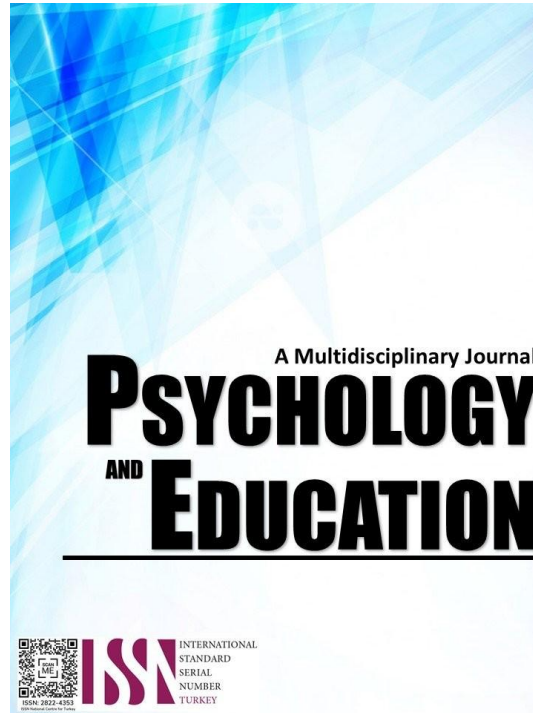


# ORGANIZATIONAL CLIMATE, EXTERNAL FACTORS, AND RETENTION AMONG TEACHING PERSONNEL IN THE BASIC EDUCATION



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## Organizational Climate, External Factors, and Retention Among Teaching Personnel in the Basic Education

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### Abstract

This study examined how organizational components and external factors influence the retention of Basic Education teachers at Liceo de Cagayan University. It focused on internal organizational culture, external conditions, and their combined impact on teachers' retention decisions. Using a predictive-correlational design, basic education teachers were selected through proportionate stratified random sampling. Data were collected using a validated researcher-adapted questionnaire and analyzed using descriptive statistics, Pearson's correlation, and multiple regression. Results showed teachers generally view the organizational culture positively, especially valuing professional development and job satisfaction. Compensation, work-life balance, and other organizational factors were also favorable, indicating a supportive work environment that encourages commitment. External factors such as economic conditions, labor market trends, community support, technological advancement, and socio-cultural influences significantly affected retention, with community and socio-cultural support having the greatest impact. Retention was high, with most participants expressing loyalty, satisfaction, and a clear sense of purpose. Regression analysis identified labor market conditions and technological advancement as negative predictors of retention, while supportive external factors positively influenced it. These findings suggest that although organizational practices improve the work experience, external environmental conditions have a stronger effect on teacher retention. The study underscores the importance of both internal support and community-based external factors in maintaining teacher retention.

**Keywords:** *teacher retention, organizational components, external factors, basic education, leadership, job satisfaction*

### Introduction

Teacher retention is a major challenge in basic education schools around the world. Both organizational and external factors play a big role in whether teachers stay in the profession or leave. High turnover disrupts teaching continuity and harms student achievement, school stability, and financial health. That is why education policymakers and school leaders need to better understand what keeps teachers committed and engaged over time (Smith, 2020).

In the Philippine context, teacher retention has become an increasing concern due to systemic and institutional challenges. Studies indicate that Filipino teachers often face large class sizes, extensive administrative tasks, and limited access to professional development opportunities, all of which contribute to stress and burnout (Department of Education [DepEd], 2022; David & Albert, 2018). Compensation disparities between public and private schools, delayed benefits, and heavy non-teaching responsibilities further weaken job satisfaction (World Bank, 2021). Moreover, migration opportunities and career shifts to higher-paying industries have intensified attrition rates among qualified educators (Asis & Roma, 2019). These national-level challenges highlight the urgent need for context-specific strategies to strengthen teacher retention across Philippine basic education institutions.

Even with efforts to improve retention, many challenges remain. Basic education teachers often have heavy workloads, low pay, and few chances to advance their careers. These conditions build up over time, causing stress and burnout that reduce teachers' motivation and sense of purpose (Johnson & Miller, 2021).

Organizational components—particularly leadership style, organizational culture, and employee engagement—play a critical role in shaping teachers' professional experiences. Supportive leadership that encourages professional growth and fosters a sense of belonging enhances job satisfaction and organizational commitment. In contrast, autocratic leadership and a lack of administrative support often lead to frustration and increased turnover intentions. Leadership practices that reinforce shared values and recognize teachers' contributions strengthen both job satisfaction and institutional loyalty (Lee & Chen, 2022). In schools with strong collaborative cultures, teachers develop meaningful professional relationships that help buffer stress and reduce burnout. Conversely, hostile or unsupportive environments create feelings of isolation and discouragement, ultimately prompting teachers to seek employment elsewhere (Williams et al., 2019).

Employee engagement is also a key factor in keeping teachers. Teachers who are engaged usually feel more satisfied with their jobs and are more likely to stay in the profession (Brown, 2021). Engagement goes beyond teaching; it means sharing the school's mission, taking part in decisions, and committing to shared goals. When teachers feel valued and connected to their school, they often put in extra effort to help students and coworkers. Research shows that higher engagement lowers the chances of teachers leaving, highlighting the need to build positive workplace practices (Smith & Brown, 2020).

External factors also play a big role in teacher retention, such as socioeconomic conditions, community support, and policies. In many

places, basic education teachers earn less than other professionals with similar education levels (Johnson & Miller, 2021). Low pay affects not just their financial security but also their self-esteem and motivation, leading some to seek better-paying jobs (Garcia, 2023).

Community support, particularly from parents and society at large, further shapes teachers' decisions to remain in the profession. Teachers who feel respected and appreciated are more likely to experience their work as meaningful and fulfilling (Lee & Chen, 2022). In contrast, communities that undervalue education or lack sufficient resources often expose teachers to additional stressors, such as shortages of instructional materials or heightened student needs. These pressures can intensify burnout and increase turnover rates.

This study supports the United Nations Sustainable Development Goals (SDGs), especially SDG 4 (Quality Education), which highlights the need for qualified, supported, and motivated teachers to achieve inclusive and fair education. By looking at both organizational and external factors affecting teacher retention, this research helps build stronger institutions and promote decent working conditions, in line with SDG 8 (Decent Work and Economic Growth). While many studies have examined teacher retention in general, few have examined how these factors interact in the Philippine basic education. Filling this gap provides evidence to guide targeted policies and lasting retention strategies.

Many studies have looked at what affects teacher retention, but few focus on the specific challenges basic education teachers face. Most general research misses the unique organizational and environmental factors in basic education. This study aimed to fill that gap by exploring these factors among basic education teachers at a university. Understanding them can help create targeted strategies to improve retention and education quality.

## Research Questions

The main purpose of the study was to determine the variables that significantly influence teaching personnel, especially Basic Education Teachers' retention rate. Specifically, this study answered the following questions:

1. What is the level of organizational climate in terms of the following dimensions:
  - 1.1. job satisfaction;
  - 1.2. compensation and benefits;
  - 1.3. organizational culture;
  - 1.4. professional development opportunities; and
  - 1.5. work–life balance?
2. To what extent are external factors evident in terms of the following dimensions:
  - 2.1. economic conditions;
  - 2.2. labor market conditions;
  - 2.3. community factors;
  - 2.4. technological advancement; and
  - 2.5. socio-cultural influences?
3. What is the level of retention among the Basic Education teachers?
4. Is there a significant relationship between teachers' retention and:
  - 4.1. organizational climate; and
  - 4.2. external factors?
5. Which among the variables, singly or in combination, significantly predicts teachers' retention?

## Methodology

### Research Design

This study employed a quantitative predictive–correlational research design to examine the extent to which organizational components and external factors influence the retention of teaching personnel in basic education. The descriptive component was utilized to assess the level of implementation of organizational climate variables (e.g., job satisfaction, compensation, professional development, and work–life balance) and external factors (e.g., economic and socio-cultural conditions). In contrast, the correlational and predictive components were used to determine the strength, direction, and predictive capacity of these variables in relation to teacher retention. This design is appropriate for studies aiming to analyze naturally occurring relationships among variables without manipulation, particularly in educational settings where experimental control is impractical. Consistent with established methodological frameworks, predictive–correlational designs enable the identification of statistically significant predictors and provide empirical evidence on factors influencing organizational outcomes such as employee retention.

### Respondents

The respondents of the study consisted of 100 teaching personnel from the Basic Education Department (preschool, elementary, and high school) out of a total population of 134. The sample size was determined using the Raosoft sample size calculator to ensure adequate statistical power and representation. Participants were selected through proportionate stratified random sampling, allowing equitable representation across different academic levels. Inclusion criteria required respondents to be full-time teachers with at least

one year of teaching experience to ensure sufficient exposure to organizational and external conditions influencing retention. This approach enhanced the validity of responses by ensuring that participants possessed relevant professional experience and could provide informed insights into the factors affecting their decision to remain in the institution.

### **Instrument**

Data were collected using a researcher-adapted survey questionnaire derived from previously validated instruments related to organizational climate, external factors, and employee retention. The instrument was carefully constructed by selecting, modifying, and contextualizing items to align with the objectives and setting of the study. To enhance clarity and contextual relevance, item wording was simplified and tailored to the institutional environment of basic education teachers.

