

# Administrative Support and Workplace Culture as Predictors of Teacher Attrition in Philippine Private Schools

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## ABSTRACT

Teacher attrition is a global crisis that uniquely manifests in the Philippine private education sector, where educators frequently migrate to public institutions or overseas for better compensation. This study investigated the influence of administrative support and workplace culture on teacher retention in private basic education institutions in Region IX (Zamboanga Peninsula). Utilizing a quantitative descriptive-correlational design, data were gathered from 489 faculty members through stratified random sampling. Standardized survey instruments, which demonstrated high reliability, were used for data collection. Findings revealed "High" levels of administrative support, a "Supportive" workplace culture, and "Low" attrition levels. Correlation analysis indicated that administrative support and workplace culture are significantly and positively linked to teacher retention. Multiple regression analysis further showed that these variables explain 60.2% of the variance in teacher retention, with "Administrative Assistance in Teaching Duties" emerging as the strongest predictor. The study concludes that while relational factors are vital, tangible assistance in instruction and discipline management is the primary driver of institutional stability.

**Keywords:** Administrative Support, Workplace Culture, Teacher Attrition, Private Education, Retention Predictors

## INTRODUCTION

### Background and Context

Teachers' attrition is a challenge faced by education systems worldwide, but the situation takes on unique contours in the Philippines. Many private schools grapple with an ongoing loss of competent teachers as they migrate to public institutions or other careers, a trend that disrupts school operations and hinders the building of stable learning communities. The Department of Education has highlighted that low pay, limited tenure, and heavy workloads are perennial concerns, particularly in regions outside Metro Manila. In some cities, teacher migration results in a net annual loss of over 100 teachers per year.

### Theoretical Framework

The study is anchored in Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (e.g., administrative support) and motivators (e.g., recognition) as drivers of retention. It is further supported by Schein's Model of Organizational Culture, emphasizing trust and shared purpose as cohesive forces. Perceived Organizational Support Theory also provides a lens for understanding how teachers' attachment to an institution is shaped by whether they feel their concerns are heard and their efforts recognized.

## Problem Statement and Objectives

Despite the importance of the private sector, most local research focuses on public schools, leaving a gap in understanding the interplay between administrative practices and daily culture in private institutions. This study aimed to:

1. Determine the level of administrative support received by teachers across four dimensions: teaching duties, emotional/moral, discipline, and workload.
2. Assess the level of workplace culture experienced in terms of collegiality, leadership, values, and well-being.
3. Ascertain levels of teacher attrition through job satisfaction, advancement, intentions, and work-life balance.
4. Identify significant predictors that best determine teacher retention.

## METHODOLOGY

### Research Design and Locale

A quantitative descriptive-correlational research design was employed to examine associations between support, culture, and attrition without manipulating variables. The study was conducted in Region IX (Zamboanga Peninsula), a diverse area with a mix of urban and rural settings where private institutions play a vital role in complementing public education.

### Respondents and Sampling

The target population consisted of educators from six recognized private schools in Zamboanga del Sur, including Saint Columban College and Southern Mindanao Colleges. A total of 489 respondents (N=489) were selected using stratified random sampling to ensure proportional representation across elementary, junior high, and senior high departments. Inclusion criteria required at least one year of teaching experience at the current institution to ensure sufficient familiarity with the school's culture.

### Instrumentation and Reliability

The main instrument was a standardized survey questionnaire adapted from established studies (e.g., PIDS, 2019; Cabasal et al., 2025). The instrument underwent content validation and pilot testing, yielding a Cronbach's alpha of 0.928, indicating very high internal consistency.

- Administrative Support Scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 – 1.50	Strongly Disagree	No support at all
2	1.51 – 2.50	Disagree	Minimal support
3	2.51 – 3.50	Neutral	Moderate support
4	3.51 – 4.50	Agree	High support
5	4.51 – 5.00	Strongly Agree	Very high support

- Workplace Culture Scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 – 1.50	Strongly Disagree	Toxic
2	1.51 – 2.50	Disagree	Unfavorable
3	2.51 – 3.50	Neutral	Ordinary
4	3.51 – 4.50	Agree	Supportive
5	4.51 – 5.00	Strongly Agree	Exceptional

- Teacher Attrition (Retention) Scale:

Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00 – 1.50	Strongly Disagree	Very high attrition
2	1.51 – 2.50	Disagree	High attrition
3	2.51 – 3.50	Neutral	Moderate attrition
4	3.51 – 4.50	Agree	Low attrition
5	4.51 – 5.00	Strongly Agree	Very low attrition

### Statistical Analysis

Descriptive statistics (mean, standard deviation) summarized perceptions. Pearson’s *r* determined the significance and strength of relationships, and Multiple Regression Analysis estimated the unique contribution of specific predictors to the retention model.

