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The Influence of Job Satisfaction and Teacher Self-Efficacy on Teacher Retention among Teachers in Public Elementary Schools

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ABSTRACT

This study examined the relationships of job satisfaction and teacher self-efficacy with perceived teacher retention among public elementary school teachers in Lapu-Lapu City, Philippines, and provided a basis for a proposed guidance and counseling intervention program. Using a quantitative descriptive-correlational design, 100 teachers from three public elementary schools were selected through stratified random sampling during School Year 2025–2026. Data were collected using a structured questionnaire and analyzed through descriptive statistics and Pearson product–moment correlation. Respondents reported moderate job satisfaction (M = 3.39) and retention (M = 3.32), but high self-efficacy (M = 3.51). Career development was the highest-rated job satisfaction dimension, whereas professional growth ranked highest and compensation lowest among retention dimensions. Job satisfaction was strongly and positively associated with retention ($r = .861$, $p < .001$); self-efficacy showed a moderate positive association ($r = .654$, $p < .001$). The findings indicate that teachers' workplace experiences and professional confidence are associated with perceived retention, with job satisfaction showing the stronger relationship. Schools should strengthen administrative support, recognition, mentorship, wellness services, and professional learning while raising compensation concerns through appropriate channels. Findings are limited to self-reported responses from three schools and cannot establish causality or actual retention. The study provides local evidence for targeted teacher-support planning and aligns with SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 8 (Decent Work and Economic Growth), supporting educational and institutional sustainability.

Keywords: *Elementary Teachers, Guidance Counseling, Job Satisfaction, Lapu-Lapu City, Teacher Retention, Teacher Self-Efficacy, Workplace Support*

1. INTRODUCTION

Teacher retention remains a critical concern in education because the departure of qualified teachers can disrupt instructional continuity, weaken institutional stability, and affect educational quality. The global demand for teachers highlights the urgency of strengthening professional support, improving working conditions, and sustaining teacher commitment (UNESCO & International Task Force on Teachers for Education 2030, 2024). Research identifies job satisfaction, teacher self-efficacy, occupational well-being, and school support as important factors associated with teachers' professional commitment and retention decisions (Richter et al., 2022; Wartenberg et al., 2023; Gundlach et al., 2024). In the Philippines, teacher retention is particularly relevant to public elementary schools, where educators balance instructional responsibilities, learner needs, professional development, and school-related duties. Recent Department of Education policies concerning administrative tasks and teachers' workload recognize the importance of improving working conditions and protecting instructional time (Department of Education, 2024a, 2024b). Against this background, the present study examined job satisfaction, teacher self-efficacy, and teacher retention among public elementary school teachers in the Schools Division of Lapu-Lapu City during School Year 2025–2026. Its findings served as the basis for a proposed guidance and counseling intervention program.

Research Problem

Teacher retention is influenced by interconnected organizational and psychological conditions. Job satisfaction reflects teachers' evaluations of professional opportunities, leadership, school climate, and employment security, while teacher self-efficacy concerns their confidence in performing instructional responsibilities. Evidence indicates that dissatisfaction, burnout, limited organizational support, and unfavorable working conditions are associated with greater turnover intentions (Li & Yao, 2022; Wartenberg et al., 2023). A meta-analysis by Gundlach et al. (2024) further emphasized the importance of distinguishing teachers' reported retention intentions from actual retention behavior. Studies also support the relationship between teachers' psychological resources and professional experiences. Richter et al. (2022) identified associations among school support, self-efficacy, job satisfaction, and retention intentions. Similarly, Duan et al. (2024) reported relationships between classroom management self-efficacy and factors involving teacher satisfaction, commitment, classroom conditions, and school leadership. Xiao and Zheng (2025) likewise established a positive overall association between teacher self-efficacy and job satisfaction. Within the Philippine context, Anog et al. (2024) found significant relationships among job satisfaction, organizational commitment, and teacher retention in a Cebu private school. However, findings across educational settings are not entirely consistent. Griffiths (2024) reported an inverse relationship between self-efficacy and job satisfaction and did not establish a significant relationship between job satisfaction and intention to leave. Li (2025) also identified complex longitudinal relationships involving teacher self-efficacy, vocational satisfaction, and occupational commitment. These findings indicate that the relationships may differ according to professional and organizational contexts. Although existing research provides substantial evidence concerning these variables, further localized investigation is needed among public elementary school teachers in Lapu-Lapu City. Specifically, the relative associations of job satisfaction and teacher self-efficacy with perceived teacher retention require examination within the participating schools. Addressing this concern can provide context-specific evidence for developing teacher support, professional development, and guidance and counseling interventions.