The questionnaire comprised four sections: (1) organizational climate indicators, including job satisfaction, compensation, organizational culture, professional development, and work–life balance; (2) external factors, such as economic conditions, labor market dynamics, technological advancement, and socio-cultural influences; (3) retention intentions, including commitment to stay and turnover considerations; and (4) a Likert-scale response format ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The adaptation of established instruments ensured content validity, while contextual modifications enhanced the instrument’s applicability and respondent comprehension, thereby supporting the reliability and accuracy of the data collected.

### **Procedure**

Data collection commenced following approval from the Liceo de Cagayan University Research Ethics Board. Coordination with department administrators was undertaken to schedule survey distribution at appropriate times to minimize disruption to teaching responsibilities. The researcher conducted in-person orientations to explain the study’s purpose, procedures, and voluntary nature, allowing participants to seek clarification prior to participation. Printed questionnaires, accompanied by informed consent forms, were distributed based on participants’ availability and preferences.

Respondents were given approximately 15–20 minutes to complete the survey, and follow-up visits were conducted to ensure a high response rate. Data collection was completed within one week. Inclusion criteria were strictly observed, limiting participation to full-time teachers with at least one year of service, while part-time, substitute, and newly hired teachers were excluded to maintain data reliability. The systematic implementation of these procedures ensured consistency in data gathering and strengthened the overall methodological rigor of the study.

### **Data Analysis**

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics, including mean and standard deviation, were employed to summarize the levels of organizational climate, external factors, and teacher retention. These measures provided a clear and concise representation of the central tendencies and variability of the data.

Inferential statistics were used to test relationships and predictive effects among variables. The Pearson Product–Moment Correlation Coefficient (Pearson  $r$ ) was applied to determine the strength and direction of the relationship between organizational/external factors and teacher retention. Furthermore, multiple regression analysis was conducted to assess the predictive influence of these factors on retention outcomes, allowing the identification of significant predictors. All analyses were performed using the Statistical Package for the Social Sciences (SPSS) version 26, with a significance level set at 0.05. This combination of statistical techniques ensured a comprehensive and rigorous examination of the research hypotheses.

### **Ethical Considerations**

The study adhered to established ethical standards in educational research by securing approval from the institutional research ethics board prior to data collection and obtaining informed consent from all participants, ensuring voluntary participation and the right to withdraw at any stage without penalty. Confidentiality and anonymity were strictly maintained through the use of non-identifiable data, secure storage of responses in password-protected files, and restricted access limited to the researcher.

The study posed minimal risk to participants, with no anticipated physical or psychological harm, while its potential benefits included informing institutional policies and retention strategies. Transparency was ensured through clear communication of the study’s purpose, procedures, and intended use of findings, and no conflict of interest was declared. Additionally, culturally sensitive and contextually appropriate practices were observed throughout the research process. Data will be retained securely for a specified period and disposed of properly thereafter, ensuring compliance with data protection standards and responsible research conduct.

### **Results and Discussion**

This section presents the data gathered from teaching personnel regarding the implementation of organizational components and external factors that influence their retention in basic education. The data are analyzed and interpreted in line with the objectives of the study to determine the level of implementation of these variables and their relationship to retention outcomes.



**Problem 1. What is the level of organizational components implementation in terms of Job Satisfaction, Compensation and Benefits, Organizational Culture, Professional Development Opportunities, and Work-Life Balance?**

Table 1. *Level of Participants’ Organizational Climate in terms of Job Satisfaction*

Indicators	Mean	SD	Interpretation
1 I am generally satisfied with my current job role at this institution.	4.11	.764	High Satisfaction
2 My job gives me a sense of personal accomplishment.	4.07	.755	High Satisfaction
3 I feel motivated and engaged with my work most of the time.	3.98	.738	High Satisfaction
4 My job provides me with meaningful and challenging work.	4.19	.720	High Satisfaction
5 I am satisfied with the level of autonomy I have in performing my job tasks.	3.88	.832	High Satisfaction
Over-all Mean	4.05	0.762	High Satisfaction

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Satisfaction; 4 (3.50–4.49) – Agree, High Satisfaction; 3 (2.50–3.49) – Slightly Agree, Moderate Satisfaction; 2 (1.50–2.49) – Disagree, Low Satisfaction; 1 (1.00–1.49) – Strongly Disagree, Very Low Satisfaction

Table 1 presents the mean and standard deviation for the level of organizational climate, specifically job satisfaction. The respondents reported a high level of job satisfaction, with an average mean of  $M = 4.05$  ( $SD = 0.76$ ). This average falls within the “agree” range, suggesting that most participants felt positively about their work experience. However, the relatively high standard deviation of 0.76 indicates noticeable variation in responses, suggesting that not all participants felt equally satisfied.

This finding shows that although most basic education teachers at a private university see the work environment as supportive and rewarding, individual experiences can vary depending on factors such as workload, administrative support, pay, and opportunities for professional growth. The overall positive score reflects a strong commitment to the institution’s mission, which can help keep staff. However, the differences in responses reveal concerns among some teachers, pointing to the need for focused actions to ensure satisfaction is steady across all departments and teaching levels.

The data revealed that respondents agreed with the statement “My job provides me with meaningful and challenging work”, which received the highest mean score of  $M = 4.19$  ( $SD = 0.720$ ). The findings indicate that basic education teachers at the private university perceive their roles as meaningful and intellectually stimulating. This suggests that teachers generally experience a strong sense of purpose and satisfaction in their work. The moderate standard deviation implies that most responses were consistent, demonstrating a shared positive perspective. These results emphasize the value teachers attribute to their profession, which may enhance their commitment and engagement. When teachers perceive their work as meaningful and challenging, they are more likely to remain involved, perform effectively, and feel connected to their organization.

The statement “I am satisfied with the level of autonomy I have in performing my job tasks” received the lowest average score of 3.88 ( $SD = 0.832$ ), remaining within the “agree” range. This suggests that teachers generally feel satisfied with their autonomy, though less so than with other job satisfaction dimensions. The higher standard deviation indicates greater variability in responses, reflecting considerable differences in teachers’ perceptions of autonomy. At this private university in Cagayan de Oro, such variation may stem from differences in policies, curriculum requirements, or supervisory practices that affect the degree of freedom teachers have in planning and decision-making. Although autonomy is present, these findings highlight opportunities to enhance teacher empowerment and professional independence, which could improve job satisfaction and retention.

This finding is significant because autonomy is closely linked to intrinsic motivation, professional identity, and organizational commitment. Limited control over instruction can reduce teachers’ engagement and long-term dedication. Enhancing shared decision-making, supporting instructional creativity, and minimizing unnecessary bureaucracy may increase teachers’ sense of ownership over their work. Addressing these factors could be a key strategy to improve job satisfaction and retain teachers at the university.

Overall, these results align with findings by Brown (2021) and Smith and Brown (2020), who highlight the vital role of engagement in enhancing both job satisfaction and employee retention. Their studies suggest that when individuals feel actively involved and challenged in their roles, they are more likely to remain satisfied and committed. In other words, meaningful work and a sense of autonomy are key ingredients in fostering a motivated and loyal workforce.

Table 2. *Level of Participants’ Organizational Climate in terms of Compensation and Benefits*

Indicators	Mean	SD	Interpretation
1 I am satisfied with the salary I receive from this institution.	3.54	.947	Highly Compensated
2 The benefits provided by the institution (e.g., healthcare, retirement plans) meet my needs.	3.48	.979	Moderately Compensated
3 I feel that my compensation is fair compared to the workload and responsibilities I handle.	3.49	.969	Moderately Compensated
4 The institution offers competitive compensation compared to similar positions in other organizations.	3.63	.928	Highly Compensated
5 The bonuses and incentives offered by the institution motivate me to perform well in my job.	3.43	1.07	Moderately Compensated
Over-all Mean	3.51	0.97	Highly Compensated

Legend: 5 (4.50–5.00) – Strongly Agree, Very Highly Compensated; 4 (3.50–4.49) – Agree, Highly Compensated; 3 (2.50–3.49) – Slightly Agree, Moderately Compensated; 2 (1.50–2.49) – Disagree, Least Compensated; 1 (1.00–1.49) – Strongly Disagree, Not Compensated



Table 2 shows how basic education teachers view the organizational climate around compensation and benefits. It covers their satisfaction with salary and benefits, the fairness of pay relative to workload, competitiveness with similar institutions, and how bonuses and incentives motivate them. Mean scores ranged from 3.43 to 3.63, with standard deviations between 0.93 and 1.07. The overall mean was 3.51, with a standard deviation of 0.97, which falls within the “Agree” range and is classified as Highly Compensated on the study’s scale.

The findings suggest that teachers generally perceive their compensation and benefits positively, indicating satisfaction with their financial and material rewards. The relatively moderate standard deviation (0.97) shows some variability in responses, reflecting that while most teachers feel adequately compensated, a subset may perceive their pay or benefits as less favorable. In a private university in Cagayan de Oro, this suggests that the institution is generally competitive in its salary and benefits, contributing to employee morale and retention. However, the slightly lower scores on bonuses and the perceived fairness of compensation indicate potential areas for improvement, such as aligning incentives more closely with workload or recognizing performance achievements, to further enhance the organizational climate and maintain high teacher satisfaction.

Among the items assessed, respondents gave the highest rating to the statement “The institution offers competitive compensation compared to similar positions in other organizations,” which received a mean score of  $M = 3.63$  ( $SD = 0.928$ ). The findings show that basic education teachers at the private university generally view their pay and benefits positively, especially appreciating how their salaries compare with those of similar jobs at other schools. This means the university offers a compensation package that meets teachers’ expectations and supports their professional worth. While most are satisfied with pay and benefits, some teachers feel there is room to improve bonuses or fairness related to workload. Feeling well-compensated boosts job satisfaction and encourages teachers to remain committed to the university.

