

Exemplary Teacher Characteristics, Interpersonal Reactivity, and Organizational Climate: A Causal Model on Keeping Quality Teachers in Private Educational Institutions

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Abstract

The study aimed to determine the best-fit model for keeping quality teachers factored by exemplary teacher characteristics, interpersonal reactivity, and organizational climate. The study employed a non-experimental quantitative research design that utilized descriptive, predictive, and structural equation approaches to research suggest 400 licensed teachers in private educational institutions here in the Davao Region. The data collected using the adapted, standardized survey questionnaires were analyzed using Mean, Pearson Product Moment Correlation Coefficient, Multiple Linear Regression, and SEM. The study revealed that the levels of exemplary teacher characteristics and interpersonal reactivity were found to be very high, with organizational climate and keeping quality teachers high. Furthermore, a relationship was observed between exemplary characteristics teachers and keeping quality teachers, interpersonal reactivity and keeping quality teachers, as well as between organizational climate and keeping quality teachers. Correspondingly, the data flaunted a significant influence of the exogenous variables (exemplary teacher characteristics and organizational climate) towards the endogenous variable (keeping quality teachers). It was noteworthy that Model 3 satisfied all criteria of suitable fitness measures identifying the best-fit model on keeping quality teachers attributed by the exogenous variables; hence, it is regarded as the most pertinent model insinuating educational practices, the welfare of teachers, and student success towards a more and effective academic environment.

INTRODUCTION

Commitment to students and learning, strong knowledge of content and pedagogy, responsible for managing and monitoring learning, and reflective practices with matching continuous learning are attributes of a quality teacher (William, 2023). Privation of this poses significant challenges, which creates an environment that makes it difficult for private educational institutions to recruit and keep high-quality teachers, which in turn negatively impacts students' learning and achievement (Fairman et al., 2019). It was emphasized by Kwamboka (2020) and Daily Excelsior (2024) that these challenges arose from job insecurities, lack of representation and unions, inadequate salaries, heavy workloads, parental interference, and lack of professional development. Addressing these through policy reforms and better working conditions is pivotal to improving quality education through teachers in private institutions (Gudith, 2023).

Keeping quality teachers is critical to school success for several points, such as financial aspects, recruitment and hiring, orientation, and provision of professional development can be of significant burden to some, especially small private educational institutions (Hoang, 2020; Saini et al., 2023; Sumipo, 2020). Shuls and Flores (2020) also emphasized that the compelling reason for its significance was that inexperienced teachers have a different impact on student success compared to more experienced ones. Likewise, Thus, some research showed that teachers again and again are the most important factors in students' success in the observance of access, equity, quality, and resilience in education, boils towards keeping these quality teachers are of dire need (Australian Christian College, 2024; Marco Learning, 2024; Sayed, 2020; United Nations, 2024).

It was mentioned by several authors (EdMonger, 2021; Hill et al., 2019; Toropova et al., 2020) that characteristics of teachers have a link specific to student success as a reflective practice due to keeping quality teachers (high-quality instructions) brought by improved working conditions, competitive compensation, and development. Concretized by a study conducted in Davao City involving 210 licensed teachers on exemplary teacher characteristics and retaining or keeping quality teachers in secondary schools, which revealed a significant relationship observed between them and highlighted that characteristics of teachers influenced keeping quality teachers (Salibat et al., 2024).

A perspective of Frontline Education (2022) narrowed a connection that empathic concern, a dimension of interpersonal reactivity, played a critical aspect in keeping quality teachers, that teachers who exhibit a high-level ability to understand other's feelings and thoughts aid in building a strong relationship with students, establish professional development, and supportive cultures yields a positive workplace condition, a factor of keeping quality teachers (Aldrup et al., 2022).

Another study conducted by Punia and Bala (2022) correlates organizational climate to keeping quality teachers, which plays a significant part in ensuring a positive and supportive work environment. It was further emphasized that it enhances not just satisfaction, creativity, and performance while improving the quality of work life. Effective leadership or support from the administration, good relationships, and a supportive environment are the key components that can help keep these quality teachers. (Ahmad et al., 2023).

Like its predecessors, this study was conducted in response to the fourth Sustainable Development Goal of the UN, and this was tracked by teachers employed abroad and those venturing into the public sector. The study guided how education can advance and retain its high-quality teachers to maintain, improve, and be resilient during these difficult times. The researcher grew interested in finding the best-fitting model regarding exemplary teacher traits, interpersonal responsiveness, and organizational climate concerning retaining great instructors as it looked at the causal relationships between factors and decisions to relocate within or between districts or sectors or to leave the teaching profession. There were very few if any, systematic investigations discovered in the Davao Region; as such, there is a dire need to conduct the study since it enables varied educational institutions to enhance the quality of teachers evident on the interplay of their characteristics, professional development, and systematic challenges and echoes on the improvement of student's success (Edvectus Ltd., 2024).

Overtly, pursued to find out the best-fit model for keeping quality teachers in the context of exemplary teacher characteristics, interpersonal reactivity, and organizational climate. Specifically, had the following objectives: To assess the level of exemplary teacher characteristics in terms of outside of the classroom, assessment and motivation, classroom culture, pedagogical knowledge, content knowledge, and teacher beliefs. To know the level of interpersonal reactivity in terms of perspective-taking, fantasy, empathic

concern, and personal distress. To evaluate the level of organizational climate in terms of role clarity, reward system, respect, communication, career development, innovation, planning and decision-making, teamwork and support, quality of service, conflict management, relationships, commitment and morale, training and learning, and direction. To evaluate the level of keeping quality teachers in terms of the role of the administrator, working conditions, and induction and monitoring. To determine the significant relationship between exemplary teacher characteristics and keeping quality teachers, interpersonal reactivity and keeping quality teachers, and organizational climate and keeping quality teachers. To indicate the significance of the influence of exemplary teacher characteristics, interpersonal reactivity, and organizational climate on keeping quality teachers. Lastly, to determine the best-fit model for keeping quality teachers in private educational institutions.

In addition, at the significance level of 0.05, the following null hypotheses were investigated. There was no significant link between exemplary teacher characteristics and keeping quality teachers, interpersonal reactivity and keeping quality teachers, and organizational climate and keeping quality teachers. Exemplary teacher characteristics, interpersonal reactivity, and organizational climate do not significantly influence keeping quality teachers, and there was no model that best fits keeping quality teachers in private educational institutions.

Ronald Ferguson's (2001) Tripod Model of Teacher Retention serves as the fundamental foundation for this study, which is a comprehensive framework that centers on supporting teachers through varied strategies to enhance quality teachers. It underlines the provision of teachers with significant tools and resources to succeed in their roles, which encompasses the responsibility of the administrator, career development, mentoring, planning, decision-making, rewards, and social skills (Cells et al., 2022; Donley et al., 2019). Grissmer and Kirby's (1993) Human Capital Theory also supports the interplay of variables understudies in which educational institutions and teachers move in unison. It clarifies that staying in the field is contingent upon meeting certain requirements; teachers typically quit their jobs when faced with severe circumstances, resulting in a halt or termination by the company. Adding to the ideas on professional lenses on search, pertaining to teacher's exceptional characteristics including social skills and empathy and specifically, their experiences involving wage, working conditions, benefits, workloads, extracurricular activities, support from colleagues, immediate heads, and administrators.

