

# Job Organizational Culture and Talent Management Strategies on The Teachers' Work Engagement and Retention Among Private Schools in Laguna

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**Abstract**—This paper examines the relationship between job organizational culture and talent management strategies, as well as their impact on teachers' work engagement and retention. Specifically, it examines teacher retention, teachers' work engagement, talent management practices, and the level of job organizational culture. It also examines the relationships between these factors and how teachers' involvement and decision to remain are influenced by corporate culture and talent management policies. The study also assesses the effectiveness of administrative policies in supporting teacher retention. A mixed-methods research methodology was used to examine both qualitative and quantitative data. While in-depth interviews were conducted with school officials, 218 private school teachers in Laguna participated in the study. Mean, Standard Deviation, and Pearson's  $r$  were used in data analysis to identify correlations. Based on the gathered data and analyses, the following findings are presented. The level of job organizational culture and level of talent management strategies were always observed. Teachers' work engagement in private schools is consistently observed, indicating emotional, social, behavioral, and cognitive engagement among teachers. Teacher retention in private schools was frequently observed, indicating that some private schools created conditions that favored retention. The study also reveals that the Job Organizational Structure of Private Schools is significantly correlated with Teachers' Work Engagement. The data reveal a significant relationship between Job Organizational Structure and teacher retention, indicating that a positive job organizational structure is strongly associated with enhanced teacher retention. The findings indicate that talent management strategies have a meaningful and favorable correlation with teacher work engagement. Professional development opportunities positively correlate with job satisfaction. In general, a notable relationship is present between talent management strategies and teacher retention. The interview findings underscore the significance of a positive and supportive organizational culture in promoting teacher engagement and retention. The study highlights the significant correlation between a supportive culture, effective talent management strategies, and leadership practices in enhancing teacher engagement and retention. This research indicates that teachers actively seek professional development that fosters collaboration and connection. School administrators should enhance their leadership practices, review and refine recognition and incentive systems, and participate in leadership development programs to effectively support and mentor teachers. Schools could also strengthen their core values, establish reasonable hiring procedures, and foster a positive work environment. Improving teacher commitment and retention depends on stakeholders engaging in honest conversations about pay and benefits. Future studies might investigate the influence of employment organizational policies on cognitive involvement with a bigger sample size, building on this subject.

**Keywords**— *Job Organizational Culture; Talent Management Strategies; Teachers' Work Engagement.*

## I. INTRODUCTION

The educational system has undergone significant changes in recent years, highlighting the need to understand better the factors that influence teachers' work engagement and retention. One key element that this study focuses on is job organizational culture, which includes the shared values, beliefs, and behaviors within a school that shape teachers' experiences and actions. A positive organizational culture fosters teachers' sense of belonging and motivation, increasing job satisfaction and commitment (Lunenburg, 2015). Job organizational culture can be observed in various ways, such as support for innovation, collaboration among staff, and recognition of achievements (Schein, 2017). When teachers perceive their work environment as supportive and conducive to their growth, their level of engagement rises. Engaged teachers are more likely to invest more effort and energy into their work, which can positively affect students' outcomes (Bakker & Demerouti, 2017). Schools that cultivate a strong organizational culture will likely experience lower turnover rates as teachers feel more connected to the school's mission and values.

On the other hand, effective talent management strategies play a crucial role in enhancing teacher engagement and retention. Talent management includes various practices aimed at attracting, developing, and retaining talented individuals within an organization (Collings and Mellahi, 2019).

The context of education includes hiring and onboarding, providing ongoing professional development, and providing opportunities for career advancement. Well-implemented talent management strategies are vital for building a cadre of qualified teachers who are competent and invested in their roles and the school community.

Recent research emphasizes that aligning talent management efforts with the school's goals can significantly enhance employee engagement (Almaraz & Joplin, 2022). In private schools in Laguna, where attracting and retaining quality teachers is becoming increasingly critical, understanding this culture is essential. It not only impacts individual teacher performance but also contributes to the overall atmosphere of the school. Also, adopting these effective talent management strategies can lead to greater job

satisfaction as teachers feel valued and recognized for their contributions. Moreover, an effective talent management plan can help mitigate high turnover rates often driven by a lack of development opportunities (Rudolph et al., 2020).

Considering all these, the researcher studied various factors influencing teachers' engagement and retention among private schools. She aimed to develop a plan that serves as the basis for Laguna's division's school leaders and administrators on what factors they need to concentrate on so that teachers stay in private educational institutions. The researcher worked on "The Influence of Talent Management Strategies and Job Organizational Culture on the Teachers' Work Engagement and Retention among Private Schools in Laguna."

### 1.1 Statement of the Problem

Specifically, it answered the following questions:

1. What is the level of job organizational culture in private schools in terms of:

- 1.1 Organization's Policies;
- 1.2 Supportive Leadership Practices;
- 1.3 Collaborative Environments;
- 1.4 Coordinated Teamwork;
- 1.5 Organizational values;
- 1.6 Core values; and
- 1.7 Organizational Citizenship Behaviors?

2. What is the level of talent management strategies in private schools in terms of:

- 2.1 Recruitment and Practices;
- 2.2 Professional Development Opportunities;
- 2.3 Recognition and Rewards Mechanism and
- 2.4 Succession Planning?

3. What is the level of teachers' work engagement in private schools in terms of:

- 3.1 Emotional Engagement;
- 3.2 Social Engagement;
- 3.3 Behavioral Engagement; and
- 3.4 Cognitive Engagement?

4. What is the level of teacher retention in private schools in terms of:

- 4.1 Motivation;
- 4.2 Turnover Intentions;
- 4.3 Job Satisfaction; and
- 4.4 Educational Compensation?

## II. METHODOLOGY

This research used a mixed method as its research design. Anguera et al. (2020) defined it as a "research design utilizing qualitative and quantitative data collection and analysis techniques in either parallel or sequential phases." This definition emphasizes the strategic use of qualitative and quantitative methods to provide a thorough understanding of research questions. The researcher gathered data on teachers' engagement and retention rates through mixed methods and explored their personal experiences and perceptions regarding organizational culture and talent management strategies.

## III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data that determined the significant correlation of job organizational culture and talent management strategies on teachers' work engagement and retention.

### Level of Job Organizational Culture Practiced in Private Schools

In this study, the level of Job Organizational Culture Practiced in Private Schools refers to the Organization's Policies, Supportive Leadership Practices, Collaborative Environments, Coordinated Teamwork, Organizational values, Core values, and Organizational Citizenship Behaviors.

The following tables present the statements, mean and standard deviation, remarks, and verbal interpretations from the respondents' perspectives.