In contrast, the lowest-rated statement was “I am satisfied with the level of autonomy I have in performing my job tasks,” with a mean of  $M = 3.43$  ( $SD = 1.07$ ). The lowest-rated aspect of the organizational climate for basic education teachers at the private university was their autonomy in performing job tasks. While overall views remained positive, some teachers feel they have limited freedom to make independent decisions or use their professional judgment. Differences in responses show that experiences vary among faculty, probably due to departmental practices, supervisory approaches, or university policies. Improving this by offering more opportunities for instructional independence and involving teachers in decision-making could boost job satisfaction and engagement, and help keep teachers longer.

These findings support previous research by Garcia (2018), who emphasized the importance of competitive compensation in enhancing employee motivation and retention. Garcia noted that when employees perceive their compensation as fair and comparable to industry standards, they are more likely to remain committed to the organization and perform at higher levels. In this context, ensuring competitive pay structures and benefit packages can be a critical factor in retaining skilled professionals.

Table 3. *Level of Organizational Climate in terms of Organizational Culture*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1 The values and mission of this institution align with my personal beliefs.	4.24	.712	High Organizational Culture
2 The culture at this institution promotes mutual respect among colleagues.	4.09	.805	High Organizational Culture
3 I feel that the institution fosters a culture of inclusion and diversity.	4.16	.734	High Organizational Culture
4 The organizational culture encourages collaboration and teamwork.	4.07	.794	High Organizational Culture
5 The leadership in this institution promotes a positive and healthy work environment.	3.98	.840	High Organizational Culture
<b>Over-all Mean</b>	<b>4.11</b>	<b>0.77</b>	<b>High Organizational Culture</b>

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Organizational Culture; 4 (3.50–4.49) – Agree, High Organizational Culture; 3 (2.50–3.49) – Slightly Agree, Moderate Organizational Culture; 2 (1.50–2.49) – Disagree, Low Organizational Culture; 1 (1.00–1.49) – Strongly Disagree, Very Low Organizational Culture

Table 3 presents the mean and standard deviation for the organizational culture level. The overall mean score of  $M = 4.11$  ( $SD = 0.77$ ) demonstrates a generally favorable perception of the institution’s organizational culture. This reflects an environment where values are clear and widely accepted, but it also signals opportunities to improve leadership practices to strengthen the cultural foundation further.

The mean and standard deviation for organizational culture levels were calculated. The overall mean indicates that teachers perceive the institution’s organizational culture positively, reflecting a work environment in which values, norms, and shared expectations are clear, accepted, and consistently practiced. The standard deviation reveals variation in responses, suggesting that although most teachers view the culture favorably, differences in individual experiences highlight areas where leadership and organizational practices could be improved.

The favorable perception of organizational culture among basic education teachers at the private university highlights a supportive, values-driven environment that promotes collaboration, professional engagement, and a sense of belonging. This positive cultural foundation likely contributes to higher morale, job satisfaction, and teacher retention. However, the variability in responses signals that leadership practices or communication channels may not be uniformly effective across all departments or teams. Strengthening these areas could reinforce a cohesive culture, ensuring that all teachers experience the same level of support, clarity, and alignment with institutional values.

The item that received the highest rating, “The values and mission of this institution align with my personal beliefs” ( $M = 4.24$ ,  $SD = 0.712$ ), which suggests that most respondents experience a strong sense of value congruence between themselves and the institution. This alignment is an essential element in nurturing a cohesive, committed workforce, as shared values often lead to greater loyalty, job satisfaction, and stronger identification with the organization.

On the other hand, the lowest-rated statement, “The leadership in this institution promotes a positive and healthy work environment” ( $M = 3.98$ ,  $SD = 0.84$ ), indicates that while still rated positively, there may be some perceived gaps in leadership effectiveness in fostering an environment that supports well-being and morale. The wider standard deviation also suggests a more varied perception among staff, implying that leadership impact may be inconsistent across departments or levels.

These findings support the literature emphasizing the role of organizational culture in employee retention. According to Nguyen et al. (2020) and Lee and Kim (2021), a strong organizational culture characterized by shared values and supportive leadership is positively associated with employee satisfaction and retention. Furthermore, Choi (2023) stresses that value alignment enhances organizational commitment, while Patel and Singh (2019) argue that leadership behavior significantly influences the reinforcement of cultural norms and the promotion of a psychologically safe environment. Thus, while the data reflect a generally strong culture, strengthening leadership practices could further bolster retention outcomes among teaching personnel.

Table 4. *Level of Participants' Professional Development Opportunities*

Indicators	Mean	SD	Interpretation
1 I am given opportunities to attend training and professional development programs.	4.05	.808	High Level of Opportunities
2 The institution provides clear pathways for career advancement.	3.99	.771	High Level of Opportunities
3 I feel that my skills and competencies are continuously developing through my work.	4.10	.703	High Level of Opportunities
4 I have received mentorship or guidance on career progression in this institution.	3.89	.874	High Level of Opportunities
5 I am satisfied with the professional development opportunities provided to me.	3.92	.860	High Level of Opportunities
Over-all Mean	3.99	0.77	High Level of Opportunities

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Level of Opportunities; 4 (3.50–4.49) – Agree, High Level of Opportunities; 3 (2.50–3.49) – Slightly Agree, Moderate Level of Opportunities; 2 (1.50–2.49) – Disagree, Low Level of Opportunities; 1 (1.00–1.49) – Strongly Disagree, Very Low Level of Opportunities

Table 4 presents the mean and standard deviation for the level of professional development opportunities. The overall mean score of  $M = 3.99$  ( $SD = 0.77$ ) falls within the “agree” category, indicating a high level of professional development opportunities as perceived by respondents. However, the relatively high standard deviation suggests variability in responses, which may reflect inconsistencies in access to development opportunities across different roles or departments.

Many basic education teachers at a private university feel supported in their professional growth through seminars, training programs, help with graduate studies, curriculum workshops, and other initiatives to improve teaching skills. However, their experiences vary. Some teachers regularly participate in well-funded development activities, receive encouragement from administrators, and benefit from mentoring programs. Others face challenges such as heavy workloads, scheduling conflicts, budget constraints, or differences in leadership priorities. So, even though the university promotes a strong culture of professional growth, access to these opportunities depends on factors such as teaching level, tenure, and the focus of their department. This means that while some teachers are consistently supported, others face occasional barriers. It highlights the need for fairer and more organized support to help all educators grow steadily and meaningfully.

The highest-rated item was “I feel that my skills and competencies are continuously developing through my work” ( $M = 4.10$ ,  $SD = .703$ ), suggesting that employees generally perceive growth in their skills through their daily responsibilities. These findings show that teachers grow professionally not only through formal training but also through daily teaching tasks. Activities like planning lessons, managing the classroom, assessing students, aligning the curriculum, and working with colleagues help improve teaching skills and deepen knowledge. The consistent responses suggest that teachers see their work environment as positively challenging, encouraging them to adapt, be creative, and think about their practice. This points to a lively school setting where teachers often face new challenges, such as using technology, meeting different student needs, and following school rules, which helps skills develop naturally. In the end, professional growth seems to be a continuous process built into everyday teaching rather than relying only on formal programs.

The lowest-rated item was “I have received mentorship or guidance on career progression in this institution” ( $M = 3.89$ ,  $SD = .874$ ), indicating a potential gap in structured mentorship or career planning support. This means that even if the basic education teachers at a private university feel capable and supported in their teaching, they may not always receive clear guidance on long-term career development.

Teachers may be improving their skills and fulfilling their academic duties well, but still feel unsure about how to get promoted, take on leadership roles, secure tenure, or move into supervisory or administrative positions. Different experiences show that some teachers receive informal support from supportive department heads, while others receive little formal advice or mentoring. This can create uncertainty about future opportunities, where daily teaching progress does not always lead to a clear career path. For those aiming for



roles such as academic coordinators, subject heads, or administrators, the lack of structured mentoring programs may limit their career planning and confidence. This highlights the need for clearer, more intentional, and university-wide mentoring systems to support ongoing professional growth and satisfaction.

These findings are supported by recent studies that emphasize the importance of ongoing skill development and structured mentorship for enhancing employee motivation and organizational commitment (Martinez & Cruz, 2021; Zhang et al., 2022). Mentorship, in particular, has been identified as a key factor in career advancement and professional satisfaction (Anderson & Lee, 2019), while continuous development opportunities are linked to employee retention and performance (Rahman & Ismail, 2020).

**Table 5. Level of Participants' Organizational Climate in terms of Work-Life Balance**

Indicators	Mean	SD	Interpretation
1 My job allows me to balance my work responsibilities with my personal life.	3.76	.933	High Implementation
2 I am satisfied with the flexibility of my work schedule.	4.05	.783	High Implementation
3 My workload is reasonable, allowing me to maintain a healthy balance between work and personal time.	3.71	.924	High Implementation
4 The institution supports my need to take time off for personal matters.	3.79	.832	High Implementation
5 I rarely have to work beyond my normal working hours to meet job demands.	3.38	1.20	Moderate Implementation
<b>Overall Mean</b>	<b>3.73</b>	<b>.766</b>	<b>High Implementation</b>

*Legend: 5 (4.50–5.00) – Strongly Agree, Very High Implementation; 4 (3.50–4.49) – Agree, High Implementation; 3 (2.50–3.49) – Slightly Agree, Moderate Implementation; 2 (1.50–2.49) – Disagree, Low Implementation; 1 (1.00–1.49) – Strongly Disagree, Very Low Implementation*

Table 5 presents the mean and standard deviation for the level of organizational climate regarding work-life balance. The overall mean score of  $M = 3.73$  ( $SD = 0.766$ ) falls within the “agree” range, suggesting that respondents generally perceive a high level of work-life balance within the organization. However, the relatively moderate standard deviation indicates that perceptions vary among individuals, with some experiencing lower levels of balance.