This multifaceted approach later sheds light on various needs and concerns of teachers, such as elevated job satisfaction and lowered burnout levels leading to a more positive and productive educational institution, increases the likelihood of keeping or retaining quality teachers, when supported affects to lowering no cost associated in recruiting-training new teachers, and most of all, when teachers are motivated, they generate a positive impact on student success (Ryan, 2023; Shuls & Flores, 2020; Tripod Education Partners, 2023).

Deci and Ryan's (2000) explanation of the Self-Determination idea is another theory that bolsters the study and demonstrates how the Perceived Location of Causality (PLOC), an internal location, influences each person's motivation and decision-making. A person's decisions, traits, and interests are determined by their inner PLOC, whereas outside factors influence their exterior PLOC. The idea is pertinent to the study since teachers base their decisions on both internal and external motivators. Thus, raises additional problems about the concept that exceptional educators, who are typically motivated by their qualities, can decide to remain at a certain institution due to external factors such as a stimulating learning atmosphere and generous rewards, to mention a couple.

Teacher retention in a Social Cognitive Career Theory by Robert W. Lent, Steven D. Brown, and Gail Hackett in 1994, as appeared in Wang et al. (2022) and technically derived from Albert Bandura's Self-Efficacy and General Social Cognitive Theory, briefly emphasizes individual's path is made of dynamic interaction between internal factors such as personal traits, empathy, and perspective taking and external factors like conditions in any workplaces and support (Hilderbrand, 2018). When these dynamic interactions are realized and met, the goal set by the organization may, in the end, lead to fruition – perceiving a certain situation or viewpoint to stay in the profession/career may do so if and only if the external factors are met.

Supported by Dahlkamp et al.'s (2018) study, which involved a multi-analysis of principal self-efficacy, school climate, and teacher retention, further supports this. It found that a teacher's decision to leave or remain in their profession was directly correlated with the organizational climate, which included the administrator's role. This proposition enhances the act of maintaining quality teacher or teacher retention since it has been found to have a favorable element of organizational climate, such as honest communication, job resources, support, and involvement in decision-making – an essential in establishing support and upbeat organizational climate.

The study's conceptual framework, which postulates the model, is displayed in Figure 1, with two kinds of latent constructs known to be exogenous and endogenous variables. The exogenous variables of this study are exemplary teacher characteristics, interpersonal reactivity, and organizational climate. On the other hand, the endogenous variable is keeping quality teachers. Since the latent variables are not observed directly, they cannot be measured right away. Each latent construct was linked to multiple measures or observed variables. Consequently, the extent of regression paths from the latent variables to the observed variables was the primal interest of this study.

Legend:

EXO1 – Exemplary Teacher Characteristics	RWS – Reward System
OTC – Outside of the Classroom	CAD – Career Development
CLC – Classroom Culture	PDM – Planning and Decision Making
AAM – Assessment and Motivation	INN – Innovation
COK – Content Knowledge	REL – Relationship
PEK – Pedagogical Knowledge	TAS – Teamwork and Support
TEB – Teacher Beliefs	QOS – Quality of Service
EXO2 – Interpersonal Reactivity	CNM – Conflict Management
PET – Perspective-Taking	CAM - Commitment and Morale
EMC – Emphatic Concern	TAL - Training and Learning
FAN – Fantasy	DIR – Direction
PED – Personal Distress	ENDO – Keeping Quality Teachers
EXO3 – Organizational Climate	WOC – Working Conditions
ROC – Role Clarity	RTA – Role of the Administrator
RES – Respect	IAM – Induction and Monitoring
COMM – Communication	

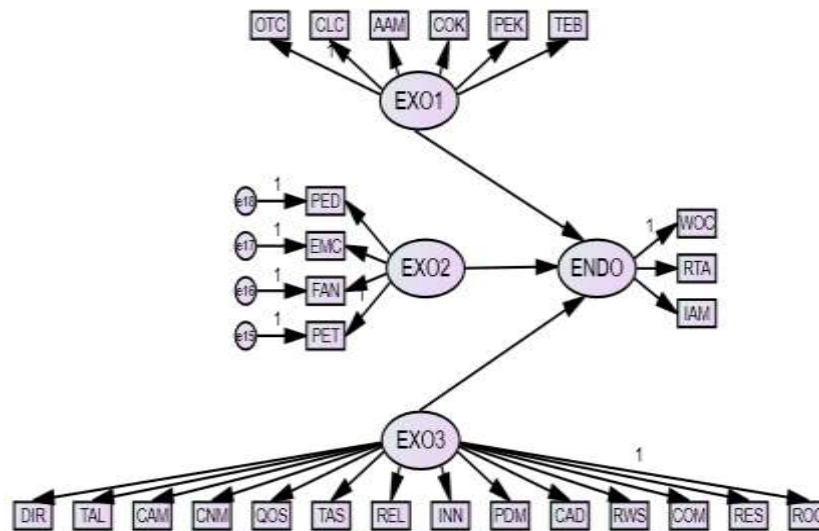


Figure 1. Conceptual Framework of the Study

Outside of the classroom, classroom culture, assessment and motivation, content knowledge and pedagogical knowledge, and teacher belief were the six markers of exemplary teacher characteristics (Office of Educational Innovation and Evaluation, 2008). Based on Davis (1980), interpersonal reactivity has four components: emphatic care, fantasy, perspective-taking, and personal suffering.

Role clarity, respect, communication, reward system, career development, planning and decision-making, innovation, relationships, teamwork and support, quality of service, conflict management, commitment and morale, direction, training, and learning were among the fourteen markers of the organizational climate (Furnham & Goldstein, 1997). Keeping exemplary teachers also depended on the three indicators of the working conditions, the administrator's role, and introduction and monitoring.

The complex aspect of excellent teaching is highlighted by a teacher's characteristics, which include crucial interpersonal, socioemotional, and professional traits that support student success and learning in addition to good topic and pedagogical understanding (Australian Education Research Organisation, 2023; Randstad Solutions Limited, 2022). A recently conducted study by Salibat et al. (2024) revealed that, according to observations made by students, mentors, fellow educators, and school administrators, a secondary educational institution had a very high descriptive level for the characteristics of exemplary teachers. These are special qualities that aim to improve and are embodied in respect, uprightness, values control, class management, instructions, excellence in upholding positivity and cognition, and uprightness (Frontline Education, 2024).

Negated by Bautista (2024) states that teacher quality is correlated with student success. In contrast, in the Philippines, the quality of education given is brought from poor training, which needs to be improved and enhanced, as per se by private sectors. It is emphasized in Southeast Asia Primary Learning Metrics (2019) that less than 10% of teachers receive training in subject matter, pedagogy, and skills before entering their respective classrooms, and few are backed up with continuous professional development for enhancement of skills after they join the teaching workforce.

A critical attribute for effecting teaching is termed social skills and empathy or interpersonal reactivity, which fosters positive student relationships and creates supporting learning/working environments (Gupta et al., 2022). Such attribute corresponds to perspective-taking, fantasy, personal distress, and emphatic concern (Abernethy, 2020; Mind in the Making, 2023). Teachers with very high interpersonal reactivity

tend to show altruistic or selfless behavior with least conflict affinities than individuals with low levels, having further effects on personal growth that enhances empathy communication skills, prohibits deeper emotional association with characters, improves self-reflection, and fosters comprehension of various perspectives, relevant in both personal and professional contexts (Duarte et al., 2021; Zhang & Sun, 2022). Namba et al. (2021) revealed a study that an individual tends toward fantasy – an indicator of interpersonal reactivity, which is able to read or infer contents or ideas from other's feelings and thoughts or has the inclination to consume literature and involve narrative transpiration, might play a role in the ability to conclude the core state of others exactly. The exposé of Guilera et al. (2019) shows that this has a positive inclination to openness, conscientiousness, and extraversion as observed in male students. Another study on interpersonal reactivity, specifically in personal distress, was described by Sinnavee (2021) and Fabi et al. (2019) as a discomfort effect from empathetic personnel who involved themselves in other's pain such results in eating disorders, suicide attempts, and substance abuse but countered that must be looked for positive solutions or resolutions via changing behaviors to release negative emotions.

