



## THE ROLE OF SOCIAL SUPPORT AND JOB SATISFACTION IN SUSTAINING TEACHER RETENTION IN A PRIVATE HIGHER EDUCATION INSTITUTION

**Rodello P. Lauron<sup>i</sup>**

University of Cebu,  
Banilad Campus,  
Cebu City, Philippines

### **Abstract:**

This study examined the influence of social support and job satisfaction on teacher retention within a predominantly young and early-career teaching workforce at a private higher education institution in Cebu, Philippines, during the school year 2025–2026. Teacher retention remains a pressing concern, making it crucial to understand how workplace experiences shape teachers' decisions to remain in the profession. The study assessed the levels of social support and job satisfaction and identified factors that significantly contribute to sustaining teacher retention. A descriptive-correlational design was employed, involving 116 purposively selected teachers who responded to a validated and reliability-tested adopted survey questionnaire. Data were analyzed using appropriate statistical methods to measure social support, job satisfaction, and the factors influencing retention. Findings revealed that teachers reported high levels of social support and very high job satisfaction, particularly in career development, school climate, and leadership support. Retention-related factors, including compensation, administrative support, working conditions, and professional growth, were also rated strongly. Correlation results showed that social support was not significantly related to job satisfaction or teacher retention, whereas job satisfaction demonstrated a significant positive relationship with retention. Overall, the study underscores that workplace conditions and teachers' professional experiences strongly shape retention. Strengthening job satisfaction, improving working conditions, and enhancing institutional support are essential strategies for sustaining a committed and motivated teaching workforce.

**Keywords:** social support; job satisfaction, teacher retention, private higher education institution

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<sup>i</sup> Correspondence: email [rodellolauron@gmail.com](mailto:rodellolauron@gmail.com)

## 1. Introduction

Employee turnover is a global concern that disrupts academic and administrative operations, undermining institutional stability and long-term growth. High turnover results in the loss of valuable knowledge, skills, and experience, which negatively affects educational quality and overall organizational performance. In many higher education institutions, excessive turnover weakens instructional continuity and diminishes institutional reputation. Perceived organizational support (POS) refers to the extent to which employees believe that their organization values their contributions and cares about their well-being. Teacher-perceived organizational support encompasses teachers' perceptions of how their institutions provide support in areas such as work environment, developmental opportunities, and resources. According to Li *et al.* (2025), employees who perceive strong organizational support display higher job satisfaction and stronger organizational commitment. Similarly, Eisenberger *et al.* (1986) found that adequate support enhances employee engagement and performance, while insufficient support results in low morale and poor productivity.

In the Philippine context, universities continue to face challenges in faculty retention due to issues related to compensation, workload, limited professional development, and institutional support. Research indicates that job satisfaction and retention among Filipino educators are influenced by equitable compensation, fair workload distribution, and strong leadership (Shuck & Rose, 2013; McNamara, 2016). When these are lacking, turnover rates increase, leading to higher recruitment and training costs and disruptions in educational operations.

Universities in Cebu, like many others in the Philippines, encounter challenges related to job satisfaction, compensation, career advancement, and work environment. Organizational culture and leadership style significantly influence teacher retention. A positive and inclusive culture fosters collaboration and commitment, while poor leadership and lack of communication result in disengagement and attrition (Carmeli, 2005; Terry, 2017). Addressing these aspects can help Cebu universities establish more sustainable and supportive academic environments.

There were various reasons why teachers of Higher Education Institutions (HEI's) leave and look for greener pastures. Similarly, some teachers at a private higher education institution (PHEI) in Cebu City, Philippines, leave for a greener pasture due to low compensation, workload pressures, limited career advancement, job insecurity, poor leadership, and better offers elsewhere. Addressing these issues through improved compensation, stronger faculty support systems, and professional development opportunities can help the university retain qualified educators and strengthen institutional stability.