Teachers at a private university usually feel the school supports a good balance between work and personal life through clear schedules, academic calendars, leave policies, and workload planning. Regular hours, breaks, and holidays help them find time for family and self-care. Still, experiences differ—some have heavier teaching loads, extracurricular duties, or extra administrative tasks outside normal hours, while others have lighter schedules or more supportive supervisors. Events like school activities, student meetings, curriculum updates, and reporting times can add pressure, making balance harder for some. This shows that while the institution encourages balance, individual experiences vary by role, grade level, and duties, highlighting the need for fair workload sharing and flexible support to keep teachers well and effective.

The data showed that respondents reported the highest agreement with the indicator “I am satisfied with the flexibility of my work schedule” ( $M = 4.05$ ,  $SD = 0.783$ ), suggesting a strong perception of scheduling flexibility. Many teachers feel they have a good amount of control or flexibility in how their teaching duties are arranged during the school day or term. This flexibility shows up as manageable teaching loads, coordinated schedules, opportunities to set consultation hours, or administrators being open to changes when personal issues arise.

Teachers often appreciate having set preparation times, the chance to plan lessons at their own pace outside class hours, or support for balancing schoolwork and extracurricular activities. This kind of flexibility helps build trust between teachers and school leaders, allowing teachers to meet their job expectations while managing personal matters. However, not all teachers feel this way. Those with advisory roles, club duties, or extra tasks might experience less flexibility than those with simpler workloads. Feeling that schedules are flexible likely boosts morale, productivity, and ongoing commitment, supporting a school culture that recognizes the real-life demands on teachers.

In contrast, the lowest agreement was observed in the statement “I rarely have to work beyond my normal working hours to meet job demands” ( $M = 3.38$ ,  $SD = 1.20$ ), indicating that extended work hours remain a concern for some. This shows that even though schedules might seem flexible, teachers often work beyond their official hours. Many take work home, such as preparing lessons, grading, creating materials, answering parents' questions, or handling reports, especially during busy times like exams or school events. Responses vary widely—some teachers keep most tasks within work hours, but others regularly have work spill into their personal time. This is often the case for those with additional duties, such as advising, supervising activities, or coordinating curriculum. So, even in schools that support work-life balance, teaching demands can blur the line between work and home, leading to stress or tiredness for some staff. To help, schools might need not just flexible policies but also better workload monitoring and clearer rules about after-hours work to support teachers' well-being.

These findings align with recent research. Nguyen and Dang (2020) emphasized that flexible work arrangements significantly enhance employees' perception of work-life balance, especially in knowledge-based institutions. Similarly, Patel and Desai (2021) found that job scheduling flexibility is a key organizational component that influences employee satisfaction and retention. On the other hand, Rodriguez et al. (2019) noted that excessive after-hours workload can lead to work-life conflict, negatively impacting employee well-being and performance.

The results further support Lee and Chen (2022), who argued that while organizations may offer flexibility, inconsistent workload

demands can offset perceived benefits. Therefore, while the institution appears to support work-life balance in principle, certain structural demands may still interfere with its full realization.

Table 6. *Level of Participants' Organizational Culture*

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Job Satisfaction	4.04	.669	High
Compensation and Benefits	3.51	.834	High
Organizational Culture	3.99	.694	High
Professional Development Opportunities	4.10	.678	High
Work-Life Balance	3.73	.766	High
Overall Mean	3.87	.604	High

Legend: 5 (4.50–5.00) – Strongly Agree, Very High; 4 (3.50–4.49) – Agree, High; 3 (2.50–3.49) – Slightly Agree, Moderate; 2 (1.50–2.49) – Disagree, Low; 1 (1.00–1.49) – Strongly Disagree, Very Low

Table 6 presents the summary of the mean and standard deviation for the level of organizational components Implementation. The overall mean of  $M = 3.87$  ( $SD = 0.604$ ) suggests that respondents generally agree that these organizational components are well implemented. However, the standard deviation indicates moderate variation in responses, suggesting that while many experience strong support in these areas, others may not perceive them as consistently implemented.

Many basic education teachers at this private university view key systems—leadership, communication, policy enforcement, and support—as effective in guiding daily operations and teaching. They receive clear instructions, follow structured procedures, and have access to administrative support that enables confident teaching.

However, experiences vary across departments and grade levels. While some teachers benefit from well-organized coordination and responsive leadership, others encounter communication gaps, inconsistent policy enforcement, or administrative delays. These differences likely stem from varying management styles, resource allocation, or the complexity of academic units. Although the overall system appears solid, faculty experiences vary by position within the institution, underscoring the need for more consistent practices to ensure equal support for all staff.

The data showed that among the five components assessed, Professional Development Opportunities received the highest mean score ( $M = 4.10$ ,  $SD = 0.678$ ), indicating that respondents strongly agree that the institution supports their growth and career advancement. This was followed by Job Satisfaction ( $M = 4.04$ ,  $SD = 0.669$ ), Organizational Culture ( $M = 3.99$ ,  $SD = 0.694$ ), Work-Life Balance ( $M = 3.73$ ,  $SD = 0.766$ ), and lastly, Compensation and Benefits ( $M = 3.51$ ,  $SD = 0.834$ ), which had the lowest rating.

For basic education teachers at a private university, personal satisfaction and growth at work seem to matter more than external rewards. Teachers feel most supported when it comes to their personal and professional development, which suggests the university offers training, skill-building, and career learning opportunities that help them feel valued and progress in their roles. High job satisfaction also indicates that many teachers find meaning and happiness in their daily work with students, colleagues, and the broader academic community.

A supportive workplace culture likely encourages teamwork, shared values, and a sense of belonging. However, lower ratings for work-life balance and especially pay and benefits highlight practical issues that could reduce overall enthusiasm. While teachers may love their jobs and appreciate the support for growth, financial rewards, and benefits might not fully meet their expectations or workload. Overall, the findings point to a motivated and growth-focused workforce driven by purpose and university culture, but possibly facing material or structural challenges that affect long-term commitment and well-being in this private university setting.

These findings are in line with Brown (2021), who emphasized that continuous access to professional development is positively associated with employee motivation, engagement, and organizational commitment. Similarly, Smith and Reyes (2019) highlighted that job satisfaction and organizational culture are critical predictors of staff retention, particularly in educational institutions.

The relatively lower score for Compensation and Benefits echoes the findings of Lopez et al. (2020), who reported that while non-monetary motivators such as development and culture significantly influence retention, dissatisfaction with compensation packages can still serve as a demotivating factor. This is further supported by Garcia (2023), who found that when employees feel adequately supported in career development but under-rewarded financially, they may still consider leaving the organization.

### **Problem 2. What is the level of external factors implementation in terms of Economic Conditions, Labor Market Conditions, Community Factors, Technological Advancement, and Socio-Cultural Influences?**

Table 7 presents the mean and standard deviation for the extent of external factors in terms of economic conditions. The overall mean of  $M = 3.71$  ( $SD = 0.563$ ), interpreted as "agree," implies that respondents generally recognize the significant role economic conditions play in their employment satisfaction and decision to stay. The relatively moderate standard deviation suggests some variability in responses but still reflects a common perception of economic pressure.

This shows that outside economic factors play a big role in how teachers feel about their jobs and their long-term commitment to their schools. Even when teachers have supportive leaders, chances to grow, and a positive school environment, bigger financial challenges



like inflation, higher utility bills, school fees for their kids, and job market competition affect how safe and satisfied they feel. Many teachers likely balance their love for teaching with practical worries about whether their salary will cover their needs and their future financial security when deciding to stay. While most teachers face economic pressure, their reactions vary depending on personal financial responsibilities, lifestyle choices, or other job options. In short, economic conditions are an important external factor that shapes how teachers value their work, underscoring that retaining teachers requires addressing both workplace issues and their financial realities.

Table 7. Extent of Participants' External Economic Conditions

Indicators	Mean	SD	Interpretation
1 The overall economic situation in the region influences my decision to stay with this institution.	3.87	.799	High Extent
2 I believe the salary offered by this institution is competitive, given the economic conditions.	3.55	.925	High Extent
3 I would consider leaving this institution if another employer offered better financial benefits.	3.76	.933	High Extent
4 The cost of living in this region significantly impacts my financial stability.	4.02	.765	High Extent
5 I feel that my financial needs are adequately met by my current employment.	3.37	.917	Moderate extent
Over-all Mean	3.71	.563	High Extent

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Extent; 4 (3.50–4.49) – Agree, High Extent; 3 (2.50–3.49) – Slightly Agree, Moderate Extent; 2 (1.50–2.49) – Disagree, Low Extent; 1 (1.00–1.49) – Strongly Disagree, Very Low Extent

For basic education teachers at a private university, broader economic factors such as rising prices, increased living costs, changes in tuition fees, and job market competition significantly influence their perceptions of their roles and future at the institution. Although teachers may demonstrate dedication to their work and alignment with the school's objectives, financial considerations, including personal expenses, family obligations, and long-term job security, play a critical role in their decisions to remain employed.