The collective perceptions of work environment and culture within an institution are directed at Organizational Climate, which encompasses factors not limited to communication, leadership, and relationships among co-workers and students (Barnová et al., 2022; Paredes, 2023). Xia et al. (2024) investigated a study gathering data from 1091 teachers, which concluded an analysis of organizational climate that occupational stress and emotional labor were direct significant predictors of satisfaction. Punia and Bala (2022) also published a study in which 600 teachers were included. The teachers were selected using a random sample technique, and the results showed how the organizational climate of the school affected the teachers' enthusiasm as well as the rationale behind any decisions, actions, or initiatives required to correct organizational shortcomings in the school.

Rozman and Strukelj (2020) mentioned that components in the organizational climate (role clarity, communication, reward system, and the like) enhance job performance and engagement with others. Thus, mastery of these teacher-related processes in private educational institutions is a dire need. Besides, it plays a crucial role in creating a flourishing and productive work environment, supporting teachers and achieving the organization's objectives.

These days, organizations deal with excessive personnel turnover, open positions, lost income, overworked staff, forfeited profit, and—above all—a deterioration in morale. An organization's finances are significantly impacted by both turnover and attrition (MacMillan Dictionary; Work Institute, 2019). As a result, retention or keeping ability needs to be prioritized, and improving it is the only approach to justify costs and safeguard the lowest segment (Wele, 2019).

From the perspective of Rainsford et al. (2019), participants who were employed in eleven European nations and ranged in age from eighteen to thirty-five found that maintaining excellent working circumstances for instructors had a favorable impact on extrinsic work values. Markedly will not affect the commitment, nonetheless, with the aid of administrators (Hidalgo, 2019). This revelation is supported by a study Dogan and Celik (2019) in their study participated by 292 workers in Denizli that an organizational commitment of employees and the administrator's skill predict job happiness. A survey conducted by Ekaette (2019) with 8,300 teachers found that an administrator's mid-level intelligence is a reliable predictor of the quality of teaching. The role of school administrators conveys key characteristics such as strong learner relationships, pedagogical knowledge, content expertise, and cultural fit, plus alignment of hiring practices, support growth opportunities, consistent evaluation practices, rewards based

on feedback, and maintaining shared beliefs (Conchita Espinosa Academy, 2023; Maclean, 2023; Small, 2020).

In a global arena, keeping/retaining teachers is one of the hottest topics in any educational organization as it affects the school, including the high-quality standards that teachers provide. (Cells et al., 2022). The social perspective evokes that maintaining quality teachers or workers requires strategic planning for them to be motivated, focused, and fully productive for the benefit of the organization's overall performance (Cominghud et al., 2020). The conduct of this study greatly helped the prevention of teachers planning to teach or work abroad, and it resonated towards the improvement and enhancement of practices and cultures on exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers, resulting in the addition of noteworthy and substantial information in the realm of educational management literature.

Precisely, the study gives significant insights regarding the United Nation's 4th Sustainable Development Goal on Quality Education in Davao Region's context. The same for the Department of Education (DepEd) as this focuses on ways to channel their workforce that reinforcing new and significant protocols to retain quality teachers somewhat to teach our country's future hope since most of our Filipino teachers welcome the idea of DepEd California, DepEd USA, and etcetera. Subsequently, this echoes any Private Educational Institutions' (PEIs') administration for them to be aware and look for programs that would address and even enhance the retention programs in retaining qualified workers,. Such information affects the improvement of studentry.

Logically, it echoes significant information and insights crucial in enhancing the Philippine Educational System, knowing that licensed professional teachers are working abroad. By virtue, this study will be of no doubt beneficial to private educational institutions and be to the public/government too. For future researchers of the same niche, the data collated and processed gives them a solid foundation or treasured reference for exemplary teacher characteristics, interpersonal reactivity, organizational climate, and quality teachers. Weaknesses and other forms of limitations may challenge them to replicate or reproduce the study.

METHOD

This section discusses the research method and procedure utilized by the researcher. It encompasses research respondents, materials, and instruments, as well as the design and procedure.

Research Respondents

The 400 licensed private teachers who were accredited by the Department of Education - Davao Region for the 2023–2024 school year made up the sample population for this study. These licensed private teachers were represented by Mati City (100), Tagum City (100), Davao City (100), and Digos City (100). Using the Cochran Formula on a sizable unknown population produced a 385 with a precision level of +/- 5% (5 percentage points of the genuine population value), a confidence level of 95% (i.e., the result is within 5% of the real population value 95% of the time), and an estimated proportion of 0.5 (a measure of variability due to no prior knowledge) based on Social Science Statistics (2024).

The utilization of the general guideline on the rule of thumb is to have at least 5 – respondents per estimated parameter in the model, and a simulation study was conducted by Monte Carlos showing that a sample size of 400 can grant reliable estimates of model parameters and fit indices (Molwus et al., 2013; Wolf et al., 2013). In this case, the final sample was created by stratifying the population according to shared factors (such as gender, sex, race, educational attainment, and the like) and selecting respondents at

random using the Stratified Random Sampling Technique philosophy (Simkus, 2022). Emphasizing private teachers from the K-12 Curriculum with a license to teach within the Davao Region. Excluded groups are those teachers who were teaching with no permit, government teachers and students, parents, and non-teaching personnel. Since, the study focused on keeping quality teachers only. Here, they have the right to

The researcher suggested carrying out the inquiry in Davao Region's private educational establishments as the researcher resides in this region and investigates a broader scope of exemplary teacher characteristics, interpersonal reactivity, and organizational climate correlate in keeping quality teachers in Davao Region (GOVPH, 2022).

Materials and Instrument

The study utilized several standardized survey questionnaires from various sources which underwent modification to fit in the respective setting. Moreover, four varied questionnaires were used to come up with one emphatic questionnaire. Its draft was first shown to the research adviser for wisdom. It was advised to proceed with the validation process, obtaining an average mean of 4.60 from 6 known expert validators who looked intently at the questionnaire's validity. Since Cronbach's Alpha spanned from 0 to 1, it was used for reliability testing to evaluate the internal consistency of the measures. The closer the alpha coefficient is to 1, the more internally consistent the items it evaluates. (Zaiontz, 2022).

The following outcomes were observed: exemplary teacher characteristics (30 items) obtained a coefficient of 0.93, implying an excellent internal consistency; a coefficient of 0.71 obtained under interpersonal reactivity (20 items), suggesting an acceptable internal consistency, organizational climate (70 items) with 0.81 obtained coefficient characterized with good internal consistency likewise with keeping quality teacher (15 items) with obtained coefficient of 0.85, such implication follows the principles observed by Glen (2023).

A scale was used to assess the responses of the respondents on exemplary teacher characteristics, interpersonal reactivity, organizational climate, and quality teachers in private educational institutions. A mean with a very high descriptive level, ranging from 4.20 to 5.00, signifies that exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers are always manifested/observed/evident; a mean with a high descriptive level, ranging from 3.40 – 4.19 implying that exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers are often manifested/observed/evident.