Assumptions of the Study

The study was guided by the assumption that teachers' perceptions of their professional environment and confidence in their instructional capabilities are relevant to understanding their

reported retention-related experiences. Job satisfaction was considered in relation to career development, school climate, leadership, and job security, while teacher self-efficacy concerned teachers' perceived competence in performing instructional tasks. These assumptions are supported by research connecting organizational support, professional confidence, occupational well-being, and job satisfaction (Marcionetti & Castelli, 2023; Duan et al., 2024; Zhou et al., 2024). The study further assumed that these constructs could be assessed through structured survey responses and examined statistically. However, the presence, direction, and strength of their relationships were treated as empirical questions rather than predetermined conclusions. Accordingly, the study tested the null hypotheses that there were no significant relationships between job satisfaction and teacher retention and between teacher self-efficacy and teacher retention, using a 0.05 level of significance. As a descriptive-correlational investigation, the study examined associations without establishing causation.

Objectives of the Study

This study aimed to determine the levels of job satisfaction, teacher self-efficacy, and teacher retention among public elementary school teachers in selected schools in the Schools Division of Lapu-Lapu City during School Year 2025–2026. Specifically, it sought to describe the respondents' demographic and professional profiles in terms of age, gender, highest educational attainment, and teaching experience; assess job satisfaction in terms of career development, school climate, leadership, and job security; determine the level of teacher self-efficacy toward instructional responsibilities; and evaluate perceived teacher retention in terms of compensation, administrative support, working conditions, and professional growth. Furthermore, the study examined the significant relationships between job satisfaction and teacher retention and between teacher self-efficacy and teacher retention. Based on the findings, it sought to develop a comprehensive guidance and counseling intervention program intended to strengthen teachers' professional satisfaction, self-efficacy, well-being, and continued commitment to teaching.

Theoretical or Conceptual Basis

The study was grounded in Herzberg's Two-Factor Theory, Bandura's Self-Efficacy Theory, and Social Cognitive Theory. These established perspectives explain how workplace conditions, professional confidence, and environmental influences relate to occupational experiences and commitment. Herzberg's Two-Factor Theory distinguishes motivational factors, including achievement, recognition, responsibility, and professional advancement, from hygiene factors, including compensation, supervision, interpersonal relationships, and working conditions. This distinction provides a basis for examining teachers' job satisfaction and retention-related experiences. Contemporary research supports the relevance of workplace and organizational conditions to teacher satisfaction and professional well-being (Wartenberg et al., 2023; Zhou et al., 2024). Bandura's Self-Efficacy Theory explains how individuals' beliefs about their capabilities influence their motivation, persistence, and responses to professional challenges. Applied to teaching, the theory concerns confidence in classroom management, instructional delivery, and student engagement. Bardach et al. (2022) reviewed the significance of teachers' psychological characteristics, while Duan et al. (2024) identified multiple teacher-, classroom-, and school-level correlates of classroom management self-efficacy. Social Cognitive Theory further emphasizes the interaction of personal beliefs, professional behavior, and environmental conditions. Marcionetti and Castelli (2023) demonstrated the relevance of social support, self-efficacy, workload, and burnout to teachers' job satisfaction. More recent evidence also confirms the relationship between teacher self-efficacy and occupational satisfaction (Xiao & Zheng, 2025). The study was additionally situated within the Philippine legal framework concerning teacher welfare, educational quality, and mental health, particularly Republic Act