Table 1 presents the level of job organizational culture practiced in private schools in terms of the Organization's Policies. Data reveals that "The school's transparent and fair policy" received the highest mean score ( $M=6.53$ ,  $SD=0.64$ ), which suggests a strong agreement regarding the transparency and fairness of the school's policies. It implies that transparent and fair policies cultivate trust and promote a sense of equity among employees. On the other hand, "The school policies support a healthy work-life balance" received the lowest mean score ( $M=6.28$ ,  $SD=0.80$ ), though still within the "Strongly Agree" range, which denotes that it is an area where employees perceive slightly less support. This means that strengthening policies that promote work-life balance will help and show a more significant commitment to employee well-being, increasing productivity and reducing burnout.

Table 1 Level of Job Organizational Culture Practiced in Private Schools in terms of Organization's Policies

Statement	Mean	SD	Remarks
My school's policies are transparent and fair.	6.53	0.64	Strongly Agree
I am familiar with the school's policies related to my role.	6.41	0.73	Strongly Agree
My school policies are effectively communicated to all staff members.	6.39	0.80	Strongly Agree
My school policies support a healthy work-life balance.	6.28	0.80	Strongly Agree
My school policies promote a positive work environment.	6.33	0.88	Strongly Agree
<b>Weighted Mean</b>	<b>6.39</b>		
<b>SD</b>	<b>0.77</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The level of job organizational culture practiced in private schools in terms of organization's policies accomplished a weighted mean score of 6.39 and a standard deviation of 0.77. It was verbally interpreted as *always observed* among the respondents. Results imply that how private schools handle their policies shows what they value. It is clear they are trying to be open and fair with their rules, making sure everyone knows about them, and aiming to create a positive work environment.

Table 2 Level of Job Organizational Culture Practiced in Private Schools in terms of Supportive Leadership Practices

Statement	Mean	SD	Remarks
<i>The school leadership offers the support I need to excel in my role.</i>	6.17	0.78	Strongly Agree
<i>My school's leadership consistently solicits educators' feedback on significant issues.</i>	6.18	0.75	Strongly Agree
<i>I feel supported by school leadership in my daily obligations.</i>	6.18	0.81	Strongly Agree
<i>My school leadership team promotes a positive workplace culture.</i>	6.15	0.82	Agree
<i>Our school leaders actively support teachers' professional development.</i>	6.22	0.82	Strongly Agree
<b>Weighted Mean</b>	<b>6.18</b>		
<b>SD</b>	<b>0.80</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The data in Table 2 demonstrates the level of job organizational culture practiced in private schools, specifically focusing on supportive leadership practices.

"The school leaders actively support teachers' professional development" attained the highest mean score ( $M=6.22$ ,  $SD=0.82$ ), indicating a *strong agreement* that school leaders actively champion the professional growth of their teachers. This means that by prioritizing and supporting development opportunities, school leaders can enhance teaching quality and boost teacher job satisfaction, and this will cultivate a workplace where professionals feel valued and motivated to improve their skills.

"The school leadership team promotes a positive workplace culture" attained the lowest mean score ( $M=6.15$ ,  $SD=0.82$ ), it still received a remark of "Strongly Agree," connoting that it is an area where employees perceive slightly less support. This suggests that leaders have an opportunity to enhance the workplace culture further. By proactively addressing conflicts and encouraging collaboration, they can boost morale and build a stronger sense of community within the school.

In summary, data revealed that the level of job organizational culture in terms of Supportive Leadership Practices is "Always Observed" in private schools ( $M=6.18$ ,  $SD=0.80$ ). This means that, overall, the leadership in these schools is perceived as supportive, particularly in areas like professional development for teachers and fostering a positive work environment.

Table 3 Level of Job Organizational Culture Practiced in Private Schools in terms of Collaborative Environments

Statement	Mean	SD	Remarks
<i>I often work with my coworkers to achieve common goals.</i>	6.42	0.65	Strongly Agree
<i>My school encourages teamwork among teachers.</i>	6.27	0.73	Strongly Agree
<i>We, teachers, collaborate successfully to address challenges.</i>	6.26	0.80	Strongly Agree
<i>Our administration encourages collaboration among teachers.</i>	6.29	0.70	Strongly Agree
<i>Teachers openly share resources and information among one another.</i>	6.24	0.82	Strongly Agree
<b>Weighted Mean</b>	<b>6.30</b>		
<b>SD</b>	<b>0.74</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 3 displays the results of the level of job organizational culture practiced in private schools in terms of collaborative environments.

The respondents strongly agreed that *they often work with coworkers to achieve common goals*. This received the highest mean score ( $M=6.42$ ,  $SD=0.65$ ), indicating the importance of teamwork and shared purpose within the school environment. Schools with a collaborative culture tend to exhibit improved problem-solving capabilities, increased innovation, and a greater sense of collective efficacy among staff. This also implies that the respondents are aware that working with coworkers is very important in the teaching career.

On the other hand, "*Teachers openly share resources and information among one another*" received the lowest mean score ( $M=6.24$ ,  $SD=0.82$ ) with a remark of *strongly agree*. The result indicates that not all resources and information can be shared due to the different factors such as teaching styles, practical barriers, psychological factors, and organizational and personal issues. This suggests there is still a chance to boost teachers' sharing of ideas and materials. In other words, if teachers felt more comfortable sharing what they had, it could make teaching easier, avoid duplicated efforts, and create a stronger team to help students succeed.

The level of job organizational culture practiced in terms of Collaborative Environments is "Always Observed" in private schools ( $M=6.30$ ,  $SD=0.74$ ). Results entailing that private schools implemented structures and practices that encourage teamwork and cultivate collaborative environments where teachers unite to achieve shared objectives. The data underscores the significance of teamwork in reaching goals, tackling challenges, and promoting cooperation.

Table 4 Level of Job Organizational Culture Practiced in Private Schools in terms of Coordinated Teamwork

Statement	Mean	SD	Remarks
<i>Our team works efficiently during lesson planning and curriculum development to provide students with a unified educational experience.</i>	6.39	0.68	Strongly Agree
<i>My team members frequently discuss their aims and objectives, which fosters a shared understanding of our overall mission.</i>	6.28	0.70	Strongly Agree
<i>When working on collaborative projects, I feel supported by my colleagues, who help us reach our joint goals.</i>	6.35	0.66	Strongly Agree
<i>Our team has developed excellent dispute resolution strategies, helping us to maintain a great working relationship.</i>	6.21	0.78	Strongly Agree
<i>My team members' responsibilities are evenly distributed, ensuring that everyone contributes to the success of our educational activities.</i>	6.22	0.80	Strongly Agree
<b>Weighted Mean</b>	<b>6.29</b>		
<b>SD</b>	<b>0.72</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 4 proves the level of job organizational culture practiced in private schools in terms of Coordinated Teamwork.