Accounting, another range of mean from 2.60 to 3.39 with a moderate descriptive level denoting that exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers are sometimes observed; a range of mean from 1.80 to 2.59 with a low descriptive level directing that exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers are seldom manifested/observed/evident; lastly, a range of mean from 1.00 to 1.79 with a very low descriptive level inferring the characteristics of exemplary teachers, interpersonal reactivity, organizational climate, and keeping quality teachers are seldom manifested/observed/evident.

Design and Procedure

The study used a quantitative, non-experimental, descriptive research design with the SEM. By using computational approaches to reduce its focus, the quantitative research focused on statistical analyses of collected data using survey questionnaires (University of Southern California Libraries, 2023). In order to precisely determine the degree of exemplary teaching characteristics, interpersonal reactivity, organizational climate, and quality teachers, the researcher collected numerical data from a specific

population. Descriptive research led to studies on the associations between two or more variables without inhibitions while also describing the careful selection of respondents by observation and survey without manipulation (Bhandari; Skidmore, 2023) (McCombes, 2023).

The study used quantitative, descriptive, correlational, and regression methods to examine causal relationships using a structural equation model. SEM is a statistical method for determining and assessing the underlying relationship using statistical data since it helps to comprehend correlation patterns (Bose, 2019; Kahiri et al., 2021). Overall, the best-fit model for retaining qualified teachers in private educational institutions was determined by the Structural Equation Model, or SEM (Statistics Solution, 2024). It highlights the following common criteria that were applied while determining the structural models' goodness of fit with respect to Bedi and Bhale (2023), as appeared below:

Chi-square	Large value
P-value	>0.95
Chi-square/Degrees of Freedom (CMIN/Df)	0<value>2
Normative Fit Index (NFI)	>0.95
Comparative Fit Index (CFI)	>0.95
Goodness of Fit Index (GFI)	>0.95
Tucker-Lewis Index (TLI)	>0.95
Root Mean Square Error of Approximation (RMSEA)	<0.95
P-close	>0.95

The following protocols were strictly followed after the data collection process: first, all relevant study-related documents were collected and sent to the University of Mindanao Ethics Review Committee (UMERC), along with a consent letter signed by the researcher, research adviser, and the current dean of the Professional Schools. After a month, the UMERC Certification of Approval was made available, and in order to obtain the approved and tested research instrument, pilot testing and validation were initiated. In order to conduct the study, the researcher visited DepEd Field Offices and private educational institutions in person and turned in the necessary paperwork to Dr. Farnazo, the Regional Director of the Department of Education (DepEd) for the Davao Region. The pen-and-paper approach was utilized in the research for survey questionnaire distribution and collection. In order to prepare the raw data for statistical analysis, they were put into an Excel file. A qualified statistician was then assigned to handle the data analysis. The collection of data took place over about two months.

In order to fully comprehend the gathered data, the following instruments were employed: Mean and Standard Deviation in assessing the measures of central tendency, the levels of exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers (Jain, 2024), Pearson Correlation Coefficient was reinforced to determine the degree of association among variables understudied (Turney, 2024) and the Multiple Linear Regression was also tapped to know which among the exogenous variables best-influenced keeping quality teachers (Kenton, 2019).

According to procedure number 2024-124 of the University of Mindanao Ethics Review Center, the researcher followed the strict ethical standards expected of academic publications. Avoidance of unethical behavior such as plagiarism, dishonesty, conflicts of interest, falsification, and fabrication while upholding the regulations on informed consent, privacy and confidentiality, voluntary involvement, and transparency in order to maintain the integrity of the results. All of these actions were done to ensure that the

methodology's validity and reliability—which were applied without outside interference—will be the sole determinants of this study's conclusion. The researcher submitted the final copy for the grant of compliance certification following the final defense.

RESULTS AND DISCUSSION

This section presents and discusses the findings from the data analysis on exemplary teacher characteristics, interpersonal reactivity, organizational climate, and keeping quality teachers.

Exemplary Teacher Characteristics in Private Educational Institutions

As seen in Table 1 is the level of exemplary teacher characteristics in Private educational institutions encompass *outside of the classroom, classroom culture, assessment and motivation, content knowledge, pedagogical knowledge, and teacher beliefs*. It is considered very high to have an overall mean of 4.47 with a standard deviation of 0.46. Suggesting that the level of exemplary teacher characteristics in private educational institutions is always manifested. Analyzing the results of all its indicators, it marks that the highest mean obtained mean is 4.52 for *teacher beliefs* with a standard deviation of

Table 1 Level of Exemplary Teacher Characteristics in Private Educational Institutions

Indicators	SD	Mean	Descriptive Level
Teacher Beliefs	0.54	4.52	Very High
Outside of the Classroom	0.51	4.50	Very High
Classroom Culture	0.52	4.50	Very High
Content Knowledge	0.52	4.46	Very High
Assessment and Motivation	0.54	4.44	Very High
Pedagogical Knowledge	0.58	4.39	Very High
Overall	0.46	4.47	Very High

0.52, and the least obtained mean is *pedagogical knowledge* with an obtained mean of 4.39 and a standard deviation of 0.58.

Here, teachers in Davao Region, specifically in private educational institutions, *work to improve school practices, foster and maintain respect, align assessment with instructional objectives, use varied techniques in facilitating learning as matched by the strategies planned, and have the concept that learners and teachers are in charge of learning*. Further suggests that students, fellow educators, mentor(s), and school administrators constantly exhibit and witness the qualities of exemplary teachers.

The outcome for a very high descriptive level of exemplary teacher characteristics aligns with Frontline Education's (2024) and Randstad Solutions Limited's (2022) ideals, which describe this as a multifaceted nature where it exhibits strong content and pedagogical knowledge, class management, respect, values regulation, morality, critical interpersonal, socio-emotional, and professional qualities that bring forth students' success. Such an ideal is parallel to the study conducted by Salibat et al. (2024), where the level of exemplary teacher characteristics was always manifested by teachers and observed by learners, co-teachers, mentor(s), and school administrator(s).

Unfortunately, Bautista (2024) negated such an ideal due to the correlation observed between the characteristics of teachers and students' success. Due to the Philippines' quality education brought from a lowly training/workshop as per se by private sectors. Concretized to Southeast Asia Primary Learning

Metrics (2019), less than 10% of teachers receive these training/workshops in content and pedagogical knowledge, classroom management, and the like.

Interpersonal Reactivity in Private Educational Institutions

Presented in Table 2 is the level of interpersonal reactivity in private educational institutions covering *perspective-taking*, *fantasy*, *emphatic concern*, and *personal distress*. A very high level was attained with an overall mean of 4.29 and a standard deviation of 0.46. Indicating that interpersonal reactivity in private educational institutions is always observed. The results show that, with a mean of 4.53 and a standard deviation of 0.37, *fantasy* has the highest obtained mean, while *personal distress* has the lowest mean, at 4.13 and a standard deviation of 0.65.

The results disclosed that interpersonal reactivity among respondents is very high, implying that the interpersonal reactivity of teachers in the Davao Region, specifically in private educational institutions, is always observed. Here, teachers, when *facing challenging questions, tend to look into two sides, easily get involved or affected by movies watched, are too protective when someone gets taken advantage of, and help others by looking to details first*. Thus, interpersonal reactivity in the form of social skills and empathy is observed by teachers in private educational institutions in Davao Region.