The present study aimed to assess social support, job satisfaction, and the factors affecting teacher retention in a PHEI. By evaluating variables such as compensation, workload, job security, professional growth, and workplace relationships, this study seeks to provide a comprehensive understanding of the institutional factors influencing

faculty stability. These insights are essential for developing evidence-based policies that promote retention and satisfaction among university educators. This study filled a research gap on job retention in Cebu's private universities and contributed practical recommendations for sustainable employment strategies. Effective human resource practices enhance employee satisfaction, reduce turnover, and maintain instructional quality factors crucial to achieving educational excellence in a competitive higher education landscape (Bribesh *et al.*, 2024). The findings served as a valuable basis for the administration to revise institutional policies on workload management, compensation, and professional development programs, thereby promoting a more supportive and sustainable work environment. The study highlighted the needs and experiences of faculty members, ensuring that their voices are considered in shaping a workplace that values well-being, recognition, and career growth. Students will also benefit, as improved faculty satisfaction and retention contribute to instructional stability, higher teaching quality, and better learning outcomes. As a whole, the study supported long-term organizational effectiveness by reducing turnover costs, enhancing institutional reputation, and fostering a culture of commitment and excellence within the institution.

## 2. Literature Review

This section presents the review of related literature and studies that serve as the foundation in the conceptualization of this research, focusing on the teachers' social support, job satisfaction, and retention.

Social support is a fundamental element in understanding employee behavior within academic institutions. It encompasses the moral and material assistance individuals receive from their organizations and peers, shaping their perceptions of belonging and motivation. In higher education, perceived organizational support and fairness are critical to creating positive reciprocal relationships between the institution and its employees. According to Social Exchange Theory and Equity Theory, employees who perceive fair treatment and supportive exchanges from their institutions are more likely to reciprocate with loyalty, commitment, and reduced turnover intentions. Supportive leadership, collegial relationships, and transparent governance are forms of organizational social support that nurture trust and morale among university staff and faculty members.

Furthermore, leadership and organizational climate contribute significantly to social support in academic settings. When leaders demonstrate openness, recognition, and participative decision-making, employees feel valued and supported, fostering organizational commitment. Fit, relationships, and community ties, such as collegial relationships, student connections, and alignment with institutional values can further strengthen employees' sense of belonging and stability within the university. This is especially relevant in localized contexts like Cebu, where social and community embeddedness can anchor teachers more effectively than monetary incentives. Perceived organizational support, fairness, and collegiality serve as strong predictors of employee

attachment and play an essential role in reducing turnover intent in higher education institutions.

Job satisfaction serves as a vital mediator between employees' work experiences and their decision to remain or leave an organization. It is influenced by multiple interrelated factors, including compensation, workload, recognition, and career development opportunities. Compensation and benefits remain consistent predictors of job satisfaction and turnover. While competitive pay can enhance satisfaction, studies indicate that financial incentives alone are insufficient if other psychological and professional needs, such as autonomy and recognition, are not met. Self-determination theory emphasizes autonomy, competence, and relatedness as core psychological needs that drive intrinsic motivation and job fulfillment among educators.

Workload and role overload also have a significant bearing on satisfaction. Excessive teaching and administrative duties often lead to burnout and dissatisfaction, particularly when tasks are perceived as unequally distributed. Conversely, clear workload policies that balance teaching, research, and service responsibilities can improve morale and engagement. Career development and research support likewise promote job satisfaction by providing opportunities for professional growth, promotion, and continuous learning. When institutions invest in structured mentoring, research funding, and professional development programs, employees are more likely to feel recognized and motivated to perform at their best.

Overall, job satisfaction in higher education is a multi-dimensional construct influenced by both intrinsic and extrinsic factors. Faculty members who experience supportive leadership, fair workloads, and opportunities for advancement are more likely to report high levels of satisfaction and commitment to their institution.

Employee retention in higher education is an essential organizational and social concern. Universities rely on experienced faculty and staff to maintain teaching quality, research productivity, and institutional continuity. High turnover, on the other hand, incurs both direct costs (e.g., recruitment, on-boarding) and indirect costs (e.g., decreased morale, disrupted student learning) (Hom *et al.*, 2017). Research across countries shows that turnover among university employees results from a blend of individual, organizational, and contextual factors. These include dissatisfaction with compensation and benefits, heavy workloads, limited career advancement, lack of research support, and perceived inequities (Bryant *et al.*, 2020). Non-monetary factors such as recognition, collegiality, professional development opportunities, and alignment with institutional values also strongly predict retention among academic and administrative staff.