Many teachers acknowledge these financial challenges and weigh stable salaries, benefits, and opportunities for additional income alongside their passion for teaching. Furthermore, individual circumstances modulate the impact of these pressures; those with greater family responsibilities or limited alternative income sources experience heightened stress, whereas others may be less affected. These findings highlight the influence of external financial conditions on teachers and underscore the importance of equitable compensation and financial support to retain staff and foster institutional loyalty.

The highest-rated indicator was “The cost of living in this region significantly impacts My financial stability” (M = 4.02, SD = 0.765), indicating that respondents are highly aware of how regional economic pressures affect their personal financial well-being. This shows that regional economic realities are not just abstract issues but everyday concerns that directly affect teachers' sense of security and career choices. Rising housing costs, transportation, food prices, tuition for their children, and other household expenses are likely to play a big role in their financial planning, shaping how sustainable they see their teaching career at the institution. Even if they feel professionally fulfilled and supported, the practical costs of living in the area can cause financial stress. This leads teachers to carefully consider if their salary, benefits, and extra income options are enough. This awareness can also impact long-term retention, as educators weigh their pay against living costs and other job opportunities. In the end, it shows a workforce that is dedicated but also financially aware, balancing their passion for teaching with the economic realities of a high-cost region.

Conversely, the lowest mean was observed for “I feel that my financial needs are adequately met by my current employment” (M = 3.37, SD = 0.917), suggesting dissatisfaction with how current income levels meet financial demands. The findings indicate that although teachers often value their profession and feel supported at work, many experience challenges regarding whether their salaries sufficiently cover daily expenses.

While salaries may meet basic needs, they often leave little room for savings, investments, emergency funds, or long-term financial goals, particularly in regions with rising living costs. Variations in personal circumstances shape experiences; some teachers benefit from dual incomes or fewer dependents, whereas others face increased financial pressures from family responsibilities, loans, or housing expenses. This situation creates a tension between job satisfaction and financial stress, with commitment to teaching driven more by personal passion than financial security. Over time, these financial concerns may negatively affect teachers' mood, job dedication, and their propensity to seek alternative employment, underscoring the need to align compensation with local economic conditions and evolving financial needs.

These findings are supported by Martinez and Cruz (2020), who found that rising living costs and inflation have a measurable impact on employees' perceptions of financial stability, especially in regions where wage increases do not keep pace with economic demands. Additionally, Chen and Ramirez (2021) emphasized that dissatisfaction with salaries amid rising living expenses can be a strong predictor of employee turnover, particularly among non-teaching and support personnel in educational institutions.

Furthermore, Okafor and Dela Cruz (2019) noted that employees' perceptions of financial adequacy are a critical external factor influencing both job satisfaction and retention. When wages are perceived as misaligned with living costs, even high levels of organizational support may not be sufficient to retain staff.

Table 8 presents the mean and standard deviation for the extent of labor market conditions. The overall mean of M = 3.81 (SD = 0.537), categorized as "agree," implies that respondents perceive the external labor market as a significant factor in their employment decisions. The moderate standard deviation (SD = 0.537) shows that responses were somewhat varied, but the general agreement suggests a



shared understanding of how labor market dynamics affect job retention.

Table 8. Extent of Participants' Labor Market Conditions

Indicators	Mean	SD	Interpretation
1 The availability of alternative job opportunities influences my decision to stay in this role.	3.78	.718	High Extent
2 I am aware of job openings in other institutions that could offer better career prospects.	3.85	.808	High Extent
3 Job security in this institution is a key reason I choose to remain in my position.	3.94	.801	High Extent
4 I believe I have better job stability here than in other organizations.	3.77	.839	High Extent
5 I would leave this job if more appealing offers were available in the job market.	3.74	.916	High Extent
Overall Mean	3.81	.537	High Extent

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Extent; 4 (3.50–4.49) – Agree, High Extent; 3 (2.50–3.49) – Slightly Agree, Moderate Extent; 2 (1.50–2.49) – Disagree, Low Extent; 1 (1.00–1.49) – Strongly Disagree, Very Low Extent

The data revealed that the highest-rated item was “Job security in this institution is a key reason I choose to remain in my position” (M = 3.94, SD = 0.801), indicating that many respondents value the stability their current employment provides. This shows that stability is a main reason teachers decide to stay, sometimes even more important than pay or workload. With rising living costs and money pressures, knowing their job is safe gives them peace of mind and financial certainty. Teachers often value steady contracts, clear rules about job protection, or the school’s reputation for stability because these factors help them plan for their families, manage long-term responsibilities, and advance in their careers without worrying about losing their jobs. However, answers vary, showing that feelings of security can depend on factors such as whether a teacher is still being tested or has a permanent job, and how clearly the school explains its policies. This highlights that teachers see job security not just as a benefit but as a main reason they stay committed and loyal.

On the other hand, the lowest mean score was for “I would leave this job if more appealing offers were available in the job market” (M = 3.74, SD = 0.916), suggesting some degree of openness to job mobility when better opportunities arise. This shows that while many teachers value stability and support at work, their commitment isn’t unconditional. They understand that better pay, improved benefits, lighter workloads, or clearer chances to advance elsewhere might influence their decision to leave. Teachers may enjoy their work and feel connected to the school’s culture, but they still look for opportunities that offer better financial security or career growth. Responses vary—some teachers feel deeply connected because of their time there, personal relationships, or shared goals. In contrast, others, especially newer staff or those with financial concerns, may be more open to better offers. This suggests a workforce that balances loyalty with practicality, meaning keeping staff depends not just on job security and a positive culture but also on staying competitive and meeting changing professional and financial needs.

These findings are supported by Lee and Chen (2022), who noted that external labor market pressures—such as competitive job offers, evolving industry demands, and mobility opportunities—play an increasingly important role in shaping employees’ career decisions, even when internal organizational conditions are favorable. Similarly, Rahman and Silva (2020) emphasized that job security has become a more critical factor in retention due to uncertainties in the broader labor market, especially during times of economic instability or after major disruptions such as the COVID-19 pandemic.

Moreover, Ahmed and Torres (2019) observed that while employees often remain in their roles due to perceived job stability, this commitment may be contingent on the absence of more attractive alternatives in the external job market. This aligns with the responses in the current study, where job security was a major reason for staying, but many would consider leaving for better opportunities.

Table 9. Level of Participants' Retention due to Extent of Community Factors

Indicators	Mean	SD	Interpretation
1 The institution's engagement with the local community makes me feel connected to my work.	3.91	.779	High Extent
2 I feel that this institution’s involvement in community programs increases my sense of purpose.	3.97	.771	High Extent
3 My work benefits from the positive reputation of the institution within the local community.	4.03	.758	High Extent
4 I am more likely to stay with this institution because of its strong ties to the local community.	3.76	.767	High Extent
5 The community support for this institution positively affects my job satisfaction.	3.84	.748	High Extent
Overall Mean	3.90	.695	High Extent

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Extent; 4 (3.50–4.49) – Agree, High Extent; 3 (2.50–3.49) – Slightly Agree, Moderate Extent; 2 (1.50–2.49) – Disagree, Low Extent; 1 (1.00–1.49) – Strongly Disagree, Very Low Extent

Table 9 presents the mean and standard deviation for the extent of community factors. The overall mean of M = 3.90 (SD = 0.695), which is rated “agree,” indicates that respondents generally perceive a high level of influence from community-related factors in their employment decisions. The standard deviation suggests moderate variability in these perceptions. Community factors such as local social networks, neighborhood safety, proximity to family and friends, access to cultural and recreational activities, and overall community spirit significantly influence teachers’ professional choices and satisfaction. Teachers consider how well their environment supports their personal and family life when deciding to stay long-term.

Although many feel strong community support, mixed responses indicate this is not universal. Some teachers face longer commutes or feel less connected socially. Thus, alongside institutional factors such as professional development, pay, and workplace climate, community factors also affect teacher retention, engagement, and well-being.



The highest mean score was recorded for the indicator “Job security in this institution is a key reason I choose to remain in my position” ( $M = 4.03$ ,  $SD = 0.758$ ), suggesting that stability and the institution's role within the local community contribute to employees' decision to stay.

This shows that teachers' feelings of job security depend not only on the school's stability but also on its role in the local community. They often see the school as a respected part of the neighborhood, which gives them professional respect, social connections, and long-term stability beyond their classroom work. This stability likely increases their commitment by reducing worries about sudden job changes and by boosting their pride and sense of responsibility in serving the community. The close grouping of responses shows that many teachers see these two benefits—security within the school and its community ties—as main reasons they stay, showing how trust in the institution and community involvement together help keep teachers and improve job satisfaction.

The lowest score was observed in “I am more likely to stay with this institution because of its strong ties to the local community” ( $M = 3.76$ ,  $SD = 0.767$ ), indicating that while community connection is valued, it may not be a primary factor in retention for all respondents.

For basic education teachers at a private university, a connection to the local community is appreciated, but not the main reason they stay. Teachers value the school's involvement with local groups, families, and social projects, but factors such as job security, opportunities to grow professionally, workplace atmosphere, and pay seem to matter more. Responses vary somewhat, showing that community ties help some teachers feel loyal, while for others, especially those less personally or through family connected, these ties have less influence. Overall, this means that while community involvement adds to the school's appeal, efforts to keep teachers should focus more on internal factors to keep them committed over time.

These findings align with Lee and Chen (2022), who emphasized that strong community and societal support systems—such as family proximity, community involvement, and local engagement—play a critical role in employees' decisions to remain in their jobs, especially in educational institutions. They found that employees often factor in the broader social ecosystem, including community safety, school reputation, and local relationships, when deciding to stay.