No. 4670, Republic Act No. 10533, and Republic Act No. 11036. Its contemporary policy context included Department of Education Orders No. 002 and No. 005, series of 2024, concerning administrative tasks, workload rationalization, and teaching overload (Department of Education, 2024a, 2024b). Collectively, these theoretical and policy foundations support a conceptual framework in which job satisfaction and teacher self-efficacy are the principal explanatory variables and teacher retention is the outcome variable. Their statistical relationships provide the empirical basis for the proposed guidance and counseling intervention program.

The study primarily supports Sustainable Development Goal 4 (Quality Education) by examining factors associated with maintaining a qualified, motivated, and professionally supported teaching workforce. Its relevance extends particularly to SDG Target 4.c, which emphasizes increasing the supply of qualified teachers. UNESCO and the International Task Force on Teachers for Education 2030 (2024) identified teacher shortages and retention challenges as significant concerns affecting sustainable educational development. The research also aligns with SDG 3 (Good Health and Well-Being) by emphasizing the importance of professional confidence, psychological well-being, and supportive working environments. Studies connecting teacher satisfaction, self-efficacy, and occupational well-being reinforce the value of institutional interventions that address these concerns (Zhou et al., 2024; Xiao & Zheng, 2025). Furthermore, the study contributes to SDG 8 (Decent Work and Economic Growth) through its consideration of job security, professional development, compensation, administrative support, and working conditions. These factors are relevant to improving the quality and sustainability of employment in public education. The sustainability contribution of the research is therefore primarily educational, institutional, and socio-economic, with implications for occupational well-being. By providing evidence to guide a proposed counseling and professional support intervention, the study may assist participating schools in strengthening teacher support systems, sustaining instructional continuity, and promoting a more stable educational workforce.

2. METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design to assess teachers' job satisfaction, self-efficacy, and retention and determine the relationships among these variables. The descriptive component examined respondents' demographic characteristics and their levels of job satisfaction, teacher self-efficacy, and retention without manipulating the variables (Loeb et al., 2017). The correlational component determined the degree and direction of relationships between job satisfaction and teacher retention and between teacher self-efficacy and teacher retention without establishing causal relationships (Curtis et al., 2016). Stratified random sampling was employed to ensure proportional representation of teachers from the participating schools (Etikan & Bala, 2017). The study followed an Input-Process-Output framework, incorporating the respondents' profiles and measured variables as inputs, survey administration and statistical analysis as processes, and the proposed guidance and counseling intervention program as the intended output.

Research Locale or Study Setting

The study was conducted at Gun-ob Elementary School, Basak Elementary School, and Timpolok Elementary School in the Schools Division of Lapu-Lapu City, Cebu, Philippines, during School Year 2025–2026. These public elementary schools operate under the Department of Education and represent educational settings with varying classroom demands, administrative responsibilities, instructional resources, and school environments. Their selection provided an

appropriate setting for examining teachers' job satisfaction, self-efficacy, and retention within the local public elementary education system.

Participants or Data Sources

The respondents comprised 100 public elementary school teachers selected from a total population of 138 teachers across the three participating schools. Stratified random sampling was applied by grouping teachers according to their respective schools and selecting respondents proportionally from each group. The sample size was determined using the sampling procedure developed by Krejcie and Morgan (1970), with the study specifying a 95% confidence level and a 5% margin of error. The final sample included 41 teachers from Gun-ob Elementary School, 42 from Basak Elementary School, and 17 from Timpolok Elementary School. Respondents differed in age, gender, highest educational attainment, and years of teaching experience, providing varied professional perspectives relevant to the study variables.