The respondents *strongly agree* that "*The team works efficiently during lesson planning and curriculum development to provide students with a unified educational experience*". It achieved the highest mean score ( $M=6.39$ ,  $SD=0.68$ ),



indicating that teams effectively collaborate on lesson design and curriculum, creating a seamless learning experience for students. This emphasis on coordinated planning shows that these private schools value alignment and consistency in their educational programs, ensuring a coherent and integrated learning experience.

On the other hand, the statement *"Our team has developed excellent dispute resolution strategies, helping us to maintain a great working relationship"* attained the lowest mean score ( $M=6.21$ ,  $SD=0.78$ ), with a remark of *strongly agree*. This indicates potential for improvement in how teams manage conflict. While teamwork is generally positive, there is room to enhance constructive dispute resolution and maintain positive working relationships. It conveys that having good ways to solve problems would make the team feel more in sync and get more done.

The level of job organizational culture practiced in private schools regarding Coordinated Teamwork resulted in a weighted mean score of 6.29, with a standard deviation of 0.72. It was verbally interpreted as *"Always Observed"* among the respondents. This means teamwork plays a significant part in how things work in the private schools. Because of this coordinated teamwork, they are good at planning lessons, everyone knows what they are trying to achieve, and teachers support each other.

Table 5 Level of Job Organizational Culture Practiced in Private Schools in terms of Organizational Values

Statement	Mean	SD	Remarks
<i>My organization's values align with my personal beliefs and principles, creating a strong sense of belonging and commitment.</i>	6.31	0.70	Strongly Agree
<i>My organization does an excellent job of communicating my organization's values to all employees, ensuring that everyone understands and embodies them in their daily work.</i>	6.28	0.73	Strongly Agree
<i>Through various policies, practices, and programs, my organization actively supports and promotes the organization's values, encouraging ethical behavior and decision-making.</i>	6.33	0.69	Strongly Agree
<i>Organizational values positively impact my work engagement, motivating me to contribute more effectively to the school's goals and objectives.</i>	6.28	0.68	Strongly Agree
<i>I also feel that my organization recognizes and rewards teachers who exemplify its values, reinforcing a culture of appreciation and accountability.</i>	6.17	0.86	Strongly Agree
<b>Weighted Mean</b>	<b>6.27</b>		
<b>SD</b>	<b>0.73</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 5 entails the level of job organizational culture practiced in private schools in terms of Organizational Values.

The data show that *"The teacher also feels that the organization recognizes and rewards teachers who exemplify its values, reinforcing a culture of appreciation and accountability"* got the lowest mean score ( $M=6.17$ ,  $SD=0.86$ ), with a remark of *strongly agree*. This result suggests the school could improve how it publicly recognizes and rewards teachers who truly embody its core values. The lower score indicates that there might be some areas where the

school could better show appreciation for those teachers who walk the talk.

*"Through various policies, practices, and programs, the organization actively supports and promotes the organization's values, encouraging ethical behavior and decision-making"* achieved the highest mean score ( $M=6.33$ ,  $SD=0.69$ ), with remarks of *strongly agree*. This means the schools are not just talking about their values; they are actively promoting them, backing them up with actual actions, and making them a part of how everyone does things ethically. It shows that schools are serious about defining what they believe in and living it out through their policies and programs to create a workplace where everyone acts ethically and takes responsibility.

The level of job organizational culture practiced in private schools in terms of Organizational Values was *always observed* ( $M=6.27$ ,  $SD=0.73$ ), indicating that these private schools consistently practice strong organizational values. This includes aligning personal and organizational values, effectively communicating and promoting those values, and encouraging ethical behavior.

Table 6 Level of Job Organizational Culture Practiced in Private Schools in terms of Core Values

Statement	Mean	SD	Remarks
<i>I understand our organization's core values and how they shape our work environment.</i>	6.37	0.68	Strongly Agree
<i>Our core values are woven into our daily practices, influencing our interactions with students, parents, and colleagues.</i>	6.44	0.65	Strongly Agree
<i>Our team makes decisions that reflect these core values, promoting a culture of integrity and transparency.</i>	6.39	0.69	Strongly Agree
<i>Our core values encourage teacher collaboration and teamwork, creating a supportive work environment.</i>	6.39	0.67	Strongly Agree
<i>Our core values emphasize the importance of professional development, motivating teachers to grow and excel in their roles.</i>	6.33	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>6.38</b>		
<b>SD</b>	<b>0.67</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 6 presents the level of job organizational culture practiced in private schools in terms of Core Values.

*"The core values are woven into the daily practices, influencing our interactions with students, parents, and colleagues"* achieved the highest mean score ( $M=6.44$ ,  $SD=0.65$ ), with the remark of *"Strongly Agree."* This implies that the core values of private schools are deeply integrated into their everyday interactions and behaviors, shaping their relationships with everyone. This suggests that the core values are actively lived out in the daily practices of the school members.

*"The core values emphasize the importance of professional development, motivating teachers to grow and excel in their roles"* attained the lowest mean score ( $M=6.33$ ,  $SD=0.66$ ). However, it still falls within the *"Strongly Agree"* range. Even though the teachers appreciate professional development, there might be opportunities to better link schools' core values to teachers' motivation for growth and excellence. The lowest score implies a need to connect the organization's values more

clearly with the professional development opportunities and resources offered for their teachers.

The level of job organizational culture practiced in private schools in terms of Core Values is *always observed* by the respondents ( $M=6.38$ ,  $SD=0.67$ ).

Table 7 Level of Job Organizational Culture Practiced in Private Schools in terms of Organizational Citizenship Behaviors

Statement	Mean	SD	Remarks
<i>I frequently provide my aid to colleagues who require help with their teaching obligations.</i>	6.23	0.72	Strongly Agree
<i>I actively participate in school initiatives and activities beyond my responsibilities.</i>	6.28	0.74	Strongly Agree
<i>I attempt to create a happy and collaborative environment among my colleagues.</i>	6.29	0.71	Strongly Agree
<i>I go out of my way to assist students with their studies, even outside formal class hours.</i>	6.06	0.99	Agree
<i>I demonstrate my dedication to the school's aims by connecting my efforts with the institution's overall mission.</i>	6.26	0.73	Strongly Agree
<b>Weighted Mean</b>	<b>6.22</b>		
<b>SD</b>	<b>0.78</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The data in Table 7 reveals the level of job organizational culture practiced in private schools in terms of Organizational Citizenship Behaviors.

The level of job organizational culture practiced in private schools in terms of Organizational Citizenship Behaviors resulted in a weighted mean score of 6.22, with a standard deviation of 0.78. The "*Always Observed*" level of Organizational Citizenship Behaviors (OCB) implies that these private schools cultivate a culture where their teachers routinely go beyond their formal duties such as supporting their colleagues, contributing to school initiatives, and demonstrating commitment to their schools' mission. These behaviors will contribute to a more positive and supportive work environment, increased collaboration, and a stronger sense of shared purpose among the staff.

