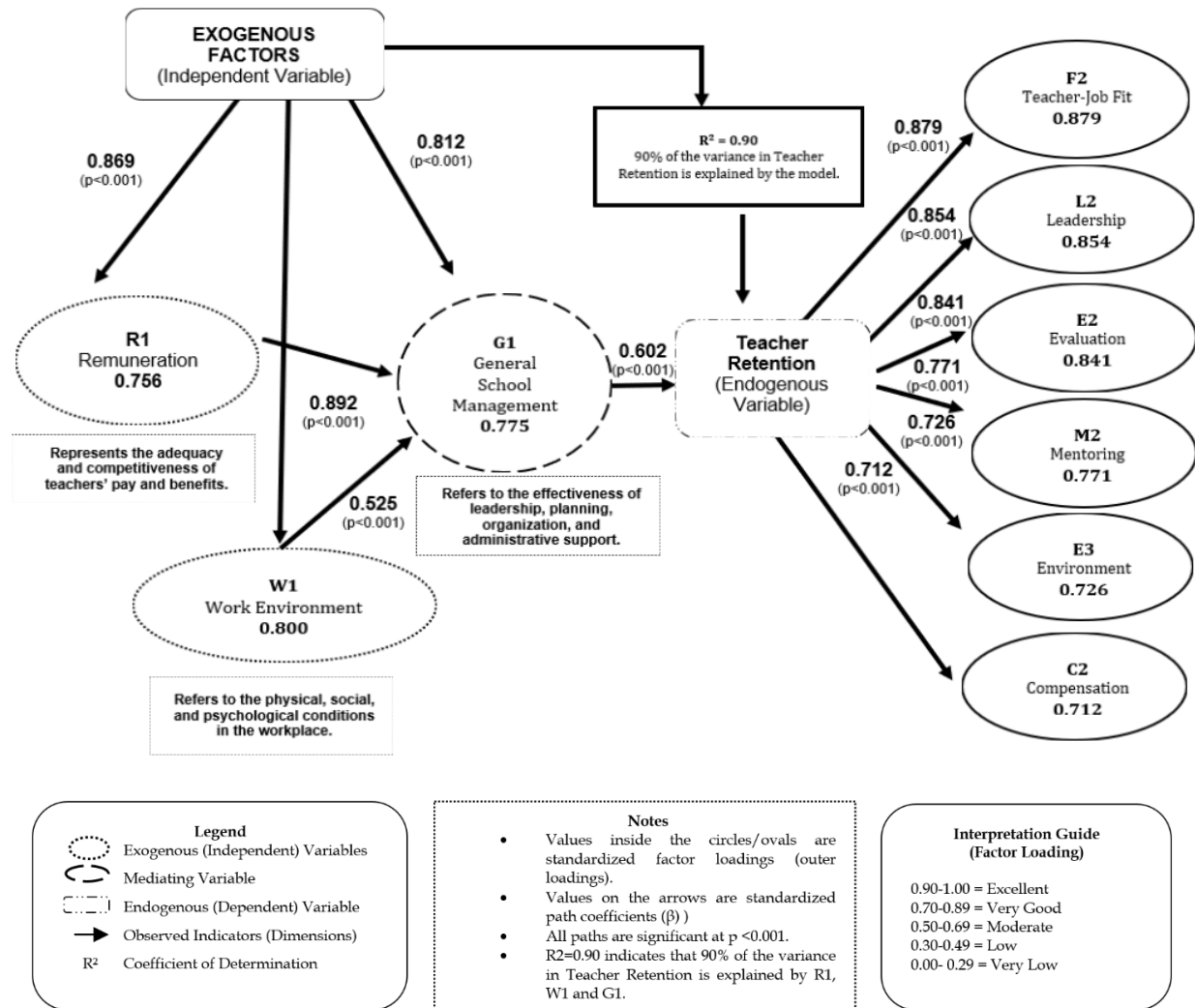


Figure 1. Path Analysis Model for Teacher Retention

These findings are congruent with Herzberg's Two-Factor Theory (1959), which differentiates between hygiene factors (such as income, policies, and working conditions) and motivators (such as recognition, leadership, and professional development). In the context of this study, salary and institutional regulations serve as hygiene factors that minimize unhappiness, while the work environment and leadership serve as motivators that increase teacher engagement and commitment. Carver-Thomas and Darling-Hammond (2020) and Alipio (2023) agree that while competitive remuneration helps to retain teachers, it is insufficient on its own to sustain long-term commitment. Instead, a pleasant school atmosphere and supportive working circumstances are more important factors in supporting teacher stability.