## RESULTS

### Level of Administrative Support Received

Table 1. Mean scores of administrative support received by private school teachers

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Emotional and Moral Support from Administration	4.41	Agree	High support
Administrative Assistance in Teaching Duties	4.33	Agree	High support
Administrative Workload and Task Delegation	4.32	Agree	High support
Support in Managing Classroom Discipline	4.30	Agree	High support
Overall Mean	4.34	Agree	High support

Legend:

Range	Descriptive Rating	Qualitative Interpretation
1.00 – 1.50	Strongly Disagree	No support at all
1.51 – 2.50	Disagree	Minimal support
2.51 – 3.50	Neutral	Moderate support
3.51 – 4.50	Agree	High support
4.51 – 5.00	Strongly Agree	Very high support

Private school teachers perceived their support level as "High" (Overall Mean = 4.34). The highest mean (4.41) in Emotional and Moral Support indicates that administrators are perceived as empathetic and encouraging. This is consistent with Philippine research showing that prioritizing well-being leads to stronger teacher commitment. The lower rating in Discipline Support (4.30) suggests a need for more structured behavior-management training. Internationally, these findings mirror the Job Demands-Resources model, where resource provision like professional development mitigates strain.

The high levels of administrative support reported in this study are strongly corroborated by recent Philippine scholarship, such as the findings of Ubal (2025), who determined that administrative support is a significant predictor of teacher retention and organizational commitment, with professional growth serving as a primary indicator. This is further reinforced by Santos (2025), whose research demonstrated a significant positive correlation between the academic maturity of administrators and the work-life balance of teachers, suggesting that mature leaders are better equipped to foster the supportive environments necessary for high motivation. Internationally, the importance of balancing job demands and resources is highlighted through the Job Demands-Resources (JD-R) model; researchers like Admiraal and Røberg (2023) have shown that providing institutional resources, such as professional development, effectively mitigates job-related strain, though they caution that gaps in creative autonomy can still lead to burnout.

Additionally, the study’s focus on emotional and moral support aligns with Tan and Cruz (2025) and Aguirre and Rayton (2025), who found that when administrators explicitly prioritize teacher well-being, educators demonstrate stronger commitment and a higher likelihood of remaining in the institution. In terms of managing classroom discipline, the findings are echoed by Mendoza and Lopez (2026) and Nadella and Cruz (2025), who noted that visible administrative backing and clear policies are essential for reducing teacher stress and reinforcing authority

### Level of Workplace Culture Experienced

Table 2. Mean scores of workplace culture experienced by private school teachers

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Collegial Relationships	4.41	Agree	Supportive
Leadership and Support	4.33	Agree	Supportive
Shared Values and Vision	4.32	Agree	Supportive
Work Environment and Well-being	4.30	Agree	Supportive
Overall Mean	4.34	Agree	Supportive

Legend:

Range	Descriptive Rating	Qualitative Interpretation
1.00 – 1.50	Strongly Disagree	Toxic
1.51 – 2.50	Disagree	Unfavorable
2.51 – 3.50	Neutral	Ordinary
3.51 – 4.50	Agree	Supportive
4.51 – 5.00	Strongly Agree	Exceptional

The workplace culture was qualitatively interpreted as "Supportive" (Overall Mean = 4.34). Collegial Relationships emerged as the strongest domain (4.41), characterized by high professional collaboration and mutual respect. Local scholarship emphasizes that "clan-like" cultures foster a sense of belonging. Work Environment and Well-being (4.30) was the lowest domain, indicating that facility adequacy and wellness programs require more strategic attention.