The respondents *strongly agree* that *they attempt to create a happy and collaborative environment among their colleagues*. The statement achieved the highest mean score ( $M=6.29$ ,  $SD=0.71$ ) indicating that the respondents take personal responsibility in fostering positive and harmonious relationships and teamwork within their workplace. They genuinely feel personally responsible for fostering positive relationships and teamwork in their respective schools. This highlights how much these private school teachers value getting along and working together. It is clear that they are putting real effort into building strong relationships and teamwork that makes a more supportive and productive atmosphere for everyone.

"*The teacher goes out of the way to assist students with their studies, even outside of formal class hours*" obtained the lowest mean score ( $M=6.06$ ,  $SD=0.99$ ), with remarks of *agree*. The data imply that some teachers may be less likely to provide extra help to students outside of class time. While they are willing to assist, factors like time constraints, personal commitments, or heavy workloads might limit their ability to offer extensive support beyond the school day.

Table 8. Composite of Job Organizational Culture Practiced in Private Schools

Indicators	Weighted Mean	SD	Verbal Interpretation
<i>Organization's Policies</i>	6.39	0.77	Always Observed
<i>Supportive Leadership Practices</i>	6.18	0.80	Always Observed
<i>Collaborative Environments</i>	6.30	0.74	Always Observed
<i>Coordinated Teamwork</i>	6.29	0.72	Always Observed
<i>Organizational values</i>	6.27	0.73	Always Observed
<i>Core values</i>	6.39	0.67	Always Observed
<i>Organizational Citizenship Behaviors</i>	6.23	0.78	Always Observed
<b>Grand Mean</b>	<b>6.29</b>		
<b>SD</b>	<b>0.60</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The data from Table 8 reveals the composite of level of job organizational culture practiced in private schools, as perceived by the respondents. The indicators assessed include Organization's Policies, Supportive Leadership Practices, Collaborative Environments, Coordinated Teamwork, Organizational Values, Core Values, and Organizational Citizenship Behaviors.

"*Organization's Policies*" and "*Core Values*" share the highest weighted mean of 6.39, with standard deviations of 0.77 and 0.67, respectively, and a verbal interpretation of *always observed*. The data indicate that these private schools prioritize clarity and ethical conduct, as evidenced by the "Always Observed" ratings for well-structured policies and strong core values. In other words, clear policies foster efficiency and reduce ambiguity by establishing expectations, while strong values guide ethical behavior and create a shared purpose. These elements form a cohesive organizational framework that promotes stability, trust, and commitment, leading to a collaborative and engaged workforce.

The indicator "*Supportive Leadership Practices*" has the lowest weighted mean of 6.18, with a standard deviation of 0.80. While still interpreted as "Always Observed," it indicates a relatively lower perception than other indicators. It suggests a generally positive and well-observed organizational culture. While the teachers generally feel supported by their leaders, the data infers that there is room to elevate their experiences by enhancing supportive leadership practices that align this area with the other strengths of the schools' culture.

The level of job organizational culture practiced in private schools was interpreted as *always observed* among the respondents ( $M=6.29$ ,  $SD=0.60$ ). This provides an overall positive view of the job organizational culture practiced in private schools.

#### Level of Talent Management Strategies Implemented in Private Schools

In this study, the level of Talent Management Strategies Implemented in Private Schools refers to Recruitment and Practices, Professional Development Opportunities, Recognition and Rewards Mechanism, and Succession Planning.

The following tables show the statements, mean, standard deviation, remarks, and verbal interpretations from the respondents' perspectives.

Table 9 Level of Talent Management Strategies Implemented in Private Schools in terms of Recruitment and Selection Practices

Statement	Mean	SD	Remarks
The school's recruitment process is conducive to hiring qualified teachers.	6.28	0.74	Strongly Agree
Recruitment processes are designed to align with the school's objectives and principles.	6.33	0.68	Strongly Agree
Teachers hired through recruitment processes are culturally fit for the school.	6.25	0.72	Strongly Agree
The school's recruitment practices are exceptionally competitive within the educational institutions.	6.25	0.78	Strongly Agree
Recruitment is conducted transparently and fairly.	6.34	0.75	Strongly Agree
<b>Weighted Mean</b>	<b>6.29</b>		
<b>SD</b>	<b>0.73</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 9 reveals the results of the talent management strategies implemented in private schools in terms of recruitment and selection practices.

Data reveal that the respondents *strongly agree* that *recruitment is conducted transparently and fairly*, obtaining the highest mean score ( $M=6.34$ ,  $SD=0.75$ ), indicating that they understand the recruitment processes in their respective schools as being open, honest, and fair, which is essential for attracting and retaining teachers. It shows that the respondents believe that transparency and fairness in recruitment in the private schools builds trust among potential candidates and employees.

Conversely, *"Teachers hired through recruitment processes are culturally fit for the school and school's recruitment practices are exceptionally competitive within the educational institutions,"* obtained the lowest mean score ( $M=6.25$ ,  $SD=0.72$ ) and ( $M=6.25$ ,  $SD=0.78$ ), with a remark of *strongly agree*. This implies that respondents have different perspectives about the assessment of cultural fit and for what they consider a highly competitive recruitment process. It also implies that some are unaware of whether their schools have competitive recruitment. The two statements attaining the lowest score suggest that the schools could better determine if a candidate's values and personality match the school's culture during recruitment.

In summary, the level of talent management strategies implemented in private schools in terms of Recruitment and Selection Practices was verbally interpreted as "Always Observed" among the respondents ( $M=6.29$ ,  $SD=0.73$ ).

Table 10 Level of Talent Management Strategies Implemented in Private Schools in terms of Professional Development Opportunities

Statement	Mean	SD	Remarks
The school allows teachers to keep learning and growing by attending programs and professional activities.	6.27	0.72	Strongly Agree
The professional development programs are directly relevant to my teaching role.	6.28	0.77	Strongly Agree
The school actively encourages participation in external training and workshops.	6.35	0.75	Strongly Agree
I feel that my professional development needs are being effectively met.	6.22	0.75	Strongly Agree
Professional development programs significantly contribute to my career advancement.	6.28	0.78	Strongly Agree
<b>Weighted Mean</b>	<b>6.28</b>		

<b>SD</b>	<b>0.75</b>
<b>Verbal Interpretation</b>	<b>Always Observed</b>

The data in Table 10 entails the level of talent management strategies implemented in private schools in terms of Professional Development Opportunities.

*"The school actively encourages participation in external training and workshops"* got the highest mean ( $M=6.35$ ,  $SD=0.75$ ), with the remark of *"Strongly Agree."* The data reveals that the schools are committed to supporting teachers' ongoing learning and development by encouraging them to seek out opportunities beyond the school. It shows a clear understanding that their schools know the importance of keeping their teachers up-to-date with the latest and greatest teaching methods.