Job Embeddedness Theory (Mitchell *et al.*, 2001) provides a useful framework for explaining retention, emphasizing the interplay of links (social connections), fit (compatibility with job and community), and sacrifice (costs associated with leaving). Similarly, organizational commitment theory (Meyer & Allen, 1991) highlights three forms of commitment, affective, continuance, and normative—that collectively reduce turnover intention. Contextually, retention in Cebu's universities is also influenced by external labor markets, family and community ties, and regional economic conditions.

When local opportunities are limited or when employees have strong community roots, they are more likely to stay, even in the presence of moderate job dissatisfaction.

Effective retention strategies must therefore be multi-dimensional. These include transparent and competitive compensation systems, equitable workload distribution, clear promotion pathways, supportive leadership, participatory governance, and initiatives that strengthen institutional belonging. Tailored interventions that integrate both monetary and non-monetary strategies are generally more effective than single-focus approaches (Hom *et al.*, 2017).

While global literature provides strong theoretical and empirical insights, limited context-specific studies exist on faculty retention within Cebu's higher education institutions. Local research can identify the most salient determinants of retention, test theoretical models such as job embeddedness and organizational commitment, and propose evidence-based policies that are sensitive to cultural and economic realities.

In conclusion, faculty retention in universities is a multi-faceted and context-dependent issue. Social support enhances job satisfaction, which in turn sustains retention. Understanding the interplay of these variables in Cebu's higher education institutions will enable the design of more relevant and sustainable faculty retention strategies.

Social support refers to the moral and material assistance individuals receive from their social relationships, consisting of subjective support, objective support, and the extent to which the support is utilized (Zeng *et al.*, 2025). Based on the buffering effect of social support, Hu and Sang (2013) found that social support moderates the relationship between teachers' cognitive factors and job satisfaction. Specifically, subjective support had a moderating effect on the relationship between preschool teachers' professional affect and job satisfaction. Dessler (2016) emphasized that effective human resource management enhances teacher retention by fostering environments where employees feel valued, supported, and engaged. This aligns with the concept of social support in educational institutions, where administrative responsiveness and collegial relationships cultivate a sense of belonging and professional fulfillment.

Daroy and Gomez (2025) discovered that social support and self-efficacy significantly influence job satisfaction and teacher effectiveness in higher education. Likewise, Richter *et al.* (2022) reported that organizational socialization and perceived school support positively affect alternatively qualified teachers' retention intentions. Baron and Camlian (2025) explored workplace health, safety, and social support, finding that these factors affect turnover intentions among Philippine private higher education faculty. Similarly, Zeng *et al.* (2025) demonstrated that social support acts as a mediator between quality of work life and turnover intentions. Ryan and Deci (2020) further argued that a sense of purpose and alignment with institutional values foster long-term commitment, both of which can be strengthened through strong social support systems. Herzberg's Two-Factor Theory (1959) explains that hygiene factors, such as salary and policies, prevent dissatisfaction, while motivators like achievement, recognition, and meaningful work foster satisfaction and retention. In higher education contexts, Noe

(2023) highlighted that continuous training, mentorship, and skill-building initiatives enhance psychological well-being and organizational loyalty, serving as institutional social support that strengthens job satisfaction.

Collie (2021) found that job satisfaction mediates the relationship between work environment and teacher turnover. Similarly, Chen *et al.* (2022) identified professional identity, competence, motivation, fairness, and achievement as major determinants of job satisfaction. CUPA-HR (2023) confirmed that job satisfaction remains the top indicator of retention among higher education employees in the United States. Chabokrowa *et al.* (2024) revealed that “Spirit at Work” enhances job satisfaction and organizational citizenship behavior, promoting retention in Australian private institutions. Singh *et al.* (2024) found that perceived organizational support and employee involvement increase job satisfaction, moderated by psychological contracts.