Additionally, Mendoza and Alvarez (2020) highlighted that those institutions with visible engagement in local communities foster staff loyalty, as employees feel they are part of something larger than their immediate job role. However, they also noted that unless these community ties are reinforced through institutional culture and outreach, their influence may be limited—this is reflected in the lower score for community connection as a standalone reason for retention.

Furthermore, Johnson and Reyes (2019) observed that when educational institutions demonstrate alignment with local values and provide opportunities for staff to engage with the community (e.g., outreach, partnerships, events), employees are more likely to report satisfaction and commitment.

Table 10. *Level of Participants' Retention due to Technological Advancement*

Indicators	Mean	SD	Interpretation
1 The institution provides up-to-date technology that helps me perform my job efficiently.	3.90	.870	High
2 I am satisfied with the digital tools and software provided to support my daily tasks.	3.77	.885	High
3 The institution invests in new technologies that improve the work environment.	3.70	.948	High
4 I receive adequate training on how to use new technology and digital tools.	3.79	.924	High
5 Technological advancements have made my job easier and more effective.	3.99	.797	High
Overall Mean	3.83	.785	High

Legend: 5 (4.50–5.00) – Strongly Agree, Very High Extent; 4 (3.50–4.49) – Agree, High Extent; 3 (2.50–3.49) – Slightly Agree, Moderate Extent; 2 (1.50–2.49) – Disagree, Low Extent; 1 (1.00–1.49) – Strongly Disagree, Very Low Extent

Table 10 presents the mean and standard deviation for the level of technological advancement. The overall mean score of  $M = 3.83$  ( $SD = 0.785$ ), categorized as “agree,” reflects a generally positive perception of technological advancement as an external factor supporting employee effectiveness and job satisfaction. However, the standard deviation of 0.785 suggests noticeable variation in respondents' experiences and opinions. Teachers generally view technology as a valuable tool that enhances teaching, communication, and administrative tasks. Many value learning management systems, digital assessment tools, presentation technology, and online resources for simplifying lesson planning and student engagement. These tools also streamline grading, reporting, and collaboration with colleagues and parents, improving job satisfaction and teaching effectiveness. However, experiences vary due to factors such as digital skills, access to current equipment, internet quality, and training. While some teachers confidently adopt new tools, others face challenges or lack sufficient support. Overall, technology is seen as beneficial, but its impact depends on equitable access, quality training, and consistent support across departments.

The indicator with the highest mean was “Technological Advancement has made my job easier and more effective” ( $M = 3.99$ ,  $SD = 0.797$ ), suggesting that employees perceive a positive impact of technology on their work performance and efficiency. This evidence indicates that technology is not merely an additional component of schools but a valuable tool that enhances teachers' daily work. Digital platforms facilitate lesson planning, enable interactive classroom activities, support differentiated instruction, and streamline grading and feedback processes, thereby allowing teachers to manage their tasks more efficiently. Tools such as learning management systems, online grading platforms, and communication applications reduce administrative workload and improve communication with



students and parents. Consequently, teachers may experience increased organization, responsiveness, and instructional quality. However, variations in effectiveness appear to depend on teachers' digital competencies, subject areas, and access to current technology. Overall, technology enhances productivity and confidence for many teachers, contributing to greater effectiveness and improved work experiences. In contrast, the lowest-rated indicator was “The institution invests in new technologies that improve the work environment” ( $M = 3.70, SD = 0.948$ ), indicating that while technology is viewed as beneficial, there may be concerns about the consistency or adequacy of institutional investment in technological infrastructure. The findings indicate that although teachers recognize the value of current technological tools in enhancing their work, they perceive that the school does not consistently update or improve its technology systematically.

Teachers utilize systems such as learning platforms, projectors, and communication tools; however, they report that equipment becomes outdated, internet connectivity is unreliable, and new technology is not uniformly available across grades or departments. The diversity of responses reveals that some teachers operate in well-equipped, technology-friendly classrooms, whereas others face challenges with equipment, maintenance, or training. Consequently, technology is regarded as beneficial for effective teaching, but the school's ongoing investment may not adequately address evolving educational needs. Ultimately, for teachers in increasingly digital classrooms, regular technology updates and support are essential not only for operational efficiency but also for maintaining teaching quality and confidence within a competitive educational environment.

These findings are consistent with the work of Santos and Villanueva (2021), who reported that integrating technology in educational institutions enhances employee productivity, reduces administrative burdens, and improves work outcomes. They also noted that perceived technological support is strongly linked to employee morale and adaptability. Furthermore, Al-Mutairi and Ahmed (2020) emphasized the importance of continuous institutional investment in modern tools and digital systems to maintain employee engagement and efficiency. Their study found that when organizations fail to update their technological systems regularly, employees may feel unsupported or left behind, which can negatively affect retention and satisfaction. Rodriguez and Chen (2019) also found that while employees generally welcome technological improvements, their impact is maximized when matched by training, infrastructure, and leadership that encourages tech adoption. This observation aligns with the lower mean for the investment-related item in the current data, suggesting a potential area for institutional improvement.

Table 11. *Level of Participants' Socio-Cultural Influences*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1 The cultural values of the community surrounding the institution positively influence my decision to stay.	4.04	.737	High Socio-cultural influences
2 The institution respects and embraces the diverse cultural backgrounds of its employees.	4.19	.706	High Socio-cultural influences
3 Social norms and expectations in my community influence my satisfaction with my job.	4.06	.736	High Socio-cultural influences
4 The cultural practices within this institution align with my personal and social values.	4.09	.697	High Socio-cultural influences
5 The institution actively supports initiatives that promote cultural awareness and sensitivity.	4.08	.720	High Socio-cultural influences
<b>Over-all Mean</b>	<b>4.09</b>	<b>.656</b>	<b>High Socio-cultural influences</b>

*Legend: 5 (4.50–5.00) – Strongly Agree, Very High Socio-Cultural Influences; 4 (3.50–4.49) – Agree, High Socio-Cultural Influences; 3 (2.50–3.49) – Slightly Agree, Moderate Socio-Cultural Influences; 2 (1.50–2.49) – Disagree, Low Socio-Cultural Influences; 1 (1.00–1.49) – Strongly Disagree, Very Low Socio-Cultural Influences*

Table 11 presents the mean and standard deviation for the level of Socio-Cultural Influences. The overall mean score of  $M = 4.09$  ( $SD = 0.656$ ), interpreted as “agree,” suggests that respondents perceive a high level of socio-cultural influence on their work environment. The standard deviation ( $SD = 0.656$ ) indicates moderate variability, meaning responses were generally clustered around the mean but with some variation in experience or perception.

Social and cultural factors, including shared values, cultural diversity, traditions, social norms, and relationships within the school community, significantly influence teachers' daily work. The school's culture appears to affect teachers' interactions with students, collaboration with colleagues, and alignment with the school's goals and identity. A strong social and cultural environment fosters respect, inclusion, teamwork, and a sense of belonging, which enhances motivation and job satisfaction. The clustering of responses indicates that many teachers experience these effects similarly, suggesting a relatively cohesive cultural atmosphere within the school. Nevertheless, variations imply that individual backgrounds, teaching roles, or participation in school activities may modulate the impact of these social and cultural factors. The findings indicate that, beyond formal rules and structures, the school's shared social and cultural life plays a crucial role in shaping teachers' attitudes, satisfaction, and professional identity.

The highest-rated indicator was “Technological Advancement has made my job easier and more effective” ( $M = 4.19, SD = 0.706$ ), which, while more aligned with technological factors, may reflect broader socio-cultural expectations regarding digital competence and modernization. This finding indicates that the strong consensus on the positive impact of technology extends beyond facilitating tasks to addressing evolving social and cultural expectations within the academic community.

In contemporary education, digital skills are regarded as a fundamental component of professional competence rather than an additional ability. Effective use of technology reflects educators' capacity to adapt, maintain relevance, and comply with current educational



standards. The high evaluation suggests that educators perceive themselves as aligning with modernization, accommodating students’ digital learning preferences, and fulfilling institutional and societal demands for innovative teaching methods. Furthermore, the uniformity of responses suggests a shared perspective among educators, reinforcing the notion that technological proficiency is an integral part of the institution’s social and cultural identity. Thus, technology functions not only as a practical tool but also as an indicator of progress, professionalism, and alignment with the rapidly evolving educational environment.

The lowest-rated item was “The institution invests in new technologies that improve the work environment” ( $M = 3.70, SD = 0.948$ ), indicating mixed perceptions about institutional support for technological integration—potentially influenced by cultural expectations of progress and innovation. The findings show that while educators see the value of technology in their work, they are unsure if their institution consistently prioritizes ongoing tech innovation. In today’s world, where modernization, digital skills, and innovation are expected in schools, teachers often compare their institution’s tech upgrades to wider societal standards or to other schools seen as more advanced. Responses vary widely: some educators have well-equipped classrooms and timely updates, while others deal with outdated tools, limited access to new systems, or poor technical support. These mixed views may come from differences in resources or uneven implementation. In the end, how institutions invest in technology is judged not just by how well it works but also by how well it meets community expectations for progress, competitiveness, and forward-thinking education.