Even though respondents still *strongly agree*, *"The teacher feel that professional development needs are being effectively met"* slightly lower ( $M=6.22$ ,  $SD=0.75$ ) than the other statements indicating that there are some teachers who feel that their professional and individual needs are not being fully addressed by their schools. It means that schools may provide assessments and professional programs that will help them identify the diverse needs of their teachers, such as their skill gaps, knowledge deficits, and areas of interest among teachers.

The data reveal that the level of talent management strategies implemented in private schools in terms of Professional Development Opportunities was *always observed* among the respondents ( $M=6.28$ ,  $SD=0.75$ ).

Table 11 Level of Talent Management Strategies Implemented in Private Schools in terms of Recognition and Rewards Mechanism

Statement	Mean	SD	Remarks
My performance is recognized and appreciated by the school	6.08	0.88	Agree
I receive sufficient compensation for my contributions to the institution.	6.12	0.77	Agree
Recognition is based on merit and equity.	6.06	0.81	Agree
The rewards system encourages me to enhance my performance.	5.95	0.90	Agree
My achievements are being recognized publicly.	6.00	1.03	Agree
<b>Weighted Mean</b>	<b>6.04</b>		
<b>SD</b>	<b>0.88</b>		
<b>Verbal Interpretation</b>	<b>Frequently Observed</b>		

Table 11 presents the level of talent management strategies implemented in private schools in terms of Recognition and Rewards Mechanism.

The respondents *agreed* that *the rewards system encourages them to enhance their performance*, achieving the lowest mean score ( $M=5.95$ ,  $SD=0.90$ ). Some teachers believe that the current reward system in their schools is there, but it is not as effective as it could be in motivating them to improve their performance. A good reward system aims to motivate employees to work harder and align their goals with their organization's goals. Data suggest that the schools may review, design, and follow the current trend towards performance-related reward systems, leading to greater rewards and motivation for those who contribute the most.



They receive sufficient compensation for my contributions to the institution" achieving the highest mean ( $M=6.12$ ,  $SD=0.77$ ), with the remark of "Agree." The teachers generally feel they are adequately compensated for their work, indicating the schools' value for their educators. This means that the school recognizes the importance of offering competitive salaries and benefits to attract and retain qualified teachers and improve teacher satisfaction, motivation, and commitment.

The level of talent management strategies in private schools in terms of Recognition and Rewards Mechanism was verbally interpreted as "Frequently Observed" among the respondents ( $M=6.04$ ,  $SD=0.88$ ) indicating that some schools often provide recognition and rewards to teachers for their contributions. Recognizing the hard work of teachers and rewarding them is important for both them and the school because it helps them be motivated and boost teamwork and productivity.

The data in Table 12 displays the results of talent management strategies implemented in private schools in terms of Succession Planning.

Table 12 Level of Talent Management Strategies Implemented in Private Schools in terms of Succession Planning

Statement	Mean	SD	Remarks
I believe the school offers clear opportunities for career advancement.	6.14	0.76	Agree
The school offers training to prepare us, teachers, for leadership roles.	6.22	0.86	Strongly Agree
The school has a structured plan for succession to leadership positions.	6.18	0.81	Strongly Agree
The school supports us in our career growth.	6.18	0.79	Strongly Agree
Succession planning is communicated to all of us teachers.	6.21	0.79	Strongly Agree
<b>Weighted Mean</b>	<b>6.19</b>		
<b>SD</b>	<b>0.80</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The respondents agreed that they believe the school offers clear opportunities for career advancement, achieving the lowest mean score ( $M=6.14$ ,  $SD=0.76$ ), suggesting that the teachers still believe in career advancements. However, the schools are still vague in implementing the process and guidelines for career advancements. The data suggest schools must communicate career paths, promotion criteria, and development opportunities more transparently to teachers. The teachers still believe there are opportunities, but their schools need to be more upfront about how actually to achieve them. Making career paths, promotion criteria, and development opportunities more transparent can help teachers see how to grow, set goals, and stay motivated and committed to the school.

"The school offers training to prepare teachers for leadership roles" received the highest mean score ( $M=6.22$ ,  $SD=0.86$ ), with the remark of "Strongly Agree" demonstrating that the private schools are very active in investing in the development of leadership skills of their teachers. They take the lead in offering them chances for growth and progress. The data suggests that schools may offer different training programs and resources that will enhance the leadership

capabilities of their teachers, foster a culture of internal promotion, and ensure a pipeline of qualified candidates for future leadership positions.

The respondents indicated that talent management strategies related to succession planning were *always observed* in their schools ( $M=6.19$ ,  $SD=0.80$ ). They believe that succession planning is critical and essential for success, and they *always observed* because the schools prioritize succession planning by providing them training and communicating opportunities.

Table 13 Composite of Talent Management Strategies Implemented in Private Schools

Indicators	Weighted Mean	SD	Verbal Interpretation
Recruitment and Selection Practices	6.29	0.73	Always Observed
Professional Development Opportunities	6.28	0.75	Always Observed
Recognition and Rewards Mechanism	6.04	0.88	Frequently Observed
Succession Planning	6.19	0.80	Always Observed
<b>Grand Mean</b>	<b>6.20</b>		
<b>SD</b>	<b>0.79</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 13 shows the composite table of talent management strategies implemented in private schools: recruitment and selection, professional development, recognition and rewards, and succession planning.

The *Recruitment and Selection Practices* stand out with the highest weighted mean score ( $M=6.29$ ,  $SD=0.73$ ), verbally interpreted as *always observed*, indicating that the private schools consistently attract and select suitable candidates and ensure high-quality teaching staff. Conversely, *Recognition and Rewards Mechanism* achieved the lowest weighted mean score ( $M=6.04$ ,  $SD=0.88$ ), verbally interpreted as *frequently observed*, implying that the rewards system in private schools is implemented; however, some teachers believe that it is inconsistent and implemented to everyone. This suggests that schools may align the reward system with the teachers' performance outcomes and may be implemented for all the teachers.

The level of talent management strategies in private schools was *always observed* among the respondents ( $M=6.20$ ,  $SD=0.79$ ). Teachers strongly believe private schools are committed to implementing and prioritizing effective talent management strategies.

#### Level of Teachers' Work Engagement in Private Schools

In this study, the Teachers' Work Engagement level in Private Schools refers to Emotional, Social, Behavioral, and Cognitive Engagement. The subsequent tables display the statement, mean, standard deviation, comments, and verbal interpretation from the perspectives of the respondents.

Table 14 presents the teachers' level of work engagement in private schools, specifically focusing on emotional engagement.