Table 2 Level of Interpersonal Reactivity in Private Educational Institutions

Indicators	SD	Mean	Descriptive Level
Fantasy	0.37	4.53	Very High
Perspective-taking	0.59	4.26	Very High
Emphatic Concern	0.61	4.26	Very High
Personal Distress	0.65	4.13	High
Overall	0.46	4.29	Very High

The high-level descriptive result on interpersonal reactivity is comparable to the insight of Gupta et al. (2022) on social skills and empathy, fostering student relationships and supporting systems. Echoed by Abernethy (2020), Duarte et al. (2021), Mind in the Making (2023), and Zhang and Sun (2022), teachers show selfless conduct later yields good effects on communication skills, contemplation, openness, and not limited to character development. Aligning with the study of Namba et al. (2021) that teachers can read contents from others to build transparent narratives, which helps in formulating conclusions leading to the exposé of Guilera et al. (2019) on disposition to directness, thoroughness, and extroversion.

Organizational Climate in Private Educational Institutions

Table 3 showcases the level of organizational climate in private educational institutions, which includes *clarity, respect, communication, a reward system, career development, planning and decision-making, innovation, relationships, teamwork and support, quality of service, and conflict management*.

A high level was reached with an overall mean of 4.16 and a standard deviation of 0.67. Implying that interpersonal reactivity in private educational

Table 3 Level of Organizational Climate in Private Educational Institutions

Indicators	SD	Mean	Descriptive Level
Respect	0.50	4.47	Very High
Role Clarity	0.56	4.42	Very High
Communication	0.52	4.41	Very High
Teamwork and Support	0.61	4.29	Very High

Relationships	0.60	4.28	Very High
Planning and Decision Making	0.72	4.18	High
Direction	0.71	4.18	High
Innovation	0.71	4.17	High
Commitment and Morale	0.71	4.15	High
Quality of Service	0.72	4.09	High
Training and Learning	0.89	4.04	High
Conflict Management	0.80	4.00	High
Career Development	0.81	3.91	High
Reward System	0.99	3.66	High
Overall	0.57	4.16	High

institutions is often observed. *Respect* has the highest obtained mean of 4.47 with a standard deviation of 0.50, and the reward system has the lowest obtained mean with a mean of 3.66 accompanied by a standard deviation of 0.99.

The high-level descriptive result on organizational climate is factored on the concepts of Barnová et al. (2022) that it is not just limited to communication,

leadership, and relationships with co-workers but a collective insight into the working environment and culture. Associated with Xia et al. (2024) and Punia and Bala (2022) in an investigation on organizational climate in forms of occupational stress and emotional labor as a predictor of satisfaction as well as its influence on eagerness, which, on the latter, addresses deficiencies in an organization.

Furthermore, results adhere to Rozman and Strukelj (2020), who stated that mechanisms in the organizational climate, like role clarity, reward system, and the like, enhance performances and commitment to others. Consistency in organizational climate practices is needed as this creates positive working conditions that support teachers and the organization’s objectives.

Keeping Quality Teachers in Private Educational Institutions

As seen in Table 4 is, the level of keeping quality teachers in private educational institutions attributed to working conditions, the role of the administrator, and induction and monitoring. A high level was indicated by the overall mean of 4.18 and the standard deviation of 0.59, denoting that keeping quality teachers in private educational institutions is often evident. It is noted that *working conditions* got the highest obtained a mean of 4.31 or very high, with a standard deviation of 0.59, and *the role of the administrator* got a mean of 4.10 or higher, with a standard deviation. Imperative that keeping quality teachers in private educational institutions is often evident.

The data uncover that teachers in private educational institutions within the Davao Region are *equipped with appropriate licenses and certification for academic procedures, administrators support activities related to keeping quality teachers, and other teachers help teachers in the realization of daily activities.* Work Institute (2019) and Wele (2019) articulate well the high descriptive level of keeping quality teachers in private educational institutions within the Davao Region. They describe keeping quality teachers as a never-ending cycle of discontentment, where unnecessary turnover, unoccupied positions, and declination of morale are observed. Keeping these quality teachers is the

Table 4 Level of Keeping Quality Teachers in Private Educational Institutions

Indicators	SD	Mean	Descriptive Level
Working Conditions	0.59	4.31	Very High
Induction and Monitoring	0.80	4.12	High
Role of Administrator	0.83	4.10	High
Overall	0.68	4.18	High

ultimate importance.

Affirming the investigation of Rainsford et al. (2019) in keeping these quality teachers' wherewithal of good working conditions begets good values. Similar to what Ekaette (2019) revealed, the administrator's intelligence and educational quality are channeled through a strong and positive relationship, expertise, cultural fit, alignment of practices, growth possibilities, and the like.

Significance of the Relationship between Exemplary Teacher Characteristics and Keeping Quality Teachers in Private Educational Institutions

The test of the association between exemplary teacher characteristics and keeping quality teachers in private education yielded a result found in Table 5.1. With a p-value of less than 0.05 and an overall r-value of 0.734, the null hypothesis was found to be rejected. It showcases that there is a strong link between exemplary teacher characteristics and keeping quality teachers in private educational institutions. A correlation between understudied variables is shown by the correlation coefficient (r) precisely because the p- p-values are less than 0.05; the results demonstrate a substantial association between all indicators of exceptional teacher attributes and retaining quality instructors.

This implies that by cultivating these exemplary characteristics, teachers may create a positive, supportive learning environment that fosters student

Table 5.1 Significance of the Relationship between Exemplary Teacher Characteristics and Keeping Quality Teachers in Private Educational Institutions

Exemplary Teacher Characteristics	Keeping Quality Teachers			
	Working Conditions	Role of Administrator	Induction and Monitoring	Overall
Outside of the Classroom	0.623** 0.000	0.468** 0.000	0.442** 0.000	0.543** 0.000
Classroom Culture	0.660** 0.000	0.558** 0.000	0.572** 0.000	0.641** 0.000
Assessment and Motivation	0.698** 0.000	0.535** 0.000	0.512** 0.000	0.619** 0.000
Content Knowledge	0.653** 0.000	0.537** 0.000	0.532** 0.000	0.614** 0.000
Pedagogical Knowledge	0.696** 0.000	0.680** 0.000	0.697** 0.000	0.750** 0.000

Teacher Beliefs	0.627** 0.000	0.513** 0.000	0.526** 0.000	0.595** 0.000
Overall	0.771** 0.000	0.643** 0.000	0.641** 0.000	0.734** 0.000

critical thinking, task engagement, and overall success. Investing in this development through teacher preparation and ongoing professional learning is significant and pivotal in keeping high-quality teachers in private educational institutions, who then make a perpetual impact.

Since all indicators for every variable are connected in this way, a positive link is observed and in a study conducted by Donely et al. (2019), Naido (2019), and Salibat et al. (2024), who mentioned that maintaining high-quality teachers requires schools to recognize that teaching is a formative aspect of professional identity. Keeping these exemplary and effective teachers requires providing them with autonomy over their work, balancing teaching and learning processes, and providing higher-level administrative support.

Significance of the Relationship between Interpersonal Reactivity and Keeping Quality Teachers in Private Educational Institutions

Flauted in Table 5.2 is the result of the test of the relationship between interpersonal reactivity and keeping quality teachers in private educational institutions. The association in question was examined at the 0.05 level of

significance in accordance with the hypothesis. With a p-value of less than 0.05 and an overall r-value of 0.740, the null hypothesis was found to be rejected. It presented a strong link between variables with all of its indices on interpersonal reactivity with a significant relationship with keeping quality teachers supported by the overall p-value obtained. Correlation among indices of interpersonal reactivity and keeping quality teachers obtained R-values within the range from 0.405 to 0.727, with p-values lower than 0.05, respectively.