Research Instruments or Materials

A structured survey questionnaire consisting of four components was used to collect the required data. The first component gathered respondents' demographic characteristics, including age, gender, highest educational attainment, and teaching experience, based on Anog et al. (2024). The second component assessed job satisfaction in terms of career development, school climate, leadership, and job security using items adopted from Anog et al.(2024). The third component measured teacher self-efficacy in instructional delivery, classroom management, instructional strategies, and student engagement, based on the Teacher's Self-Efficacy Scale developed and validated by Jose and Purswani (2025). The fourth component evaluated teacher retention in terms of compensation, administrative support, working conditions, and professional growth using items adopted from Anog et al. (2024). The questionnaire underwent minor wording and formatting modifications to improve clarity and contextual appropriateness. Responses were measured using a four-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (4). The instrument's measurement framework was supported by Anog et al. (2024) and Jose and Purswani (2025).

Data Gathering Procedure

Data collection began with a formal request for permission from the Office of the Schools Division Superintendent of Lapu-Lapu City. Following approval, the researcher coordinated with the school administrators of the participating schools to schedule questionnaire administration. Before distributing the instruments, the researcher conducted an orientation explaining the study's objectives, procedures, and confidentiality safeguards. Respondents were provided with instructions and sufficient time to complete the questionnaires, with assistance available for clarification. Completed questionnaires were retrieved, checked for completeness, organized, encoded, and tabulated. The collected information was subsequently analyzed to determine the levels and relationships of the study variables. The findings informed the development of a proposed comprehensive guidance and counseling intervention program addressing teachers' professional satisfaction, self-efficacy, and retention.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical procedures with the assistance of a statistician. Frequency counts and percentages were used to describe respondents' demographic and professional characteristics. Weighted means were computed to determine job satisfaction in terms of career development, school climate, leadership, and job security; teacher self-efficacy; and retention in terms of compensation, administrative support, working conditions, and professional growth. The descriptive interpretation framework

for job satisfaction was supported by Anog et al. (2024), while the teacher self-efficacy framework was based on Jose and Purswani (2025). The retention indicators were further supported by Anog and Peteros (2024) and Peteros (2024). The original scoring procedure classified mean scores as very low (1.00–1.80), low (1.81–2.60), moderate (2.61–3.40), high (3.41–4.20), and very high (4.21–5.00). Pearson Product-Moment Correlation Coefficient (PPMCC) was employed to determine the strength and direction of the relationships between job satisfaction and teacher retention and between teacher self-efficacy and teacher retention. Statistical significance was evaluated at the 0.05 level to test the study's null hypotheses.

Ethical Consideration

Ethical considerations were addressed through institutional permission, informed consent, voluntary participation, and confidentiality safeguards. The researcher secured permission from the Schools Division Office of Lapu-Lapu City and coordinated with the participating school administrators before conducting the survey. Respondents were informed about the study's purpose, procedures, and intended academic use of the collected information. Participation was voluntary, and respondents were informed of their right to decline participation or withdraw without consequences. The informed consent document indicated that completing the questionnaire would require approximately 20 minutes. Respondents were assured that their information would be treated confidentially and used exclusively for academic and research purposes.

3. RESULTS AND DISCUSSION

3.1 Demographic and Professional Profile of the Respondents

3.1.1 Age and Gender

The findings revealed that 97% of the respondents were female and 3% were male. In terms of age, 39% were above 45 years old, 32% were aged 38–45, 25% were aged 30–37, and 4% were aged 22–29. Overall, 71% were aged 38 years and above, indicating that the respondents were predominantly female and concentrated in the older age groups. The findings reflect the strong female representation and relatively mature age composition of the participating teaching workforce. This pattern is consistent with OECD (2026), which documented the predominance of women in primary education across OECD countries and highlighted the importance of workforce planning in addressing teacher shortages and demographic changes. The limited representation of younger teachers also underscores the relevance of recruitment and succession planning, although the present study did not directly investigate these concerns.