Daroy and Gomez (2025) also established that social support enhances job satisfaction, while Anog *et al.* (2024) showed that work satisfaction and school dedication are significant predictors of teacher retention in private schools. Moreover, Skaalvik and Skaalvik (2020) reported that emotional exhaustion leads to teacher attrition, underscoring the importance of maintaining job satisfaction to prevent burnout. Mitchell *et al.*'s Job Embeddedness Theory (2001) explains that links (social connections), fit (compatibility with job/community), and sacrifice (costs of leaving) determine whether employees stay. This framework is especially relevant in universities, where strong relationships with colleagues, students, and the community influence retention.

Meyer and Allen's Three-Component Model of Organizational Commitment (1991) differentiates affective (emotional), continuance (cost-based), and normative (obligation-based) commitment, each contributing to reduced turnover. Shuls and Flores (2021) highlighted that supportive environments and professional development increase teacher retention, while Nguyen and Springer (2020) found that supportive leadership and collegial ties are crucial in private institutions. Ali and Ahmed (2023) emphasized the role of work-life balance and institutional support, while Zhou and Volkwein (2020) identified recognition and promotion opportunities as strong retention factors.

Barkhuizen *et al.* (2021) revealed that institutional culture and belonging predict retention, and Kim and Cho (2022) demonstrated that a positive school climate reduces turnover among early-career instructors. Darling-Hammond *et al.* (2020) found that professional development correlates positively with satisfaction and retention. Borman and Dowling (2021) noted that feeling appreciated increases faculty retention, while Trower (2021) underscored faculty involvement and institutional trust. Pearson and Moomaw (2020) emphasized that autonomy and participation in decision-making strengthen teachers' intention to stay.

Ronfeldt *et al.* (2020) reported that strong peer networks enhance job satisfaction and reduce turnover. Green and Celkan (2023) found that institutional justice and transparency improve retention. Meanwhile, Sims and Jerrim (2020) linked perceptions of workload and administrative support to teachers' decisions to remain. Zhou *et al.* (2023) examined how organizational culture, leadership style, and stress influence

teacher retention in Chinese universities. Malinao and Agustin (2023) stressed that competitive strategies and positive leader-employee relations drive retention in Philippine HEIs. Pillazar *et al.* (2024) identified recognition and rewards as effective faculty retention mechanisms in the Philippines. Liu *et al.* (2024) found that perceived organizational support, value recognition, and job support enhance commitment and performance while reducing turnover. Martínez *et al.* (2021) noted that non-monetary factors such as professional advancement and recognition also serve as strong motivators for retention.

As a conclusion, literature suggests that social support builds belonging and mitigates stress, job satisfaction fosters engagement and motivation, and both variables synergistically influence teacher retention. The interplay among these constructs underscores that teacher retention in higher education is not driven by a single factor, but rather by a supportive, satisfying, and value-aligned organizational environment.

### **3. Purpose of the Study**

This research determined the influence of social support and job satisfaction on teacher retention at a PHEI in Cebu City, Philippines, for the school year 2025–2026. Specifically, it sought to answer the following objectives:

- 1) To assess the level of social support received by the respondents
- 2) To determine the level of job of the respondents
- 3) To determine the degree of influence of identified factors affecting the retention of the respondents
- 4) To test the significance of the relationship between the social support, job satisfaction, and teachers' retention

### **4. Materials and Methods**

#### **4.1 Research Design**

The study utilized a descriptive-correlational research design. This design is appropriate for systematically describing the current state of job satisfaction, dissatisfaction, and retention among the employees of the PHEI. Descriptive surveys allowed for the collection of quantitative data, enabling the researcher to identify key determinants influencing job departure and retention. The variables tested and correlated were social support, job satisfaction and retention. Through this design, it aimed to assess the social support, job satisfaction, and the identified factors affecting teachers' retention at the PHEI.

#### **4.2 Respondents**

The respondents of this study were the 116 teachers of the PHEI, coming from the following departments: Elementary, Junior High School, Senior High School, General Education, Teacher Education, Tourism Management, Hotel Management, and Business

and Accountancy and Criminology. These teachers were selected because they represent a diverse and holistic range of educational levels and academic disciplines within the university. Their experiences, working conditions, and institutional engagements provide rich and varied perspectives necessary to understand the interplay between social support, job satisfaction, and retention factors in the academic setting. Teachers in the Elementary Department serve as foundational educators, handling young learners who require extensive attention, patience, and nurturing. Their roles are emotionally and mentally demanding, making social support systems—from peers, administrators, and the institution—crucial for sustaining job satisfaction and long-term retention.