These results align with Lee and Chen (2022), who emphasized that socio-cultural expectations—such as attitudes toward innovation, work ethics, and technological adoption—play an increasingly important role in shaping employees’ perceptions of institutional responsiveness and support. In modern workplaces, societal norms increasingly expect institutions to be agile, inclusive, and digitally capable. Similarly, Gomez and Bautista (2020) noted that socio-cultural values, such as collectivism, family orientation, and respect for authority, influence not only interpersonal relations in the workplace but also how employees evaluate institutional initiatives, including technology use and communication norms. Rahim and Santos (2019) also found that institutions that align their work culture with prevailing social norms—such as support for work-life balance, openness to diversity, and emphasis on professional development—are more likely to retain employees who feel culturally and socially validated in their work environment.

Table 12. *Extent of Participants’ External Factors Influence*

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
Economic Conditions	3.71	.563	High Extent
Labor Market Conditions	3.81	.537	High Extent
Community Factors	3.90	.695	High Extent
Technological Advancement	3.83	.785	High Extent
Socio-Cultural Influences	4.09	.656	High Extent
Over-all Mean	3.87	.529	High Extent

*Legend: 5 (4.50–5.00) – Strongly Agree, Very High Extent; 4 (3.50–4.49) – Agree, High Extent; 3 (2.50–3.49) – Slightly Agree, Moderate Extent; 2 (1.50–2.49) – Disagree, Low Extent; 1 (1.00–1.49) – Strongly Disagree, Very Low Extent*

Table 12 presents a summary of the results for the mean and standard deviation of the extent of external factors’ influence. The overall mean of  $M = 3.87 (SD = 0.529)$ , interpreted as “high extent,” indicates that respondents perceive external factors as significantly influencing their work experiences and decisions to remain at the institution. The relatively moderate standard deviation suggests a general consistency in the responses, though some variation exists across individuals. The data indicate that among the five external factors, Socio-Cultural Influences received the highest mean score ( $M = 4.09, SD = 0.656$ ), suggesting that respondents strongly recognize the impact of social norms, cultural values, and societal expectations on their work and retention decisions. This shows that the social environment around the institution—its shared values, cultural expectations, traditions, and common societal norms—strongly influences how teachers see their roles and decide whether to stay. Teachers often connect their professional identity to wider cultural ideas about respect for educators, community involvement, moral responsibility, and professionalism. Their sense of belonging, purpose, and motivation can grow when the institution reflects these social and cultural values. When a school’s practices align with community beliefs and societal expectations, teachers tend to feel greater meaning and stability in their work. This means that retention depends not just on economic or organizational factors, but also on how well the institution fits the cultural world in which teachers live every day.

The external factor that received the lowest mean is Economic Conditions ( $M = 3.71, SD = 0.563$ ). This suggests that while money and market conditions do affect how teachers see their jobs, these factors may not be as important in shaping their work experience and decisions to stay as other outside influences, such as social culture or new technology. Teachers are likely aware of inflation, cost of living, and wider economic pressures, but their loyalty to the institution seems to be driven more by relationships, culture, or professional reasons. This could mean that personal motivations—such as sharing the institution’s values, feeling part of the community, and finding professional satisfaction—play a big role in their choice to stay. At the same time, financial concerns remain in the background and may become more important during periods of greater financial difficulties. This shows a workforce that balances practical financial awareness with stronger social and professional commitments when considering long-term commitment to the institution.

Lee and Chen (2022) emphasized that socio-cultural factors, such as familial values, respect for community relationships, and societal support for work roles, are increasingly shaping employee satisfaction and retention in educational institutions. Also found that employees are more likely to remain in organizations that align with their cultural norms and social expectations, noting that these

influences often outweigh purely economic or contractual considerations. Gomez and Bautista (2020). Regarding community factors, strong institutional ties to the local community foster a sense of identity and belonging, which, in turn, support higher levels of employee commitment (Johnson & Reyes, 2019).

In terms of Technological Advancement, Santos and Villanueva (2021) showed that integrating new technologies can enhance job performance and satisfaction, but only when matched with sufficient institutional investment and training, an insight reflected in the relatively lower mean in this area. Regarding labor market conditions, Rahman and Silva (2020) emphasized that job security remains a key factor in employees' decisions to stay, especially in uncertain or competitive labor markets. Martinez and Cruz (2020) noted that economic conditions, such as rising living costs and perceived salary adequacy, remain foundational but are increasingly being supplemented, or even surpassed, by other socio-cultural and institutional factors in shaping employee retention.

### **Problem 3. What is the retention level among the Basic education teachers?**

Table 13. *Level of Participants' Retention among the Basic Education Teachers*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1 I plan to remain with this institution for the next few years.	3.81	.872	High
2 I frequently think about leaving this institution for another job.	3.31	1.00	Moderate
3 I am satisfied with my overall experience working at this institution.	3.88	.790	High
4 The benefits and compensation offered by this institution are enough to keep me here.	3.40	.932	Moderate
5 I feel a strong sense of loyalty to this institution.	3.89	.839	High
6 I believe there are ample opportunities for career growth within this institution.	3.75	.757	High
7 My job provides a sense of purpose that makes me want to continue working here.	3.76	.842	High
8 I am satisfied with the work-life balance this institution offers.	3.72	.888	High
9 The culture and work environment here make me want to stay at this institution.	3.70	.846	High
10 I am likely to recommend this institution as a good place to work to others.	3.99	.745	High
Over-all Mean	3.72	0.851	High

Legend: 5 (4.50–5.00) – Strongly Agree, Very High; 4 (3.50–4.49) – Agree, High; 3 (2.50–3.49) – Slightly Agree, Moderate; 2 (1.50–2.49) – Disagree, Low; 1 (1.00–1.49) – Strongly Disagree, Very Low

Table 13 shows the retention level among basic education teachers. It is evident that certain factors significantly influence their perceptions of the institution. The overall mean of retention score was  $M = 3.72$  ( $SD = 0.851$ ), classified within the “High” range, indicating that most respondents intend to remain at the institution. The standard deviation of 0.851 reflects moderate variability, suggesting that while many teachers share positive views about staying,

Differences exist in individual experiences and commitment levels.

In the context of basic education teachers at a private university, this result suggests that most feel involved, happy, and connected enough to see themselves working at Liceo de Cagayan University for years to come. Their decision to stay seems supported by job satisfaction, the workplace culture, and chances to grow. However, the range of responses shows that not all teachers feel equally committed, and factors like pay or workload might affect how strongly they want to stay on as a good place to work for others” ( $M = 3.99$ ,  $SD = 0.745$ ), which falls within the “High” range. The relatively lower standard deviation suggests fairly consistent agreement among respondents regarding this perception.

This indicates that many basic education teachers not only intend to stay but also view the institution positively enough to endorse it to others. Such willingness to recommend the workplace reflects strong organizational identification, satisfaction with the work environment, and confidence in institutional practices. In practical terms, this suggests that teachers perceive the school as professionally supportive, culturally healthy, and generally conducive to career development—factors that reinforce positive word of mouth and institutional reputation within the academic community.

Conversely, the lowest average score was for the statement “I frequently think about leaving this institution for another job” ( $M = 3.31$ ,  $SD = 1.00$ ), which was classified in the “Moderate” range. The higher standard deviation indicates considerable variability in responses, reflecting diverse frequencies with which teachers consider changing jobs.

This means that although overall retention is high, a clear number of teachers are still considering other jobs. These thoughts might stem from worries about pay, workload, promotion prospects, or external economic pressures. The wide range of answers shows that some teachers rarely think about leaving, while others are actively considering other options. This shows that staying is not guaranteed and depends on many personal and workplace factors.

Overall, the findings indicate that basic education teachers at the private university exhibit a strong retention profile characterized by satisfaction, loyalty, and advocacy for the institution. Positive perceptions of purpose, organizational culture, and career development appear to underpin their commitment. However, moderate concerns—particularly regarding compensation and occasional considerations of departure—highlight areas that require sustained administrative focus to ensure long-term stability.

These results align with existing studies on teacher retention, which emphasize that organizational support, professional growth opportunities, positive work culture, and meaningful work significantly contribute to teachers' intention to stay (Pylväs et al., 2022; Wang, 2024). Research also shows that while intrinsic motivators, such as a sense of purpose and collegial relationships, strengthen



loyalty, extrinsic factors, such as compensation and workload, remain critical determinants of long-term retention (Pandya, 2024; Manzoor et al., 2021). Thus, the institution’s strong cultural and professional environment appears to foster commitment, but sustained retention will depend on balancing intrinsic satisfaction with tangible economic and structural support.

**Problem 4. Is there a significant relationship between teachers’ retention and organizational climate, and external factors?**

Table 14. *Significant Relationship between the Retention Level, Organizational Components, and Level of Influence of External Factors*

<i>Variables</i>	<i>N</i>	<i>R</i>	<i>P-value</i>	<i>Interpretation</i>
Job Satisfaction	100	.659	.000	Significant
Compensation and Benefits	100	.722	.000	Significant
Organizational Culture	100	.685	.000	Significant
Professional Development Opportunities	100	.582	.000	Significant
Work-Life Balance	100	.664	.000	Significant
Organizational climate	100	.801	.000	Significant
Economic Conditions	100	.664	.000	Significant
Labor Market Conditions	100	.604	.000	Significant
Community Factors	100	.801	.000	Significant
Technological Advancement	100	.559	.000	Significant
Socio-Cultural Influences	100	.721	.000	Significant
External factors influence	100	.820	.000	Significant

*Legend: p < .05 – Significant; p > .05 – Not Significant. Correlation Coefficient Range (Cohen, 1992): .50 and above – Strong Correlation / Large Effect; .30 to .49 – Moderate Correlation / Medium Effect; .10 to .29 – Weak Correlation / Small Effect*

Table 14 shows that all the variables investigated—both organizational factors and external factors—have a statistically significant association with the likelihood that basic education teachers will stay, with p-values of 0.000. This gives strong evidence that these factors affect teachers’ decisions to remain at the institution. With 100 respondents, the sample size is solid. The correlation coefficients (R) range from 0.559 to 0.820, indicating that the strength of these links varies, but all are considered strong according to Cohen’s (1992) guidelines.