3.1.2 Highest Educational Attainment

The results showed that 72% of respondents had earned master's degree units, 12% had completed a master's degree, 10% held a bachelor's degree, and 6% had earned doctoral units. Thus, 90% had undertaken graduate-level education, indicating substantial participation in advanced academic studies among the respondents. The findings suggest that graduate education forms an important component of the respondents' professional development. This observation is relevant to Ker et al. (2022), who identified professional development and workplace conditions as important correlates of teacher job satisfaction. However, the present findings describe educational qualifications and do not independently establish whether advanced academic preparation improves teaching performance or retention.

3.1.3 Teaching Experience

The findings indicated that 37% of respondents had 16 or more years of teaching experience, 27% had 11–15 years, 24% had 6–10 years, and 12% had 1–5 years. Overall, 64% had served for at

least 11 years, demonstrating that a substantial proportion of respondents possessed extensive professional teaching experience. The predominance of experienced teachers reflects an established teaching workforce within the participating schools. Casely-Hayford et al. (2022) emphasized the relevance of occupational well-being, professional motivation, and collegial support to teachers' intentions to remain in the profession. These findings underscore the importance of sustaining supportive working environments for teachers at different career stages, particularly those with long professional service.

3.2 Level of Job Satisfaction Among Public Elementary School Teachers

3.2.1 Career Development

The respondents demonstrated a high level of job satisfaction in career development, with an aggregate mean of 3.55 (SD = 0.57). The highest-rated indicator concerned the knowledge, skills, and institutional values required by the profession (WM = 3.72), followed by increased professional responsibility and commitment (WM = 3.68). Career advancement and participation in training both obtained means of 3.62. However, professional autonomy (WM = 3.40) and perceived career stagnation (WM = 3.28) received moderate ratings. These findings indicate that respondents generally perceived favorable opportunities for professional advancement while identifying relatively weaker experiences concerning autonomy and career progression. Ker et al. (2022) established associations between professional development opportunities, work environments, and teacher satisfaction. Similarly, Wartenberg et al. (2023) emphasized the relevance of teachers' professional experiences and organizational conditions to job satisfaction. Strengthening career support and professional autonomy may therefore address the comparatively lower-rated areas.

3.2.2 School Climate

The respondents reported a moderate level of job satisfaction regarding school climate, with an aggregate mean of 3.39 (SD = 0.57). The highest mean was obtained for finding teaching interesting and challenging (WM = 3.49), followed by teacher collaboration (WM = 3.46) and collegial support (WM = 3.41). Lower ratings were recorded for repetitive work experiences (WM = 3.23), teacher motivation (WM = 3.37), student treatment (WM = 3.38), and relationships with colleagues and other personnel (WM = 3.40). The findings suggest that collaboration and meaningful professional responsibilities are positive aspects of the school environment, while teacher motivation and interpersonal experiences require further attention. Nalipay (2023) identified stakeholder participation, disciplinary climate, and teacher–student relationships as important correlates of teachers' job satisfaction and well-being in Asian educational settings. These findings reinforce the relevance of collaborative and supportive school climates in promoting positive occupational experiences.

3.2.3 School Leadership

The respondents demonstrated a moderate level of satisfaction with school leadership, obtaining an aggregate mean of 3.34 (SD = 0.59). Principal accessibility received the highest rating (WM = 3.42), indicating relatively favorable communication between teachers and school administrators. However, administrative consideration and support (WM = 3.37), teacher participation in policy implementation (WM = 3.33), and recognition through promotion and salary adjustments (WM = 3.22) were rated moderate. The results indicate that although school leaders were generally accessible, opportunities remain to strengthen participative decision-making, administrative responsiveness, and professional recognition. Hallinger et al. (2025) established significant relationships between principal instructional leadership and teacher attitudes, including job satisfaction, professional commitment, and self-efficacy. Their findings

support the relevance of effective leadership and constructive school relationships in understanding teachers' workplace satisfaction.