By focusing on teachers who have been in service for at least one school year, the study ensures that participants can provide meaningful insights into how workplace relationships, administrative support, and job satisfaction influence their decision to remain in the teaching profession. The sample size was determined based on accessibility, willingness to participate, and the representation of different departments to capture a comprehensive perspective of the study.

### 4.3 Data Collection Tools

This research utilized a three-part survey questionnaire to assess the variables investigated in this study. The respondent answered the survey questionnaires by indicating their level of agreement with each statement related to social support, job satisfaction, and teacher retention. They will rate their responses using a five-point Likert scale, which provides a quantitative measure of their perceptions and experiences. The scale is structured as follows: 5 – Strongly Agree, 4 – Agree, 3 – Undecided, 2 – Disagree, and 1 – Strongly Disagree. This format allows for a clear assessment of the extent to which each factor influences the respondents' attitudes and decisions. The use of a Likert scale is appropriate for this study because it captures variations in opinions and provides measurable data for statistical analysis (Joshi *et al.*, 2015). Part I utilized a survey questionnaire adapted from the Social Support Questionnaire (SSQ) developed by Sarason *et al.* (1983). The instrument measures the respondents' perceived level of social support across three key dimensions: appraisal support (emotional encouragement and affirmation), belonging support (sense of inclusion and social companionship), and tangible support (practical or material assistance). The adoption of this standardized tool ensures the reliability and validity of the data collected regarding the social support received by teachers, thereby strengthening the accuracy of the study's findings. Part II employed a survey questionnaire adapted from Anog *et al.* (2024) to measure the respondents' level of job satisfaction. The instrument evaluates four major dimensions: career development, school climate, leadership, and job security. These factors collectively provide a comprehensive view of the teachers' satisfaction with their professional environment and growth opportunities. Utilizing this validated tool ensures that the data collected accurately reflects the various aspects influencing teachers' job satisfaction, which in turn may affect their decision to remain in the teaching profession. Part III assessed the respondents' degree of influence of the factors affecting teacher

retention. The instrument focuses on four key dimensions—compensation, administrative support, working conditions, and professional growth, which are widely recognized as critical determinants of teachers' decision to remain in the profession. Adopting this instrument allows the study to capture reliable and context-specific insights into how these factors collectively shape teacher retention. Furthermore, the use of an established tool enhances the validity and comparability of the findings within similar educational contexts.

#### **4.4 Data Gathering Process**

The data gathering process of this study was conducted in three major stages: Preliminary Stage, Data Gathering Stage, and Post Data Gathering Stage. Each stage involves specific activities to ensure the systematic collection and processing of reliable data. In the preliminary stage, the researcher prepared and submitted formal transmittal letters addressed to the Campus Affairs Director and respective Department or Program Heads to request permission to conduct the study within the institution. The approval was granted, and coordination was made with concerned administrators to identify the available teachers who met the study's inclusion criteria. The researcher secured the necessary ethical clearances and finalized the survey instruments to ensure their readiness for distribution. This stage ensures that the study adheres to institutional protocols and maintains ethical standards in research involving human participants.

During the data gathering stage, the researcher conducted a brief orientation session in person and online with the teacher-respondents. During the orientation, the purpose of the study, the confidentiality of responses, and the voluntary nature of participation were clearly explained. An informed consent form was distributed personally or online and collected prior to the administration of the questionnaires. The researcher explained how to properly accomplish the survey forms, clarify any questions, and allow sufficient time for respondents to complete their answers. To maximize the response and retrieval rate, follow-ups were made through online communication or personal visits of respondents or communication and follow-up with designated Coordinators, Principals, Chairpersons and Deans. The researcher ensured that the data collection process upholds ethical standards, respect for participants' privacy, and accuracy of responses. During the post-data gathering stage, the researcher ensures that the data gathered were treated, interpreted, and analyzed in accordance with the study's objectives.