This entails the development of strategies pertaining to, among other things, empathy training, perspective-taking promotion, openness, supportive leadership, collaborative practices, identification and validation of emotions, reflective practices, and supportive school culture are all necessary to create a sounder and more appreciative environment that fosters student engagement and keeping of these high-caliber teachers.

The findings at hand agree with the ideas disclosed by Aldrup et al.

(2022), Chan et al. (2021), Frenzel et al. (2021), and Tian and Shen (2023) that interpersonal reactivity or others termed dispositional empathy or social skill

skills play an imperative role in keeping quality teachers as this influence teacher-learner relationship, emotional well-being, teaching behaviors, school climate, and learning engagement and success. The relationship precedes better teaching-learning processes and outcomes. Thus, emotions such as

Table 5.2 Significance of the Relationship between Interpersonal Reactivity and Keeping Quality Teachers in Private Educational Institutions

Interpersonal Reactivity	Keeping Quality Teachers			
	Working Conditions	Role of Administrator	Induction and Monitoring	Overall

Perspective-taking	0.603** 0.000	0.540** 0.000	0.535** 0.000	0.603** 0.000
Fantasy	0.369** 0.000	0.355** 0.000	0.394** 0.000	0.405** 0.000
Emphatic Concern	0.584** 0.000	0.593** 0.000	0.594** 0.000	0.642** 0.000
Personal Distress	0.600** 0.000	0.704** 0.000	0.685** 0.000	0.727** 0.000
Overall	0.670** 0.000	0.686** 0.000	0.686** 0.000	0.740** 0.000

enjoyment and enthusiasm are both associated with better and healthy relationships and interactions, ultimately leading to keeping quality teachers.

Significance of the Relationship between Organizational Climate and Keeping Quality Teachers in Private Educational Institutions

See in Table 5.3 is the result of the test of the relationship between organizational climate and keeping quality teachers in private educational institutions. Such a link was examined at the 0.05 level of significance in relation to the hypothesis. With a p-value of less than 0.05, the total obtained r-value of 0.904 indicated that the null hypothesis was rejected. It brings out a strong link between the variables understudied. It also conveys that all of its indicators of organizational climate showed a significant relationship with keeping quality teachers, as backed by the overall p-value obtained. Also, the correlation among indices of organizational climate and retaining quality teachers in private educational institutions herein Davao Region obtained the r- values with the

Table 5.3 Significance of the Relationship between Organizational Climate and Keeping Quality Teachers in Private Educational Institutions

Organizational Climate	Keeping Quality Teachers			
	Working Conditions	Role of Administrator	Induction and Monitoring	Overall
Role Clarity	0.696** 0.000	0.662** 0.000	0.683** 0.000	0.737** 0.000
Respect	0.696** 0.000	0.573** 0.000	0.498** 0.000	0.628** 0.000
Communication	0.559** 0.000	0.479** 0.000	0.446** 0.000	0.530** 0.000
Reward System	0.421** 0.000	0.498** 0.000	0.436** 0.000	0.494** 0.000
Career Development	0.719** 0.000	0.762** 0.000	0.739** 0.000	0.806** 0.000
Planning and Decision Making	0.726** 0.000	0.803** 0.000	0.804** 0.000	0.850** 0.000

Innovation	0.715** 0.000	0.823** 0.000	0.823** 0.000	0.863** 0.000
Relationships	0.703** 0.000	0.598** 0.000	0.554** 0.000	0.663** 0.000
Teamwork and Support	0.735** 0.000	0.647** 0.000	0.589** 0.000	0.705** 0.000
Quality of Service	0.611** 0.000	0.723** 0.000	0.691** 0.000	0.740** 0.000
Conflict Management	0.631** 0.000	0.744** 0.000	0.713** 0.000	0.763** 0.000
Commitment and Morale	0.678** 0.000	0.685** 0.000	0.680** 0.000	0.740** 0.000
Training and Learning	0.626** 0.000	0.802** 0.000	0.834** 0.000	0.833** 0.000
Direction	0.774** 0.000	0.829** 0.000	0.771** 0.000	0.861** 0.000
Overall	0.809** 0.000	0.856** 0.000	0.825** 0.000	0.904** 0.000

range from 0.494 to 0.861, respectively.

This implies the establishment of strategies that create a positive school-organizational climate that boosts teacher satisfaction, motivation, and retention. Indulging in this kind of workplace with matching supportive professional development surely meets teacher's needs, and that hinders these quality teachers from resigning or changing professional paths.

With such data, it aligns with the concepts presented by Khan (2019), Punia and Bala (2023), Roebuck (2023), Selamat et al. (2023), Ahmad et al.

(2023), and Iqbal et al. (2023) that a supportive environment in school enhances satisfaction, zest, and overall productivity/performance. As a result, teachers who feel valued/treasured and empowered perform better. As an effect of a supportive organizational climate, it cultivates role clarity, self-sufficiency, and liveness of the working environment, and through this surely echoed towards keeping quality teachers – a positive organizational climate is integral for an optimal teaching-learning milieu, among others.

Significance of the Influence of Exemplary Teacher Characteristics, Interpersonal Reactivity, and Organizational Climate on Keeping Quality Teachers in Private Educational Institutions

Table 6 showcases the test of the influence of exemplary teacher characteristics, interpersonal reactivity, and organizational climate on keeping quality teachers in private educational institutions. Based on the result, the regression model is significant, as indicated by the F-value of 627.743 and the accompanying p-value of 0.000, which leads to the null hypothesis rejection. It is safe to state that there is a variable that can predict quality teachers in private educational institutions.

The R^2 of 0.826 denotes that 82.60% of the variation in keeping quality teachers can be explained by the exemplary teacher characteristics and organizational climate on keeping quality teachers to boot. Other than these predictor variables, other factors account for 17.40% of the variation. Delving

Table 6 Significance of the Influence of Exemplary Teacher Characteristics, Interpersonal Reactivity, and Organizational Climate on Keeping Quality Teachers in Private Educational Institutions

<i>Keeping Quality Teachers</i>					
Exogenous Variables		<i>B</i>	β	<i>t</i>	<i>Sig.</i>
Constant		-0.735		-4.869	0.000
Exemplary Teacher Characteristics		0.211	0.142	4.327	0.000
Interpersonal Reactivity		0.003	0.002	0.056	0.956
Organizational Climate		0.951	0.797	20.946	0.000
	R	0.909			
	R ²	0.826			
	ΔR	0.825			
	F	627.743			
	ρ	0.000			

on the standard coefficient of organizational climate has the highest obtained beta coefficient of 0.797 directing that organizational climate has the greatest influence on keeping quality teachers in private educational institutions compared to exemplary teacher characteristics with a beta coefficient of 0.142, respectively.

This infers that the interplay of organizational climate and characteristics of teachers is indispensable in keeping them – supportive, flexible, and delightful.

Working conditions or workplaces enhance performance, satisfaction, and enthusiasm, stimulate commitment and loyalty, and boost morale.

The data aligns with the study conducted by Iqbal et al. (2023), Punia and Bala (2023), and Salibat et al. (2024) that excellent teaching practices and

supporting a climate of an organization, be it a learning institution, when collaboration yields greater learning results and higher levels of teacher retention rates, such that a teacher operating a positive school environment and possessing leadership attributes with subject matter expertise is more likely to be highly effective are more likely to be kept – a synergistic effect.