Furthermore, the model demonstrates that teacher retention is closely correlated with six essential dimensions: environment, teacher-job fit, salary, leadership, evaluation, and mentorship. Teacher-job fit, leadership, and evaluation stand out as the most influential. This emphasizes the significance of matching teachers' competencies to their given tasks, providing effective and supportive leadership, and developing fair and developmental evaluation procedures. Previous research has shown that teachers are more likely to remain in the profession

when they feel competent in their roles, are guided by effective leadership, and receive constructive performance evaluations (Mondejar & Asio, 2022; Shah et al., 2024; Salibat et al., 2024).

Furthermore, the data show that these elements function as part of a larger system rather than as individual variables. A happy work atmosphere improves leadership effectiveness, reinforces mentoring practices, and promotes fair assessment methods. Similarly, successful school administration ensures that salaries, professional support, and organizational processes align. This interconnection lends credence to a systems-based approach to teacher retention, in which numerous organizational and professional variables impact teachers' commitment and decision to stay. Overall, the path analysis model reveals that schools with supportive working circumstances, competent leadership, fair salaries, and robust professional support systems have the highest teacher retention rates. The findings support the notion that teacher retention is influenced by a combination of organizational, professional, and relational factors that maintain teachers' motivation and long-term involvement.

Conclusion

This study emphasizes the role of organizational elements in increasing teacher retention in public primary schools. The findings contribute to a better understanding of how school systems can maintain a stable and dedicated teaching profession by emphasizing that retention is influenced not only by remuneration but also by leadership quality, workplace environment, and organizational support structures.

The primary contribution of this study is to demonstrate that teacher retention is better understood as a system-wide consequence rather than the effect of individual characteristics. It demonstrates how schools may effectively enhance retention when policies, leadership practices, and professional support systems are matched. This reinforces the need for an integrated approach to managing teachers, in which organizational structures work together to sustain motivation, commitment, and long-term service.

In terms of educational practice, the findings recommend that school administrators prioritize the creation of supportive leadership practices, increase mentorship and assessment mechanisms, and foster a good and collaborative work culture. Creating opportunities for professional development, cultivating collegial connections, and maintaining clear and equitable administrative processes are critical to increasing teacher satisfaction and lowering turnover.

Education authorities should explore ways to enhance pay systems that are prompt, equitable, and responsive to teachers' needs. Furthermore, policies that promote leadership development, organized mentorship programs, and teacher well-being should be implemented to improve system-wide retention. Providing schools with resources to enhance working conditions and professional development opportunities can help to stabilize the teaching staff.

Future studies should examine additional characteristics, including teacher workload, mental health, and professional autonomy, and conduct comparative studies across different school settings. These might help to deepen our knowledge of retention dynamics and inform evidence-based policy formulation.

Overall, this study underscores the need to coordinate efforts at both the school and policy levels to ensure that teachers are not only rewarded but also supported, respected, and professionally empowered in their working environments.

Contributions of Authors

Author 1: responsible for the conceptualization of the study, development of the research design, data analysis, and the primary writing and finalization of the manuscript.

Author 2: served as the research adviser and provided supervision, scholarly guidance, and critical revisions throughout the conduct of the study and preparation of the manuscript.

Author 3: contributed to the refinement of the research methodology and provided valuable insights on the instructional and pedagogical aspects related to the study.

Author 4: assisted in the validation of the conceptual and research framework and contributed to the interpretation of findings and academic review of the manuscript.

Author 5: provided support in research coordination, technical assistance, and ensuring compliance with research standards, ethical considerations, and publication requirements.

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Conflict of Interests

The authors declare no conflict of interest regarding the publication of this study.

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