#### **4.5 Data Analysis**

The data gathered from the respondents were carefully organized, analyzed, and interpreted to address the objectives of the study. All information collected was treated with the highest degree of confidentiality to ensure the privacy and protection of the participants. Weighted mean was used to assess the extent to which different occupational retention factors influence employees' decisions to stay or leave their current teaching job. Standard deviation was used to assess the consistency of employees'

perceptions regarding the factors that help teacher retention. The researcher used this to understand whether respondents have similar or diverse views on the factors influencing their decision to remain in or leave their current teaching job. Person's r was utilized to test the significant relationship between social support, job satisfaction and retention. It will help determine whether specific factors (such as work environment, compensation, or leadership) have a measurable influence on teachers' retention.

## 5. Results and Discussion

This section presents the results of the data gathered, which assessed the respondents' social support, job satisfaction, and retention. The test of the significance of the relationship among variables is also presented.

### 5.1 Level of Social Support of the Respondents

This section interprets and discusses the overall level of social support of the respondents. The conceptualization of their social support is operationalized across three key sub-variables: Appraisal Support, Belonging Support, and Tangible Support. Social support is a vital factor influencing individuals' well-being, coping mechanisms, and professional performance. In this study, the respondents' social support is analyzed through three interrelated dimensions: appraisal support, tangible support, and belonging support. Appraisal support refers to the guidance, advice, and evaluative feedback that respondents receive from their social and professional networks, helping them make informed decisions and cope with challenges. Tangible support reflects the practical assistance provided, such as help with tasks, resources, or logistical aid, which eases the burden of daily responsibilities. Belonging support measures the sense of connection, inclusion, and companionship that respondents experience within their social circles and work environment. Thus, the summary on the level of support of the respondents was examined and is presented in Table 1.

**Table 1:** Summary of the level of social support received by the respondents

Components	WM	SD	Verbal Description
Appraisal Support	3.95	1.10	High
Belonging Support	3.88	1.07	High
Tangible Support	3.80	1.14	High
<b>Grand Mean</b>	<b>3.88</b>		<b>High</b>
<b>Grand Standard Deviation</b>		<b>1.10</b>	

Table 1 presents a summary of the overall level of social support received by the respondents, combining three major components: appraisal support, belonging support, and tangible support. This table provides a holistic view of how well-supported the respondents feel across emotional, social, and practical dimensions. The grand mean of 3.88, interpreted as High, indicates that respondents experience a strong overall level of social support. The grand standard deviation of 1.10 suggests moderate variability,

meaning that while most respondents experience strong social support, a few may perceive it at lower levels. Overall, the data shows that respondents benefit from consistently strong social support in emotional guidance, social connectedness, and practical assistance. This well-rounded support system likely plays a key role in enhancing their well-being, coping abilities, and overall life satisfaction (Thoits, 2011).

#### 4.2 Level of Job Satisfaction of the Respondents

This section discusses the overall level of job satisfaction of the respondents. The conceptualization of Job Satisfaction is operationalized across three key sub-variables: Career Development, School Climate, Leadership, and Job Security. Job satisfaction is a multifaceted construct that reflects employees' overall contentment with various aspects of their work environment, responsibilities, and professional experiences. In this study, the respondents' job satisfaction is examined across four critical dimensions: career development, school climate, leadership, and job security.

**Table 2:** Summary on the level of job satisfaction of the respondents

Components	WM	SD	Verbal Description
Career Development	3.51	0.67	Very High
School Climate	3.38	0.68	Very High
Leadership	3.32	0.71	Very High
Job Security	3.18	0.71	High
<b>Grand Mean</b>	<b>3.35</b>		<b>Very High</b>
<b>Grand Standard Deviation</b>		<b>0.69</b>	