3.2.4 Job Security

The respondents reported a moderate level of job satisfaction in job security, with an aggregate mean of 3.28 (SD = 0.63). The highest-rated indicator was institutional recognition of teachers as essential educational partners (WM = 3.41). Meanwhile, alignment between employment and personal goals (WM = 3.39), recruitment and exit policies (WM = 3.28), compensation and benefits (WM = 3.19), and retirement contingency planning (WM = 3.15) received moderate ratings. The findings indicate that respondents generally felt valued within their institutions but expressed comparatively lower satisfaction with financial provisions, employment policies, and long-term professional security. Wartenberg et al. (2023) identified organizational conditions as relevant correlates of teacher job satisfaction, while Li and Yao (2022) demonstrated the importance of occupational attitudes and professional commitment in understanding teacher turnover intentions. These findings suggest that institutional support and employment-related concerns warrant consideration in strengthening teacher satisfaction.

3.2.5 Overall Level of Job Satisfaction

The respondents demonstrated an overall moderate level of job satisfaction, with a grand mean of 3.39 (SD = 0.59). Career development received the highest mean (WM = 3.55), followed by school climate (WM = 3.39), leadership (WM = 3.34), and job security (WM = 3.28). Career development was the only dimension rated high, while the remaining dimensions were classified as moderate. The findings indicate that professional growth was the most favorably perceived aspect of job satisfaction, whereas job security received the lowest rating. This pattern is consistent with Ker et al. (2022), who identified professional development and workplace conditions as important factors associated with teacher satisfaction. Wartenberg et al. (2023) similarly demonstrated that job satisfaction is connected with multiple professional and organizational characteristics, supporting the need to consider these dimensions collectively when evaluating teachers' work experiences.

3.3 Level of Teacher Self-Efficacy

The respondents exhibited a high level of teacher self-efficacy, with an aggregate mean of 3.51 (SD = 0.58). The highest ratings were recorded for maintaining a disciplined and participative classroom environment, complying with institutional policies, and accepting constructive advice from colleagues, each obtaining a weighted mean of 3.60. Confidence in facilitating student learning, motivating students, instructional delivery, and professional collaboration also received high ratings. However, remaining calm during unexpected situations (WM = 3.34) and implementing new teaching pedagogies (WM = 3.39) were rated moderate. The findings suggest that teachers were generally confident in their instructional capabilities, classroom management, and collaborative responsibilities, although adaptability to unexpected circumstances and instructional innovations emerged as areas requiring support. Duan et al. (2024) identified teacher, classroom, and school-related factors associated with classroom management self-efficacy, while Bardach et al. (2022) highlighted the relevance of teachers' psychological characteristics to professional effectiveness and well-being. Moreover, Agyapong et al. (2022) emphasized the importance of addressing occupational stress and burnout among teachers. These studies support continued professional development and appropriate psychological support to strengthen teachers' confidence and adaptability.

3.4 Level of Teacher Retention

3.4.1 Compensation

The respondents demonstrated a moderate level of retention in terms of compensation, obtaining an aggregate mean of 3.25 (SD = 0.64). Perceived employment security received the highest rating (WM = 3.32), followed by appreciation of professional efforts (WM = 3.26) and employment benefits (WM = 3.24). Perceived adequacy of compensation (WM = 3.22) and motivation from incentives (WM = 3.21) received the lowest ratings. All indicators were classified as moderate. The results indicate that although respondents experienced a degree of employment security, financial compensation and incentives were relatively less favorable components of their retention-related experiences. Li and Yao (2022) identified multiple organizational and psychological factors associated with teachers' turnover intentions. Furthermore, Gundlach et al. (2024) demonstrated that teacher retention and turnover involve several interconnected factors. These findings support considering compensation alongside professional and organizational conditions when developing teacher retention initiatives.