Best Fit Structural Model for Keeping Quality Teachers

This portion analyzes the interrelationships among variables understudies. The best-fit model for keeping quality teachers was found by generating three models. In private educational institutions. These models were meticulously constructed based on provided fit indices and were examined in order to decide whether or not to adopt the model.

The Summary of Goodness Fit Measures for the Three Generated Models is presented in Table 7. A number of indices are used to evaluate each model, and the model that best satisfies the requirements for each index is considered the optimal model.

Table 7 Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN/DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	0.000	8.390	0.612	0.714	0.688	0.687	0.155	0.000
2	0.000	6.557	0.642	0.787	0.759	0.765	0.135	0.000
3	0.140	1.294	0.982	0.997	0.987	0.993	0.031	0.867

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index
- RMSEA - Root Means Square of Error Approximation
- P-close - P of Close Fit

Figure 2 displays the variance of the exogenous and endogenous variables from the Generated Structural Model 1. From the data in Table 8, the

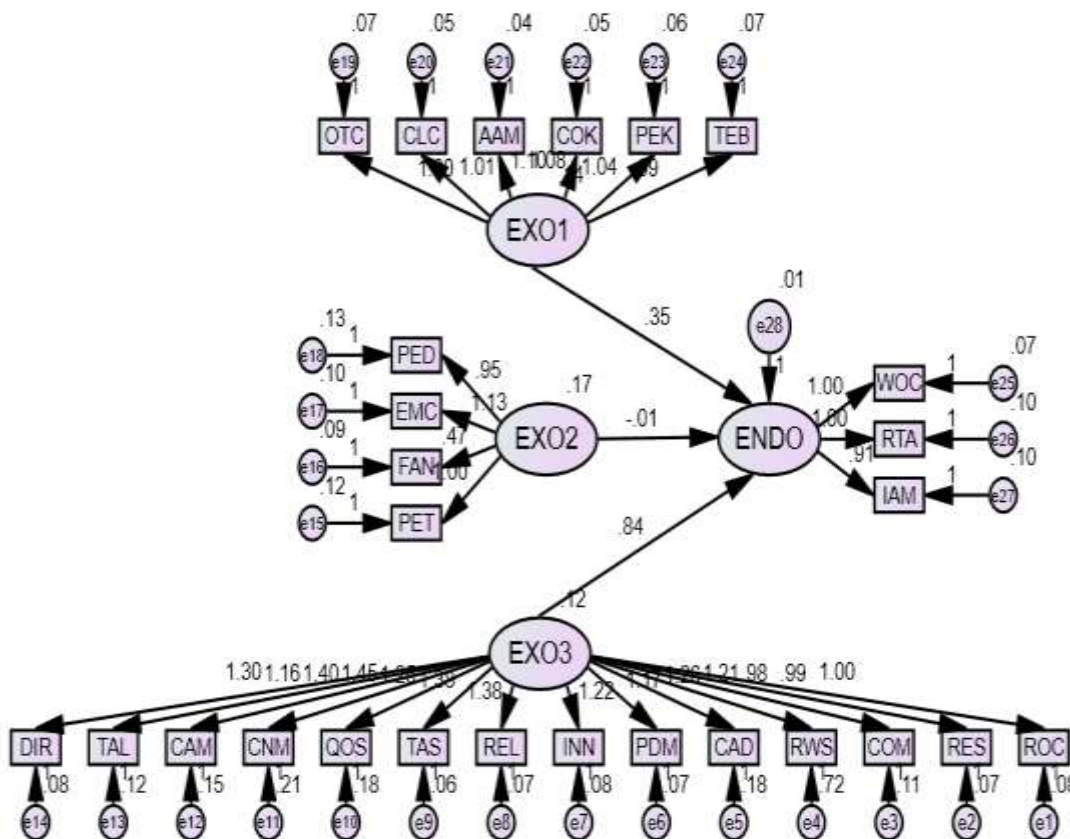


Figure 2. Generated Structural Model 1

component that best describes the organizational environment has the highest value (beta = 0.842), followed by traits of exceptional teachers (beta = 0.352) and interpersonal reactivity (beta = -0.013). However, in Table 7, the model fit values were found to be outside of the range of its indices by Model 1

and did not fit the data, according to the goodness of fit criteria with the CMID/DF > 2, GFI, CFI, TLI < 0.95, and RMSEA > 0.05 with P-close < 0.05.

Table 8 Regression Weights of the 3 Generated Models

Exogenous Variables to Endogenous Variable			
Model	Exemplary Teacher Characteristics	Interpersonal Reactivity	Organizational Climate
1	0.352***	-0.013***	0.842***
2	0.319***	-0.150***	0.967***
3	-0.054***	-0.157***	1.282***

Generated Structural Model 2, presented in Figure 3, is the direct relationship between exogenous and endogenous variables. As illustrated in Table 8, their respective factors strongly represent organizational climate; the greatest value of these factors is beta = 0.967, followed by exceptional teaching traits at beta = 0.319 and interpersonal reactivity at beta = -0.150.

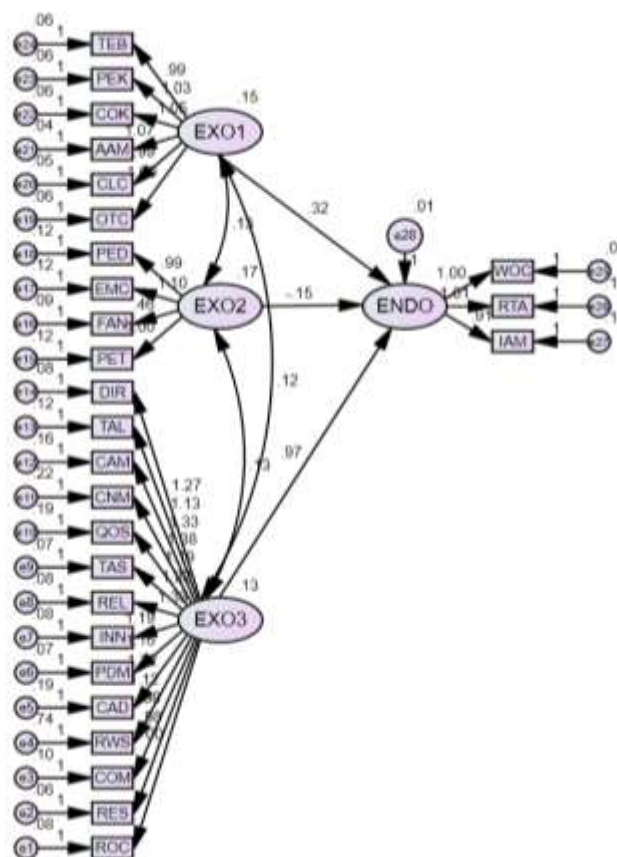


Figure 3. Generated Structural Model 2

Table 7 presents the Summary of Goodness of Fit Measures for the best structural model. The P-value indicates a good match when there is no substantial disparity between the estimated and observed data, and it exceeds the 0.05 threshold. A decent fit is shown by the model's Chi-Square/Degrees of Freedom (CMIN/DF) of 1.294, which falls within the permissible range of 0 to 2. The Goodness of Fit Index (GFI)

is 0.982, which is higher than the 0.95 benchmarks, indicating that the fit is good, with values that are closer to 1 or superior.