The data in Table 14 reveals high levels of agreement across all statements in terms of emotional engagement in teachers' work engagement. Even so, the teacher is

emotionally committed to the role at school," receiving the lowest mean score ( $M=6.27$ ,  $SD=0.75$ ) and a remark of strongly agree. The result infers that some teachers are emotionally committed to their roles; however, some aspects of their role might slightly stimulate their commitment. This suggests that private schools might consider providing additional support and resources to help their teachers navigate administrative tasks, manage classroom dynamics, and feel more empowered in their teaching roles, strengthening their emotional commitment.

Table 14 Level of Teachers' Work Engagement in Private Schools in terms of Emotional Engagement

Statement	Mean	SD	Remarks
<i>I am emotionally committed to my role at school.</i>	6.27	0.75	Strongly Agree
<i>My work gives me a sense of accomplishment.</i>	6.50	0.70	Strongly Agree
<i>I am proud to be a teacher at this school.</i>	6.38	0.66	Strongly Agree
<i>I have a great relationship with this school.</i>	6.32	0.72	Strongly Agree
<i>I feel emotionally attached to the school's mission and aims.</i>	6.34	0.68	Strongly Agree
<b>Weighted Mean</b>	<b>6.36</b>		
<b>SD</b>	<b>0.70</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

*The work gives the teacher a sense of accomplishment*" garnered the highest mean score ( $M=6.50$ ,  $SD=0.70$ ), showing the *strongest level* of agreement among teachers. The teachers' strong agreement indicates that they value the rewarding nature of their work and its positive effect on their emotional well-being, which helps them to feel engaged, motivated, and fulfilled, leading to increased productivity and a greater sense of purpose in their professional lives. It is a powerful motivator for them to boost their self-esteem and promote a positive attitude towards work.

Overall, the teachers' level of work engagement in private schools, specifically focusing on emotional engagement, was always observed ( $M=6.36$ ,  $SD=0.70$ ), indicating that the private school teachers consistently feel emotionally connected and engaged in their work.

Table 15 Level of Teachers' Work Engagement in Private Schools in terms of Social Engagement

Statement	Mean	SD	Remarks
<i>I have excellent relationships with my coworkers, which gives me a sense of belonging at school.</i>	6.26	0.78	Strongly Agree
<i>I actively engage with my students outside of academic conversations, producing a positive classroom environment.</i>	6.32	0.85	Strongly Agree
<i>I collaborate with my co-workers on projects and activities, which improves our teamwork.</i>	6.24	0.66	Strongly Agree
<i>I participate in school events and activities, which allows me to interact with both staff and students.</i>	6.38	0.68	Strongly Agree
<i>The school provides a supportive environment in which teachers feel free to share ideas and seek assistance from one another.</i>	6.26	0.84	Strongly Agree
<b>Weighted Mean</b>	<b>6.29</b>		
<b>SD</b>	<b>0.76</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The data in Table 15 illustrates the teachers' level of work engagement in private schools in terms of social engagement.

The respondents *strongly agree* that *they collaborate with their co-workers on projects and activities, which improves their teamwork* ( $M=6.24$ ,  $SD=0.66$ ). While teachers strongly agree on the value of collaboration to improve teamwork, the slightly lower score implies that they face obstacles in their collaborative efforts. The result suggests that private schools may provide ways to foster teamwork and joint projects among their teachers and may investigate and address potential barriers that affect their collaboration.

On the other hand, *the teachers participate in school events and activities, which allows them to interact with both staff and students.*" The highest mean score ( $M=6.38$ ,  $SD=0.60$ ) was obtained with a remark of strongly agree. This means the teachers are socially engaged in school-related activities that foster interaction with colleagues and students. The school events play an important role in creating a sense of community and belonging.

The level of teacher's work engagement in private schools in terms of social engagement was *always observed* by the respondents attaining an overall mean score of 6.29 and a standard deviation of 0.76, indicating that most of the private schools foster a positive and supportive work environment intending that their teachers feel a sense of belonging, actively engage with their students and colleagues, and participate in different school events and activities.

Table 16 Level of Teachers' Work Engagement in Private Schools in terms of Behavioral Engagement

Statement	Mean	SD	Remarks
<i>I make myself available to my students outside class hours to offer additional support and guidance.</i>	6.08	0.82	Strongly Agree
<i>I regularly participate in school events and extracurricular activities, contributing to a thriving school community.</i>	6.32	0.73	Strongly Agree
<i>I am regularly involved in professional development opportunities to improve my teaching abilities and effectiveness.</i>	6.19	0.74	Strongly Agree
<i>I work with my colleagues on teaching practices and curriculum development to improve student results.</i>	6.28	0.74	Strongly Agree
<i>I always strive to provide my students a good and interesting educational environment.</i>	6.43	0.61	Strongly Agree
<b>Weighted Mean</b>	<b>6.26</b>		
<b>SD</b>	<b>0.73</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 16 displays the teachers' level of work engagement in private schools, specifically focusing on behavioral engagement.

The data reveals that the teacher *continually strives to provide the students with a good and interesting educational environment.*" achieved the highest mean score ( $M=6.43$ ,  $SD=0.61$ ) and a remark of *strongly agree* to indicate a strong commitment of teachers to create effective and engaging learning experiences and environment to their students. Findings suggest that teachers may seek to design and implement teaching strategies that will enhance the interest and understanding of the students.



The teachers make themselves available to the students outside of class hours to offer additional support and guidance" attained the lowest mean score ( $M=6.43$ ,  $SD=0.61$ ). This means that most private school teachers are willing to provide extra help to their students; however, factors limiting their availability outside of their regular class time, such as their workload and personal commitments, limit their availability.

The level of teachers' work engagement in private schools in terms of behavioral engagement was *always observed* ( $M = 6.26$ ,  $SD = 0.73$ ), implying that the teachers have a high level of active engagement in various behaviors that contribute to the success of the students and the creation of a positive school environment. The consistent behavioral engagement of the teachers contemplates a dedicated teaching staff committed to improving their practice and supporting their students.

Table 17 Level of Teachers' Work Engagement in Private Schools in terms of Cognitive Engagement

Statement	Mean	SD	Remarks
I have thoroughly understood the areas I teach, connecting new concepts to prior knowledge.	6.31	0.67	Strongly Agree
I actively use cognitive tactics like summarizing and questioning to improve my teaching efficacy.	6.41	0.63	Strongly Agree
I routinely evaluate my teaching approaches to identify areas for improvement and adjust my tactics accordingly.	6.37	0.70	Strongly Agree
I am committed to learning how my pupils learn and tailoring my teaching tactics to their requirements.	6.38	0.73	Strongly Agree
To keep informed and advance professionally, I seek out fresh material and conduct research on my teaching subjects.	6.37	0.66	Strongly Agree
<b>Weighted Mean</b>	<b>6.37</b>		
<b>SD</b>	<b>0.68</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 17 illustrates the level of teachers' work engagement in private schools in terms of cognitive engagement.