3.4.2 Administrative Support

The respondents reported a moderate level of retention regarding administrative support, with an aggregate mean of 3.31 (SD = 0.59). Rapport between school principals and teachers obtained the highest mean (WM = 3.35), followed by teacher participation in decision-making and recognition of additional responsibilities (both WM = 3.32). Administrative understanding and support received a mean of 3.31, while the existence of an effective teacher retention policy received the lowest mean of 3.27. The findings indicate that positive administrative relationships were present, although recognition mechanisms, participative decision-making, and retention policies were not perceived as highly favorable. Hallinger et al. (2025) identified significant associations between instructional leadership and teachers' professional attitudes, including commitment and satisfaction. Likewise, Anog et al. (2024) demonstrated the relationship between school commitment, job satisfaction, and teacher retention in a Philippine school setting. These findings emphasize the importance of organizational support when addressing teachers' continued professional commitment.

3.4.3 Working Conditions

The respondents demonstrated a moderate level of retention in terms of working conditions, obtaining an aggregate mean of 3.34 (SD = 0.57). A friendly and supportive school culture received the highest rating (WM = 3.40), followed by students' academic readiness (WM = 3.39) and the school environment's encouragement to remain in teaching (WM = 3.36). Teacher-friendly policies obtained a mean of 3.35, while the availability of technological teaching resources received the lowest rating (WM = 3.20). The findings suggest that respondents generally experienced supportive workplace relationships but perceived limitations in instructional resources and institutional policies. Casely-Hayford et al. (2022) identified collegial support, work motivation, and perceived health as important correlates of teachers' retention intentions. Similarly, Ker et al. (2022) established the significance of workplace conditions in teacher job satisfaction. These studies reinforce the relevance of improving school resources and organizational support to address the comparatively weaker aspects of the respondents' working conditions.

3.4.4 Professional Growth

The respondents reported a moderate level of retention concerning professional growth, with an aggregate mean of 3.37 (SD = 0.55). Opportunities for professional development and recognition of the nobility of teaching both received the highest mean of 3.41. Teacher autonomy in decision-making (WM = 3.40), timely professional recognition (WM = 3.38), and mentorship opportunities

(WM = 3.27) received moderate ratings, with mentorship obtaining the lowest score. The findings indicate that respondents valued professional development and their occupational identity, while mentorship, autonomy, and recognition remained comparatively weaker areas. Ker et al. (2022) demonstrated the relevance of professional development opportunities to teacher job satisfaction, while Casely-Hayford et al. (2022) emphasized the importance of occupational motivation and social support in retention intentions. These findings suggest that sustained professional support and structured mentorship may help address the identified areas for improvement.

3.4.5 Overall Level of Teacher Retention

The respondents demonstrated an overall moderate level of teacher retention, with a grand mean of 3.32 (SD = 0.59). Professional growth obtained the highest mean (WM = 3.37), followed by working conditions (WM = 3.34), administrative support (WM = 3.31), and compensation (WM = 3.25). All four dimensions were rated moderate, with compensation emerging as the least favorably assessed retention-related component. The findings indicate that respondents perceived professional advancement more favorably than financial and administrative conditions. This pattern supports the multidimensional nature of teacher retention discussed by Gundlach et al. (2024), whose meta-analysis distinguished between retention intentions and actual employment outcomes. The Philippine study of Anog et al. (2024) also highlighted the relevance of satisfaction and organizational commitment to teacher retention. Accordingly, the present findings provide a basis for considering both professional development and institutional conditions in the proposed intervention program.