The supportive workplace culture identified in this research reflects Tindowen’s (2019) characterization of "clan-like" or family-oriented organizational cultures in Philippine basic education, which are known to foster high interpersonal warmth and significantly boost job satisfaction. This relationally rich environment is vital because, as Alonzo (2025) notes, collaborative cultures and collegial networks serve as critical collective resources that enhance occupational commitment and professional resilience. Furthermore, the study’s high ratings for inclusion and professional discussions are supported by Santos and Isidro (2025), who found that collaborative leadership and high levels of faculty trust are directly linked to lower job stress. From an international perspective, Boehm et al. (2025) emphasize that a strong sense of belonging within professional learning communities (PLCs) acts as a protective buffer against isolation. The leadership and values dimensions of this study's culture are further validated by Pelones (2025), who established that a positive school culture, underpinned by shared values and clear communication, is a central determinant of teacher work proficiency and overall institutional effectiveness.

### Level of Teacher Attrition

Table 3. Mean scores of teacher attrition experienced by private institutions

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
Job Satisfaction	4.41	Agree	Low turnover (high retention)
Career Advancement Opportunities	4.33	Agree	Low turnover (high retention)
Turnover Intentions	4.32	Agree	Low turnover (high retention)

Work Environment and Well-being	4.30	Agree	Low turnover (high retention)
Overall Mean	4.34	Agree	Low turnover (high retention)

Legend:

Range	Descriptive Rating	Qualitative Interpretation
1.00 – 1.50	Strongly Disagree	Very high turnover (very low retention)
1.51 – 2.50	Disagree	High turnover (low retention)
2.51 – 3.50	Neutral	Moderate turnover (moderate retention)
3.51 – 4.50	Agree	Low turnover (high retention)
4.51 – 5.00	Strongly Agree	Very low turnover (very high retention)

Teacher attrition in these institutions is characterized as "Low turnover" (Overall Mean = 4.34). Job Satisfaction (4.41) is the strongest indicator, with teachers deriving intrinsic fulfillment from their work. However, lower ratings for salary and benefits (4.14) suggest economic vulnerabilities remain. The favorable retention profile and high job satisfaction levels observed in the participating schools are consistent with Skaalvik and Skaalvik (2017), who identified manageable workloads and positive relationships as the strongest predictors of a teacher's desire to remain in the profession. Local research by Baluyos, Rivera, and Baluyos (2019) similarly suggests that personal recognition and viable career paths deeply influence the satisfaction levels that prevent resignation.

The critical role of advancement opportunities as a retention lever is supported by Tambuyat (2022), whose work on retention programs identified achievement and advancement as key motivators under Herzberg's Motivation-Hygiene theory. Conversely, Ambalong (2025) highlights that heavy administrative workloads and a perceived lack of appreciation remain the primary drivers of teacher migration to the public sector, reinforcing why the tangible assistance found in this study is so valuable to educators. Finally, the multiple regression model, which identifies "Administrative Assistance in Teaching Duties" as the strongest predictor of retention, is supported by a systematic review by Martinez et al. (2020), which concluded that satisfactory administrative practices—specifically instructional support and fair workload allocation—are universally associated with lower turnover intentions

### Correlation Analysis between Administrative Support and Workplace Culture to the Teachers' Attrition in Private Institutions

Table 4. Correlation analysis between administrative support, workplace culture, and teacher attrition in private institutions

Independent Variables	Pearson r	Probability
Administrative Support	.736**	.000
Administrative Assistance in Teaching Duties	.553**	.000
Emotional and Moral Support from Administration	.655**	.000
Support in Managing Classroom Discipline	.628**	.000
Administrative Workload and Task Delegation	.686**	.000
Workplace Culture	.648**	.000
Collegial Relationships	.405**	.000
Leadership and Support	.640**	.000
Shared Values and Vision	.358**	.000
Work Environment and Well-being	.591**	.000

\*\* Correlation is significant at the 0.01 level (2-tailed).

c. Listwise N=489

Pearson's correlation indicated a strong positive relationship between overall administrative support and retention ( $r = .736, p = .000$ ) and a moderately strong association for workplace culture ( $r = .648, p = .000$ ).

The study demonstrates a strong positive correlation between overall administrative support and teacher retention. This statistical relationship indicates that higher levels of perceived organizational backing are closely linked with lower attrition and a stronger intent to remain in the institution. Among the specific facets of support, administrative workload and task delegation showed the highest specific association, suggesting that fair workload management is a critical determinant of institutional stability.