Data reveal that the *teachers actively use cognitive tactics like summarizing and questioning to improve teaching efficacy* received the highest mean score ( $M=6.41$ ,  $SD=0.63$ ), which shows the teachers' strong commitment and agreement to using cognitive strategies to enhance their teaching effectiveness. It also reveals that private school teachers are knowledgeable in their subject areas and actively apply pedagogical techniques to improve student learning.

On the other hand, *the teachers who have thoroughly understood the areas they teach, connecting new concepts to prior knowledge* obtained the lowest mean score ( $M=6.31$ ,  $SD=0.67$ ) with a remark of strongly agree. Although most teachers strongly agreed, the slightly lower mean could reflect that some teachers feel they could benefit from support in continuing to deepen their understanding of the concepts or by creating additional relatable approaches for students to connect to the material. They believed each teacher had an individual and different approach, which may be something to consider when addressing the area where the mean was slightly lower. This suggests that teachers may desire to refine their approach to teaching for all the different individuals.

The level of teachers' work engagement in private schools in terms of cognitive engagement was *"Always Observed"* among the respondents ( $M=6.37$ ,  $SD=0.68$ ), showing the dedication of the teachers to staying sharp, reflecting on their teaching, and continuously learning.

Table 18 Composite of Teachers' Work Engagement in Private Schools

Indicators	Weighted Mean	SD	Verbal Interpretation
Emotional Engagement	6.36	0.70	Always Observed
Social Engagement	6.29	0.76	Always Observed
Behavioral Engagement	6.26	0.73	Always Observed
Cognitive Engagement	6.37	0.68	Always Observed
<b>Grand Mean</b>	<b>6.32</b>		
<b>SD</b>	<b>0.72</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The data in Table 18 show a composite view of teachers' work engagement level in private schools in terms of emotional, social, behavioral, and cognitive dimensions. The results indicate a very high level of engagement across all four indicators and a verbal interpretation of "Always Observed."

*Cognitive Engagement* attained the highest mean score ( $M=6.37$ ,  $SD=0.68$ ), which denotes that teachers believe that they are highly engaged in continuously looking for ways to improve their methods, thinking strategically and reflecting on those teaching strategies, adjusting techniques depending on those reflections and the student's needs, and keeping themselves up-to-date and knowledgeable about current teaching trends and methods.

The indicator Behavioral Engagement received the lowest mean score ( $M=6.26$ ,  $SD=0.73$ ), indicating that teachers may need further support, guidance, and better environments or policies to help them engage more behaviorally in their careers. While they are doing their best to provide their students with the education and environment the school should provide, they may also be limited in their ability to execute this.

Overall, the teachers *always observed* the level of teachers' work engagement in private schools ( $M=6.32$ ,  $SD=0.72$ ), denoting that the teachers in the private schools are consistently emotionally, socially, behaviorally, and cognitively engaged in their work.

#### Level of Teachers' Retention in Private Schools

Motivation, Turnover Intentions, Job Satisfaction, and Educational Compensation determined teacher retention in private schools.

The following tables show the statements, mean, standard deviation, remarks, and verbal interpretation from respondents' perspectives.

Table 19 Level of Teachers' Retention in Private Schools in terms of Motivation

Statement	Mean	SD	Remarks
When the administration recognizes and appreciates my efforts and achievements. I am motivated to stay at my school.	6.23	0.76	Strongly Agree
The availability of career progression chances at my school really encourages me to continue my teaching career here.	6.09	0.82	Agree
A friendly work atmosphere encourages me to stay with the school and contribute	6.30	0.84	Strongly Agree

productively.

Access to professional development programs motivates me to improve my teaching abilities and remain dedicated to the school.

6.28 0.79 Strongly Agree

Flexible work conditions that stimulate a good work-life balance motivate me to stay in my teaching profession.

6.22 0.83 Strongly Agree

**Weighted Mean** 6.23  
**SD** 0.81  
**Verbal Interpretation** Always Observed

Table 19 displays teacher retention data in private schools, specifically on motivation.

"A friendly work atmosphere encourages the teacher to stay with the school and contribute productively" received the highest mean score ( $M=6.30$ ,  $SD=0.84$ ) and a remark of *strongly agree*. The teachers believed that a friendly work environment affects them and the students. They also believed that positive interpersonal relationships and a supportive work environment are important factors in their retention. When the teacher is happy, motivated, and engaged in what she does, it transcends the students by providing better teaching, positive work, student development, and performance.

Correspondingly, "The availability of career progression chances at the school really encourages them to continue the teaching career here" received the lowest mean score ( $M=6.09$ ,  $SD=0.82$ ) with a remark of *agree*. The result implies that some teachers believe their schools have limited career growth opportunities, leading them to seek advancement elsewhere. Providing career progression chances will enhance a teacher's effectiveness, confidence, and job satisfaction.

Overall, the respondents always observed the level of teachers' retention in private schools in terms of motivation ( $M=6.23$ ,  $SD=0.81$ ).

Table 20 shows the teachers' retention in private schools, specifically focusing on turnover intentions as a factor.

Table 20 Level of Teachers' Retention in Private Schools in terms of Turnover Intentions

Statement	Mean	SD	Remarks
I frequently look for new opportunities to advance my teaching career.	6.30	0.75	Strongly Agree
My degree of job satisfaction substantially impacts my decision to remain at this institution.	6.14	0.80	Agree
The support I receive from the school administration influences my decision to leave my teaching position.	6.10	1.02	Agree
The general work atmosphere at my institution influences my decision to stay or leave.	6.19	0.86	Strongly Agree
The availability of career advancement opportunities motivates me to remain in my current employment.	6.14	0.96	Agree
<b>Weighted Mean</b>	<b>6.17</b>		
<b>SD</b>	<b>0.88</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

The data proves that the level of teacher retention in private schools in terms of turnover intentions was always observed by the respondents ( $M=6.17$ ,  $SD=0.88$ ), which indicates a generally positive picture of teacher retention in these private schools. The data reveal that the high mean score

means that teachers have a firm intention to remain in their respective positions and the low standard deviation means that the teachers' sentiments are widely spread.

"The teachers frequently look for new opportunities to advance the teaching career," with a "Strongly Agree" remark, got the highest mean ( $M=6.30$ ,  $SD=0.75$ ). Data points out the teachers' desire for growth and development within their teaching profession; they are motivated to improve and seek ways to progress in their careers. "The support teachers receive from the school administration influences the decision to leave the teaching position," with an "Agree" remark, has the lowest mean ( $M=6.10$ ,  $SD=1.02$ ). It means that some of them believe that the level of administrative support is slightly more sensitive for them. Some of them feel that the administrative support they receive does not align with their needs. This suggests that schools may bridge this gap by enhancing their support mechanism and ensuring the teachers' needs.