Career development pertains to opportunities for professional growth, skill enhancement, and advancement, which influence motivation and engagement. School climate reflects the overall quality of the work environment, including relationships with colleagues and students, organizational culture, and collaborative practices. Leadership examines the accessibility, supportiveness, and effectiveness of school administrators in guiding and recognizing teachers, thereby shaping morale and commitment. Job security considers the stability of employment, fairness of policies, and assurances of long-term professional continuity. Thus, the summary of the level of job satisfaction of the respondents was examined and is presented in Table 2. The table presents a summary of the respondents' overall level of job satisfaction, combining four key dimensions: career development, school climate, leadership, and job security. This summary provided an overall picture of how satisfied teachers are in their work environment based on professional growth, workplace relationships, administrative support, and employment stability. The grand mean of 3.35, described as Very High, indicates that respondents are highly satisfied with their job overall. The grand standard deviation of 0.69 indicated low to moderate variability, meaning most respondents share similar positive perceptions of their job satisfaction. Overall, the respondents demonstrated very high job satisfaction, especially in areas related to professional development, workplace relationships, and leadership practices. While job security is slightly lower, it remains positive. These

findings suggested a supportive and engaging school environment that promotes teacher commitment, motivation, and long-term retention (Armstrong, 2012).

### 4.3 Degree of Influence of the Identified Factors Affecting Retention of the Respondents

This section discusses the degree of influence on retention with the identified factors, such as Compensation, Administrative Support, Working Conditions, and Professional Growth of the respondents. This summary presents the overall degree of influence of the identified factors affecting the respondents' retention in the teaching profession. Specifically, it examines four key dimensions widely recognized in retention research, which are compensation, administrative support, working conditions, and professional growth. These factors collectively shape teachers' motivation, satisfaction, and long-term commitment to their schools. By synthesizing respondents' perceptions across these domains, the summary provides a comprehensive understanding of which elements most strongly encourage teachers to remain in their positions, offering valuable insights for institutional planning, policy formulation, and the enhancement of teacher retention strategies.

**Table 3:** Summary on the degree of influence of the identified factors

Components	WM	SD	Verbal Description
Compensation	3.07	0.71	High
Administrative Support	3.22	0.69	Very High
Working Conditions	3.29	0.69	Very High
Professional Growth	3.27	0.73	Very High
<b>Grand Mean</b>	<b>3.21</b>		<b>Very High</b>
<b>Grand Standard Deviation</b>		<b>0.71</b>	

Table 3 presents a summary of the degree of influence of key factors affecting the retention of respondents, including compensation, administrative support, working conditions, and professional growth. This table provides an overall assessment of how these factors collectively impact teachers' decisions to remain in their current roles. The grand mean of 3.21, interpreted as Very High, indicated that the identified factors substantially influence teacher retention. The grand standard deviation of 0.71 indicated moderate variability, meaning teachers generally share similar perceptions about the importance of these factors, with some differences in individual priorities. The contribution of teachers towards producing good quality of students cannot be ignored. Thus, it's vital for every school to keep its qualified teaching staff and identify all those possible motivational and other factors that lead to teachers' job satisfaction and good performance. And also strive to investigate the factors influencing their retention in school. The Western literature has identified various factors influencing job satisfaction and turnover of school teachers, among them, working conditions, administrative support and student behavior are considered as the most influential factors (Tehseen, 2025).

Table 4 presents the test of the relationship among the three variables such as the social support, job satisfaction, and teacher retention using Pearson’s r.

**Table 4:** Correlational analysis

	Variables	1	2	3
1	Social Support	1		
2	Job Satisfaction	0.180	1	
3	Retention	0.175	0.881***	1

\*\*\*significant at  $p < 0.001$

The study investigated the connections between social support, job satisfaction, and teacher retention in a private university. The findings are shown in Table 4. The results indicated that social support and job satisfaction showed a negligible positive correlation ( $r = .180$ ), suggesting that greater perceived social support among teachers is linked to marginally higher job satisfaction levels. Nonetheless, the correlation between the two variables is not significant. The findings are contradictory with the previous studies, which found that social support enhances job satisfaction by promoting a feeling of belonging and professional acknowledgment (Eisenberger *et al.*, 2002; Skaalvik & Skaalvik, 2018). Supportive work environments in educational settings aid teachers in coping with occupational stress and foster positive attitudes toward their careers.