In the context of basic education teachers in a private university, this implies that their retention is deeply intertwined with both internal organizational dynamics and external contextual factors. Job satisfaction, compensation and benefits, organizational culture, professional development opportunities, and work-life balance are crucial institutional levers that strongly influence teachers’ commitment and loyalty. Similarly, external conditions—economic realities, labor market opportunities, community factors, technological advancements, and socio-cultural influences—also play a decisive role, shaping teachers’ perceptions of stability, relevance, and personal well-being. These findings suggest that teachers’ decisions to stay are not driven solely by internal policies or culture but also by the broader environment in which they live and work.

The highest correlations were observed for organizational climate (R = 0.801) and community factors (R = 0.801), closely followed by external factors implementation (R = 0.820). These results indicate that teachers’ retention is most strongly influenced by the degree to which organizational practices are effectively implemented and by the extent to which the institution interacts with and is embedded in the surrounding community. Efficient implementation of organizational systems likely ensures clarity, fairness, and professional support, while strong community ties enhance teachers’ sense of belonging, social integration, and purpose. Collectively, these factors serve as anchors for long-term commitment and reduce the likelihood of turnover.

On the other hand, the weakest connections were for technological advancement (R = 0.559) and chances for professional growth (R = 0.582). While still important, these have a smaller effect on retention compared to other factors. This means that although having access to modern technology and organized learning helps teachers work better and grow in their careers, these alone are less important in deciding whether they stay than key organizational practices, pay, and alignment with social and cultural values.

Overall, the findings show that retaining basic education teachers is complex and depends on a mix of well-run organizational systems, a supportive work culture, fair pay, and alignment with external social, economic, and community conditions. The results highlight that effective retention plans must consider both internal policies and external factors to keep teachers engaged and committed in the long term. Thus, the hypothesis, which states that there is no significant relationship between teachers’ retention and organizational Climate, and external factors, is rejected.

These findings are consistent with existing research, which highlights that teacher retention is strongly linked to organizational support, professional growth, and alignment with external environmental factors (Cells et al., 2022; Xuecheng et al., 2022). Studies also emphasize that while intrinsic motivators such as job satisfaction and organizational culture are crucial, external factors—such as community engagement, economic stability, and socio-cultural context—also play an equally important role in shaping teachers’ decisions to stay (Zhou et al., 2025; Zamora, 2026). Collectively, these insights underscore the importance of an integrated approach that simultaneously strengthens internal organizational quality and responsiveness to external influences.



**Problem 5. Which among the variables, singly or in combination, best predicts?**

Table 15 presents the results of the multiple regression analysis conducted to determine which variables, individually and collectively, significantly predict the retention of basic education teachers. The regression model was statistically significant,  $F(10, 89) = 28.36, p < .05$ , with an  $R^2$  value of 0.761. This indicates that 76.1% of the variance in teacher retention can be explained by the combined influence of the organizational components and external factors included in the model, suggesting a strong explanatory power. The remaining 23.9% of the variance may be attributed to other factors not covered in the present study, such as personal circumstances, classroom-level leadership styles, or individual career aspirations.

*Table 15. Multiple Regression for the variables that were used to influence basic education teachers' retention rate*

Variables	Unstandardized		Standardized	T	Sig.	Interpretation
	Coefficients		Coefficients			
	B	Std. Error	Beta			
(Constant)	.192	.271		.706	.482	Not Significant
Job Satisfaction	.107	.072	.119	1.49	.140	Not Significant
Compensation and Benefits	.108	.065	.149	1.66	.099	Not Significant
Organizational Culture	-.033	.078	-.038	-.424	.673	Not Significant
Professional Development Opportunities	.027	.084	.030	.318	.751	Not Significant
Work-Life Balance	.114	.058	.145	1.96	.053	Not Significant
Economic Conditions	-.102	.133	-.095	-.766	.446	Not Significant
Labor Market Conditions	-.328	.130	-.291	-2.51	.014	Significant
Technological Advancement	-.249	.102	-.323	-2.43	.017	Significant
Socio-Cultural Influences	-.223	.144	-.242	-1.54	.125	Not Significant
External factors implementation	1.50	.421	1.31	3.56	.001	Significant
R=.872 R2=.761 F(10, 89)=28.36 P-value=.000						

An examination of the individual predictors revealed that external factors, labor market conditions, and technological advancement were statistically significant predictors of teacher retention. Among these, External Factors emerged as the strongest positive predictor ( $\beta = 1.31, p < .05$ ), indicating that favorable external conditions—such as economic stability, community support, and alignment between institutional policies and socio-cultural expectations—enhance teachers' likelihood of remaining in the institution. This finding supports the assertion of Johnson et al. (2021) that supportive external environments play a crucial role in sustaining the teaching workforce.

In contrast, Labor Market Conditions ( $\beta = -0.291, p < .05$ ) and Technological Advancement ( $\beta = -0.323, p < .05$ ) demonstrated negative predictive relationships with teacher retention. Although this may initially appear contradictory, the negative coefficient for labor market conditions is conceptually consistent with the study's operational definition. In this research, labor market conditions refer to the availability of alternative teaching and non-teaching employment opportunities that may attract educators away from their current positions. Thus, the findings suggest that as external job opportunities become more abundant or attractive, the likelihood of teachers remaining in their current institution decreases, thereby lowering retention rates. Rather than contradicting retention, labor market conditions act as a pull factor that significantly predicts teacher attrition.

The regression equation indicated that at the B constant value of .192, for every 1-point increase of Labor Market Conditions, teachers' retention rate decreases by .329, for every 1-point increase of Technological Advancement, teachers' retention rate decreases by .249, and for every 1-point increase of External factors implementation, teachers' retention rate increases by 1.50.

The study examined whether job market conditions, new technology, and other external factors affect teachers' retention. The results show that better job options outside the school make teachers more likely to leave. Also, rapid technological changes seem to make it harder for teachers to stay. However, stronger external support helps retain more teachers. The constant value also shows that even if these factors stay the same, there is still a basic level of teachers staying in the school.

The null hypothesis stated that none of the variables, singly or in combination, significantly predict whether teachers stay. If the study's results show a clear effect, the null hypothesis is rejected, indicating that at least one factor predicts teacher retention. But if the results are not clear, the null hypothesis is not rejected, meaning there is insufficient evidence that these factors affect retention.

**Conclusions**

Basic Education instructors view their organizational culture favorably, with high Evaluations across critical domains, including job satisfaction, incentives and benefits, professional development opportunities, work-life balance, and overall organizational climate. Educators notably appreciate possibilities for development and professional satisfaction, aligning with the tenets of Self-Determination Theory (SDT), which posits that autonomy, competence, and relatedness augment motivation and dedication. Elevated job satisfaction, loyalty, and a feeling of purpose correspond with Social Exchange Theory (SET), indicating that when educators recognize supportive work environments and equitable organizational practices, they are more inclined to reciprocate with sustained commitment to the institution.

This study underscores the considerable influence of external factors on teacher retention. Economic conditions, labor market dynamics, community support, technological progress, and socio-cultural factors influence teachers' decisions to remain in the profession. Favorable external factors positively predict retention, while labor market possibilities and technology demands negatively affect it. These findings align with Organizational Support Theory (OST), underscoring the importance of internal and external support systems in enhancing teacher commitment. The data indicate that while organizational factors enhance job experience and satisfaction, external environmental factors have a greater impact on teacher retention. This underscores the imperative for institutions to address both workplace behaviors and broader contextual supports when formulating effective retention strategies.

Based on the findings, several actionable recommendations are proposed to strengthen teacher retention in basic education.

**Educational Institutions.** Educational institutions may prioritize professional development programs that offer continual training, workshops, and mentorship opportunities to help instructors improve their skills and advance their careers. Efforts should be made to cultivate a supportive, collaborative organizational culture that values teacher contributions and aligns with institutional ideals. Institutions should also regularly review compensation and benefits to ensure competitiveness and address pay and work autonomy concerns, while encouraging work-life balance through flexible scheduling, manageable workloads, and wellness initiatives to reduce burnout and improve overall teacher satisfaction.

**Human Resource Managers and Administrators.** HR managers and administrators are encouraged to monitor external factors such as labor market developments, technological advancements, and socioeconomic conditions that may affect teacher retention. They should employ retention methods such as targeted incentives, recognition programs, and clear career progression paths. Increased teacher autonomy in curriculum, classroom techniques, and school policy can improve engagement and commitment. Furthermore, developing good ties with parents, local groups, and the larger community can help teachers receive more support and establish a positive work environment.

**Students.** They may contribute to teacher retention by actively participating in school activities and showing respect, teamwork, and support for their teachers. Providing positive feedback through surveys, councils, or classroom discussions makes teachers feel valued and improves teaching effectiveness. Positive participation in learning activities and school programs creates a supportive and meaningful educational atmosphere, boosting instructors' feelings of purpose and motivation to stay with the institution.

**Future Researchers.** They may investigate additional factors influencing teacher retention, such as leadership styles, mentorship, and school policy. Long-term studies can indicate trends over time, whereas interviews and focus groups can provide more detailed information about teachers' experiences and motives. Comparing private and public schools can help identify the most effective policies and settings that promote teacher commitment and retention.

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