The Comparative Fit Index (CFI) of 0.997, which is higher than the 0.95 requirement. Comparably, the Root Mean Square Error of Approximation (RMSEA), which is 0.031 and less than the 0.05 benchmark, is less than the Normed Fit Index (NFI) of 0.987, indicating a decent fit with lower values being better than the set value. Finally, a good match is shown by the P-close value of 0.867, which is higher than the criterion of 0.05. Based on the available data, it can be concluded that Model 3 is the most suitable for retaining high-quality teachers, as all indices either met or exceeded their respective criteria.

Signified in Figure 4 is the Generated Structural Model 4 showing the interrelationships of exogenous variables (exemplary teacher characteristics, interpersonal reactivity, and organizational climate) and its direct causal relationship with endogenous variable – keeping quality teachers. As observed, the best – fit model exhibits a closely interconnected to exemplary teacher characteristics, interpersonal reactivity, and organizational climate only. The model revealed that exemplary teacher characteristics had a direct relationship between interpersonal reactivity and organizational climate and vice-versa.

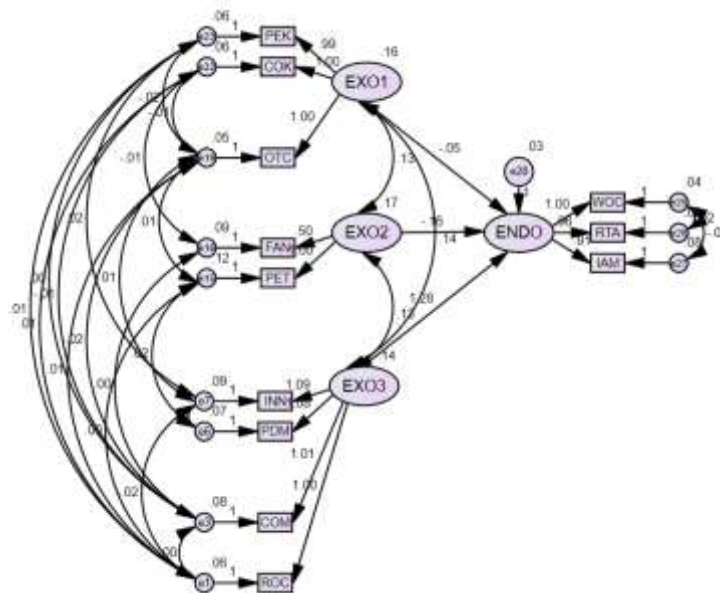


Figure 4. Best-Fit Model for Keeping Quality Teachers

On top of that, three out of six indicators of exemplary teacher characteristics (EXO1) identified as pedagogical knowledge, content knowledge, and outside-of-the-classroom remained significant predictors of keeping quality teachers. Two out of four indicators of interpersonal reactivity (EXO2), namely fantasy and perspective-taking, were found to affect quality teachers. Likewise, four out of fourteen indicators of organizational climate (EXO3) identified as innovation, planning and decision-making, communication, and role clarity were found to be predictors of keeping quality teachers. Furthermore, showed a direct causal link between exogenous variables and endogenous variables, and the model retained all indicators of keeping quality teachers (ENDO).

The direct causal link of exemplary teacher characteristics, interpersonal reactivity, and organizational climate towards keeping quality teachers in private educational institutions substantiates the concepts of Cainday (2023), Darling-Hammond and Cook-Harvey (2023), Goldhaber (2022), and Roebuck (2023) that these exogenous variables have a coactive effect such that teacher quality including empathy has a

remarkable bearing on student success than school organization and curriculum. Thus ring that the quality of teachers equates to a better teaching outcome, and fostering this may direct towards retaining the best teachers, which ensures high-quality education.

CONCLUSION AND RECOMMENDATION

Based on the findings of the study, the following conclusions with recommendations were drawn.

Exemplary Teacher Characteristics feature considerable input on teachers in a particular area. The results proclaimed that all its domains considerably gained a *very high* descriptive level, pinpointing *pedagogical knowledge* as the lowest. This suggests that the teacher applies information from richer and more intimate sources to the issue we are attempting to resolve. This calls for attending *Educational Technology and Online Communities*, utilizing educational technology tools, and participating in online teacher communities like Edutopia and Reddit. Aided in maintaining the level of pedagogical knowledge due to its access to a wealth of resources, ideas, and advice from a global network of teachers, which offers a platform for sharing practices and finding innovative solutions to problems that might arise.

Interpersonal reactivity also highlights a significant response from the locale. The results are known to have a *very high* descriptive level, identifying *personal distress* as the lowest. This indicates that teachers stand strong when they find themselves in the middle of an awful situation. It entails putting together a *Professional Support Network* that builds a net of supportive colleagues, mentors, and professional organizations. Having this constructs a strong support system providing emotional support, practical advice, and a sense of community, which is central in tough times.

The organizational climate underscores the hefty response from the locale. The data revealed a *high* descriptive level, narrowing *the reward system* to the lowest. This points to teachers receiving extra bonuses and necessitates a call for *Teacher Development Incentives* that give bonuses for teachers who pursue advanced degrees, certifications, or professional development courses/provision of a stipend or tuition reimbursement for completed degrees/courses. This also rewards teachers who impart newer knowledge to colleagues through workshops or presentations, as this creates the identity of the educational institution.

Keeping Quality Teachers accentuates robust response from the locale. Herein, a *high-level* descriptive level narrows down to school administrators who are caring and sensitive to teachers' needs. *Bringing into light Work-Life balance*, where teachers are encouraged to take their apportioned personal and vacant days, and school administrators should avoid scheduling mandatory meetings/events/activities outside of regular hours when possible.

All exogenous variables were found to have a weighty impact on keeping quality teachers. Evocative to maintaining such a relationship, calls an *Integrative Professional Development* where teachers foster a professional development program that simultaneously addresses the understudied exogenous variables. Through this, teachers enjoy training sessions covering advanced teaching strategies, empathy development, and approaches echo towards a positive organizational climate; they are exposed to team-based developmental activities boosting peer support and shared learning experiences, schedule for regular check-ins of a mentor-mentee relationship to address any concern(s) from students, peers, and administrators; laid expectations and provided vital resources for teachers to meet (standard requirements); attend regular forums on discussing ideas and concern(s), participate regular team-building events to strengthen relationships and establish trust among others; and use feedbacking to craft informed adjustment to policies and practices to meet teacher's needs better, thus leading to not just for the

improvement of teacher satisfaction and effectiveness but enhances the overall performance/outcomes, and profound effect on keeping quality teachers in private educational institutions.

Subsequently, exemplary teacher characteristics and organizational climate were the only exogenous variables that had a significant influence on keeping quality teachers. Bringing forth the *Developmental Focus on Empathy and Social Skills*, an all-around approach to workshops on emotional intelligence, empathy, conflict resolution, and effective communication, which then offers ongoing opportunities for teachers to engross in professional learning communities with the use of role-playing to aid teachers to practice interpersonal skills. This approach not only supports keeping quality teachers but also contributes to a positive school environment, in this way improves teacher and student success.

Ultimately, it affirms the Tripod Model of Teacher Retention and Human Capital Theory, where teacher characteristics, interpersonal reactivity through social skills and empathy, and organizational climate have domino effects in elevating satisfaction, lowering burnout, leading to a positive and productive educational institution, increasing teacher retention, lowering to no-cost association to recruitment, and echoes students' success.

Researchers in the same area in the future who would like to utilize the modified survey questionnaire from this endeavor may consider validating and imploring the Confirmatory Factor Analysis (CFA) or Exploratory Factor Analysis (EFA).

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