3.5 Significant Relationships Between the Study Variables

3.5.1 Relationship Between Job Satisfaction and Teacher Retention

The findings revealed a strong positive and statistically significant relationship between job satisfaction and teacher retention ($r = 0.861$, $p < .001$). The result led to the rejection of the null hypothesis at the 0.05 significance level. This indicates that respondents reporting higher job satisfaction also tended to report higher retention-related scores. The result suggests that job satisfaction is strongly associated with perceived teacher retention in the participating schools. This finding is consistent with Anog et al. (2024), who established a significant relationship between job satisfaction and teacher retention in a Philippine private school. Li and Yao (2022) likewise identified occupational attitudes and organizational factors associated with teachers' turnover intentions. Although the present relationship was strong, its correlational nature does not establish that greater satisfaction directly causes improved retention.

3.5.2 Relationship Between Teacher Self-Efficacy and Teacher Retention

The results revealed a moderate positive and statistically significant relationship between teacher self-efficacy and teacher retention ($r = 0.654$, $p < .001$). Consequently, the null hypothesis was rejected at the 0.05 significance level. The findings indicate that respondents with higher self-efficacy scores tended to report more favorable retention-related scores. The observed association was weaker than the relationship between job satisfaction and retention. The findings suggest that confidence in instructional responsibilities, classroom management, and professional competence is positively associated with perceived teacher retention. Bardach et al. (2022) identified the relevance of teacher psychological characteristics to professional functioning, while Duan et al. (2024) demonstrated the importance of personal and environmental factors in teacher self-efficacy. Xiao and Zheng (2025) also established a positive association between teacher self-efficacy and job satisfaction. Together, these studies support the relevance of professional confidence in understanding teachers' occupational experiences, although the present findings do not establish a causal effect on retention.

4. CONCLUSIONS AND RECOMMENDATIONS

The study established that job satisfaction and teacher self-efficacy were significantly associated with teacher retention among 100 public elementary school teachers in selected schools in the Schools Division of Lapu-Lapu City. Respondents demonstrated moderate job satisfaction and retention but high teacher self-efficacy, indicating confidence in their instructional capabilities despite less favorable organizational and employment-related conditions. Career development emerged as the strongest dimension of job satisfaction, while professional growth received the highest retention-related rating and compensation the lowest. Job satisfaction exhibited a stronger positive relationship with retention than teacher self-efficacy, emphasizing the relevance of workplace experiences alongside professional confidence. These findings suggest that supportive leadership, favorable working conditions, professional development, recognition, and psychological support are important considerations in strengthening teachers' commitment to the profession. Overall, the study provides context-specific evidence supporting the development of a comprehensive guidance and counseling intervention program to address teachers' professional and organizational needs.

School administrators and education stakeholders should prioritize strengthening teacher support systems, particularly in areas receiving moderate satisfaction and retention ratings. Compensation-related concerns should be communicated to appropriate education authorities for policy review, while school administrators should strengthen recognition programs, administrative responsiveness, and participative decision-making. Continuous professional development, structured mentorship, and career advancement opportunities should be sustained to support teachers' instructional competence and professional growth. Guidance counselors and designated guidance personnel should implement the proposed comprehensive guidance and counseling intervention program, incorporating individual and group counseling, stress management, wellness activities, peer support, and professional development initiatives. School leaders should also promote positive collegial relationships, improve instructional resources, and strengthen teacher participation in institutional decisions. The proposed intervention should undergo periodic assessment to determine its effectiveness in improving job satisfaction, self-efficacy, and perceived retention. These coordinated initiatives may help address identified workplace concerns and strengthen professional commitment within participating schools.

The study was limited to 100 teachers from three public elementary schools in the Lapu-Lapu City Division during School Year 2025–2026, restricting the generalizability of its findings to other educational settings. Its descriptive-correlational design established statistical associations but could not determine causal relationships. Data were obtained through self-reported questionnaires, reflecting respondents' perceptions rather than independently verified retention outcomes. Additionally, the manuscript's four-point response scale and five-category interpretation ranges require reconciliation. Future research may involve broader school populations, longitudinal approaches, and additional analytical methods to examine whether the identified relationships remain consistent across different educational contexts and over time.

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