Furthermore, emotional and moral support from the administration contributes substantially to retention by fostering a caring school climate where teachers feel personally valued and encouraged. Support in managing classroom discipline and direct assistance in teaching duties also exhibit moderate to strong positive relationships with retention. These results reinforce the view that day-to-day instructional and behavioral backing from administrators acts as a vital "buffer" against the stressors that typically drive turnover.

**Predictors of teacher attrition experienced by private institutions**

Table 5. Regression Analysis between administrative support, workplace culture, and teacher attrition in private institutions

Model	Unstandardized coefficients		Standardized coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	.857	.142		6.048	.000**
Administrative Assistance in Teaching Duties (Administrative Support)	.299	.031	.375	9.656	.000**
Support in Managing Classroom Discipline (Administrative Support)	.186	.034	.225	5.495	.000**
Leadership and Support (Workplace Culture)	.168	.039	.180	4.247	.000**
Work Environment and Well-being (Workplace Culture)	.074	.030	.100	2.451	.015**
Collegial Relationships (Workplace Culture)	.066	.030	.072	2.184	.029*
R = 0.776	R <sup>2</sup> = 0.602		F-Value = 145.963	Prob. = 0.000	

a. Dependent Variable: Teacher Attrition

Legend: \*\* Significant at 0.01 level

The overall model significantly predicted teacher attrition, F=145.963, p=.000, with a multiple correlation of R=.776 and R<sup>2</sup>=.602, which indicates that approximately 60.2% of the variance in teacher attrition (coded so that higher scores represent lower attrition or higher retention) is explained by the combined influence of the five predictors, while the remaining 39.8% is attributable to other variables not included in the model. In educational research, this level of explained variance is considered substantial for complex organizational outcomes, especially when multiple context and person-related factors are known to play a role.

The constant term is B=0.857, t=6.048, p=.000, representing the predicted level of low attrition when all predictors are zero, and the regression equation can be written as

$$Y^{\wedge} = 0.857 + 0.299X_1 + 0.186X_2 + 0.168X_3 + 0.074X_4 + 0.066X_5,$$

where:

- Y<sup>^</sup> denotes the teacher’s attrition in private institutions
- X<sub>1</sub> is administrative assistance in teaching duties (administrative support)
- X<sub>2</sub> is support in managing classroom discipline (administrative support)
- X<sub>3</sub> is leadership and support (workplace culture)
- X<sub>4</sub> is work environment and well-being (workplace culture)
- X<sub>5</sub> is collegial relationships (workplace culture)

These findings underscore that teacher retention in private institutions is shaped by a web of administrative and cultural conditions rather than a single factor. The strong effect of administrative assistance in teaching duties and support in managing classroom discipline highlights the value teachers place on tangible help with instruction and behavior management; when administrators share responsibility for instructional load and discipline, teachers appear less overwhelmed and more able to sustain their work over time.

Studies on school climate and teacher performance indicated that principals' decision-making quality, organizational commitment, and school climate have significant positive effects on teacher performance and, by extension, retention, highlighting the impact of leadership and climate variables (Mailool et al., 2020).

## CONCLUSION

Based on the findings of the study, the research questions were addressed through several key conclusions that highlight the robust relationship between institutional environment and staff stability.

The private school teachers in Region IX receive a high level of administrative support across all dimensions, indicating that administrators provide substantial assistance in teaching duties, strong emotional and moral backing, meaningful support in discipline management, and fair workload delegation. Similarly, the workplace culture experienced by these educators is characterized as highly supportive, with teachers operating in environments marked by professional cooperation, approachable leadership, a shared sense of mission, and a work environment that pays reasonable attention to staff well-being. Reflecting these favorable conditions, the research found that teacher attrition is generally low, resulting in an overall retention profile of "Low turnover (high retention)" underpinned by high job satisfaction, clear advancement opportunities, and a positive work-life balance.

Furthermore, the statistical results led to the conclusion that there is a significant and positive relationship between teacher retention and the independent variables of administrative support and workplace culture. Teachers who perceive higher levels of institutional backing and a healthier professional climate reported significantly lower intentions to leave and a stronger inclination to remain in their schools.

Specifically, the regression model determined that the combined influence of these factors explains a substantial 60.2% of the variance in teacher retention, with "Administrative Assistance in Teaching Duties" identified as the single strongest and most influential predictor. This confirms that while relational factors and general culture are vital, teachers primarily prioritize tangible, practical assistance, such as help with lesson preparation and student behavior management, as the decisive factor in their decision to stay.

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