The findings also indicated a negligible positive correlation between social support and teacher retention ( $r = .175$ ), implying that teachers who feel greater social support are somewhat more likely to stay at their institution. However, the correlation is not significant. On the contrary, previous studies have highlighted that positive workplace relationships strengthen employees' commitment and decrease turnover intentions by fostering trust, professional involvement, and psychological safety (Allen *et al.*, 2003; Ingersoll, 2001). Thus, while the correlation is moderate, the finding emphasizes the significance of sustaining a nurturing academic atmosphere to enhance teacher retention.

The analysis showed a highly significant positive correlation between teacher retention and job satisfaction ( $r = .881$ ,  $p < .001$ ). This discovery shows that educators who express greater job satisfaction are considerably more inclined to stay at their institution. The strength of the correlation indicates that job satisfaction is a key factor influencing teacher retention within the examined private higher education institution. Teachers who are content with their job roles, institutional policies, working conditions, and chances for advancement usually exhibit higher organizational commitment and a stronger likelihood of remaining in their current roles. In the private higher education sector of the Philippines, where institutions commonly encounter issues such as faculty turnover, competitive job opportunities, and differing levels of resources, job satisfaction seems to significantly impact teachers' choices regarding their retention. This result aligns with Herzberg’s motivation-hygiene theory, which highlights that the satisfaction gained from both intrinsic and extrinsic job factors greatly impacts employees’ motivation and their dedication to the organization. Likewise, research has repeatedly demonstrated that

job satisfaction is a key predictor of employee retention and commitment to the organization (Steil *et al.*, 2022).

In general, the findings indicate that although social support moderately affects job satisfaction and teacher retention, job satisfaction stands out as the primary factor linked to teachers' choices to stay at the institution. This pattern suggests that social support could indirectly affect retention by enhancing teachers' general job satisfaction. In Philippine private higher education institutions, bolstering faculty support systems might increase teachers' job satisfaction, consequently leading to better retention results. As a result, leaders and administrators in institutions ought to emphasize approaches that promote supportive professional connections and fulfilling work environments to maintain a dedicated and stable teaching staff.

## 5. Conclusion

Based on the findings of the study, it can be concluded that the results reveal a predominantly young and early-career teaching workforce that is generally well-educated, moderately compensated, and largely employed under probationary status. While respondents report high levels of social support and express very high satisfaction across key dimensions of their work environment, including career development, school climate, leadership, and job security. The findings indicate that job satisfaction, rather than social support, plays the most significant role in influencing teacher retention. Although teachers feel supported socially, this support does not translate into a measurable impact on their decision to stay in the profession. Instead, factors directly related to their work environment, such as opportunities for professional growth, administrative support, favorable working conditions, adequate compensation, and overall satisfaction, are more influential in shaping retention decisions. The study concludes that teacher retention is largely driven by internal workplace factors and the teachers' own experiences within their institutional workplace. Ensuring manageable workloads, enhancing job stability, strengthening professional development programs, and maintaining supportive leadership practices are therefore essential in promoting long-term commitment among teachers. In order to address these key areas, educational institutions can develop a more stable, satisfied, and motivated teaching workforce and therefore improve teacher retention.

### Conflict of Interest Statement

The author declares no conflict of interest.

### About the Author

**Dr. Rodello P. Lauron (Ed.D-EMD)** holds a Bachelor of Arts degree in Political Science. He earned this degree from the University of the Visayas- Main Campus, Cebu City, Philippines. He has earned his certificate of Professional Education at the same University. He is a Licensed Professional Teacher with a major in Social Studies. He has

also passed the Civil Service Professional Examination. He obtained his Master's in Science Teaching major in English Language and Literature from the University of Cebu-Main Campus, Cebu City, Philippines. Recently, he graduated with a Doctor of Education in Educational Management and Development from Cebu Technological University-Main Campus, Cebu City, Philippines. He has been teaching Professional Teacher Education and General Education subjects at the University of Cebu-Banilad campus since 2002. He has been the Coordinator of the General Education Department of the University of Cebu-Banilad campus since 2016 up to the present. He has recently attained the rank of Assistant Professor at the same University. He has also co-authored research published in an international peer-reviewed journal. He is honing his expertise in research methodology to explore innovative strategies for teaching and learning. With his commitment to professional growth, he strives to make a significant impact in the field of higher education.

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