Table 21 Level of Teachers Retention in Private Schools in terms of Job Satisfaction

Statement	Mean	SD	Remarks
I am happy with my entire experience as a teacher at this school.	6.37	0.73	Strongly Agree
I believe the administration gives appropriate assistance, contributing favorably to my job happiness.	6.20	0.79	Agree
My school's work environment promotes professional development and happiness.	6.11	0.81	Agree
I have access to the resources and materials that will improve my teaching effectiveness and job satisfaction.	6.21	0.72	Strongly Agree
I believe that my contributions and efforts as a teacher are acknowledged and valued, which boosts job satisfaction.	6.27	0.78	Agree
<b>Weighted Mean</b>	<b>6.23</b>		
<b>SD</b>	<b>0.76</b>		
<b>Verbal Interpretation</b>	<b>Always Observed</b>		

Table 21 uncovers the results of teachers' retention in private schools, specifically focusing on job satisfaction as a factor.

The respondents *strongly agree* that they are happy with their entire experience as a teacher at their school ( $M=6.37$ ,  $SD=0.73$ ) indicating high satisfaction among teachers in these private schools. This also means that the teachers are happy and contented with their roles and experiences in the private schools. Satisfied and happy teachers are motivated, engaged, committed to their jobs, and less likely to seek employment, resulting in teacher retention. This creates a more stable teaching staff, which benefits the school in numerous ways.

Conversely, the school's work environment promotes professional development and happiness" received the lowest mean score ( $M=6.11$ ,  $SD=0.81$ ) with a remark of "Agree." The data reveals that the teachers perceive they receive less support for their professional growth within their work environment, by addressing an area where private schools may potentially improve by increasing funding for professional development, offering more relevant and engaging training programs, providing mentorship opportunities, reducing workload burdens, and fostering a school culture that values

and supports teacher growth and well-being and further enhances teachers' satisfaction and retention.

Overall, the respondents *always observed* the level of teacher retention in private schools in terms of job satisfaction ( $M=6.23, SD=0.76$ ). The high mean score for job satisfaction indicates that the private school teachers are happy with their jobs, have good school administration and facilities, and are acknowledged by the school, making them want to continue their services.

Table 22 Level of Teachers Retention in Private Schools in terms of Educational Compensation

Statement	Mean	SD	Remarks
<i>I am pleased with my current salary, which influences my decision to continue at this institution.</i>	5.78	1.01	Agree
<i>I believe my pay is appropriate for the effort and obligations I have as a teacher.</i>	5.85	0.96	Agree
<i>My school's advantages, such as health insurance and retirement programs, play a key role in my decision to stay.</i>	5.83	1.06	Agree
<i>The school's performance-based incentives push me to improve my teaching effectiveness while remaining in my job.</i>	5.85	1.03	Agree
<i>Access to money for professional development opportunities is a critical component in my decision to continue teaching at this school.</i>	5.97	1.06	Agree
<b>Weighted Mean</b>	<b>5.86</b>		
<b>SD</b>	<b>1.0</b>		
<b>Verbal Interpretation</b>	<b>Frequently Observed</b>		

Table 22 presents data regarding the level of teacher retention in private schools, specifically focusing on educational compensation as a factor.

"Access to money for professional development opportunities is a critical component in the decision to continue teaching at this school," with a remark of "Agree" has the highest mean score ( $M=5.97, SD=1.06$ ). The results indicate the significance of having access to funding for their professional growth and development. Continuing professional development is very important to teachers because it allows them to improve their teaching practices and better meet the needs of their students by expanding their knowledge and skills.

"The teacher is pleased with the current salary, which influences the decision to continue at this institution," with a remark of "Agree," has the lowest mean score ( $M=5.78, SD=1.01$ ). This uncovers that teachers' satisfaction with their current salary levels is the lowest among the educational compensation-related factors. Low salaries make it harder to attract teachers and retain those already in the profession. The findings suggest that private schools may have a proper payment to boost the teachers' performance and maintain the stability and efficiency of the education system.

Overall, the level of teachers' retention in private schools in terms of educational compensation was "*Frequently Observed*" by the respondents ( $M=5.86, SD=1.0$ ). One of the factors affecting the teachers' retention is the provision of compensation or service fees, either in the form of money, or allowances. The findings infer that some private teachers believe that the educational compensation in their schools may be a less strong driver of

#### IV. CONCLUSION AND RECOMMENDATIONS

The following conclusions are drawn based on the study's various findings in order to address the problem's stated requirements;

The level of job organizational culture was always observed, indicating a consistently strong and well-practiced job organizational culture in these private schools.

The level of talent management strategies was always observed, implying that talent management is a high priority of the private schools in Laguna.

The level of teachers' work engagement in private schools was always observed, denoting that the teachers are consistently engaged emotionally, socially, behaviorally, and cognitively.

The level of teachers' retention in private schools was frequently observed, indicating that some private teachers believe that improvements are still needed to achieve consistently high retention across the private schools.

There is a significant relationship between Job Organizational structure and Teachers' Work Engagement denoting that the job organizational structure significantly impacts the emotional, social, and behavioral dimensions of teacher work engagement.

There is a significant relationship between Job Organizational Structure and Teachers' Retention in private schools in Laguna implying that a positive job organizational structure is significantly associated with enhanced teacher retention across various dimensions.

Talent management strategies have a significant and positive relationship with teacher work engagement indicating that to get teachers to think more critically and innovatively, they might need to rethink the approach to rewards, recognition, and even the hiring process.

There is a significant relationship between talent management strategies and teachers' retention indicating that prioritizing the implementation of recruitment and practices and developing clear succession plans with good professional development opportunities have the greatest positive impact on teachers' retention.

The findings show the importance of supporting teacher engagement and retention through a supportive organizational culture, effective talent management practices, and strong leadership. Teachers who feel valued, respected, and supported by their colleagues and leadership are likelier to stay devoted to their jobs and contribute substantially to their schools. Providing chances for professional growth, acknowledging teachers' achievements, and maintaining clear communication and autonomy are all important components in fostering a happy work environment. When schools prioritize these factors, they improve work satisfaction and create a culture in which teachers are motivated, engaged, and more likely to stay for the long term, benefiting both the teachers and the institution's overall performance.

Based on the findings and conclusions drawn, the following were recommended:

1. Teachers are encouraged to proactively seek and engage in professional development that emphasizes collaboration and social connection. They may participate actively in various



school activities to contribute to a positive culture and enhance their performance in the workplace.

2. School leaders may prioritize enhancing supportive leadership practices and implementing strategies and programs that recognize teachers' efforts, provide mentorship opportunities, and foster open communication to facilitate positive and smooth discussions.

3. School leaders may reevaluate the recognition and rewards programs to develop a transparent and equitable system that acknowledges teachers' achievements and contributions.

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