

Administrative Support as a Predictor of Teacher Retention and Organizational Commitment: A Case Study of Junior High Teachers

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ABSTRACT

This study examines the predictive role of administrative support on teacher retention and organizational commitment among junior high school teachers in one of the private schools in Alicia, Isabela, Philippines. Data were gathered from 30 teachers using a quantitative case study design and analyzed through multiple regression analysis. The findings indicate that administrative support significantly predicted teacher retention and organizational commitment, which accounted for 29% and 31% of the variance, respectively. Among the three dimensions of administrative support, professional growth and recognition was the strongest indicator of teacher retention and organizational commitment. These results emphasize how crucial it is for school administrators to value teachers' contributions and provide opportunities for professional advancement to strengthen their dedication and lower turnover intentions.

Keywords: administrative support, teacher retention, organizational commitment, professional growth, recognition

INTRODUCTION

Teacher retention and organizational commitment are some of the most significant factors influencing the effectiveness, efficiency, and stability of educational institutions, especially in junior high schools. In this context, Abarro (2018) reported that teachers are the most significant individuals connected to schools, responsible for various essential tasks that help shape children into productive members of society. In relation to this, junior high schools play an important role in building and shaping learners' formative years. These schools serve as a defining moment in students' academic and social development with the best assistance of experienced and trained teachers to provide quality education (Gamino et al., 2022).

Teacher attrition has been a critical concern not only in America for 40 years but also a significant issue for many countries around the globe. High turnover, or frequent departure of teachers from their schools, can affect students' learning outcomes negatively, increase recruitment and workforce investment, and create a toxic school culture (Nguyen et al., 2021; Shuls & Flores, 2020). On the other hand, a retained and committed teacher contributes to the improvement of the students' learning outcomes, enhances school climate, and sustains educational progress.

Research has shown that the significance of administrative support in influencing teacher retention and organizational commitment is consistently high. There are various aspects enclosed to administrative support, namely, effective communication, allocation of resources, career development and professional advancement, and acknowledgment and recognition of teachers' efforts (Hughes, 2012; Shuls & Flores, 2020). Similarly, Nguyen et al. (2021) and Tosun & Bozkurt Bostancı (2024) clearly indicate that when teachers perceive strong backing or support from administrators, they are more likely to exhibit higher levels of commitment and stay in their schools.

In the Southeast Asian context, some countries are facing the same challenges. Shortage of teachers, high turnover, and job dissatisfaction have been noted in various secondary schools, which is caused by poor

administrative capacity and support, large class sizes, and career stagnation (Nguyen et al., 2021). In connection with this, local educational authorities have reiterated the need for supportive and servant leadership practices to maintain and improve teacher sustainability, well-being, and engagement. However, there remains a scarcity of research particularly examining junior high schools, which present unique challenges. At this educational level, teachers face a complex curriculum and challenging academic program, varied learning styles and students with additional needs, and increased accountability pressures, all of which make administrative support crucial for sustaining teacher retention and fostering organizational commitment (Shuls & Flores, 2020).

Many skilled teachers in the Philippines are leaving the profession due to one major reason: job dissatisfaction. A study conducted by Kunamo et al. (2018) on personnel retention strategies found that dissatisfaction with various job aspects influences teachers' decisions to stay. It was identified that working conditions are the leading cause, while positive interpersonal relationships appeared as a vital factor in retaining teachers.

Nazim (2018) stated that administrative support is crucial for employee satisfaction. How workers perceive the support from their superiors significantly impacts their ability to achieve work objectives. A positive work environment is often indicative of a successful school; conversely, poor job satisfaction can undermine an organization. Similarly, Lasseter (2013) notes that administrative support has a significant effect on teachers' job satisfaction beyond the influence of their perceptions.

Despite extensive studies on administrative support as a predictor of teacher retention and organizational commitment, a significant gap still exists in analyzing how administrative support becomes one of the factors why there is a high percentage of junior high school teacher turnover and apathy. While existing studies have investigated the direct impact of administrative support on teacher morale and performance, few have examined its importance in enhancing or moderating these effects.

This study addresses this gap by investigating administrative support's impact on teacher retention and organizational commitment in junior high schools, particularly in the Philippine context in one of the private schools in Alicia, Isabela. A population that is timely connected to this study wherein teachers face challenges such as heavy workloads, limited resources, and retention issues, which are not comprehensively covered in global studies (Mingoa, 2017). Furthermore, this study aims to explore which specific dimensions of administrative support are the strongest predictors of teacher retention and organizational commitment.

The findings of this study will provide valuable and significant insights for multiple stakeholders because teacher retention and commitment are global educational challenges influencing pedagogical quality, student learning outcomes, and overall school performance. Additionally, this study bridges theoretical insights and practical applications, addressing a pressing issue in educational management.

LITERATURE AND RELATED STUDIES REVIEW

Administrative Support

Ralph Nader says, "The function of leadership is to produce more leaders, not followers." The ability of a leader to change a follower's mindset or perspective and inspire them to aspire to leadership is known as transformational leadership. This implies that ultimately, leadership ought to be motivating and uplifting. Leaders should challenge their followers to reach new heights and develop into the individuals they know they are capable of becoming (WGU, 2020).

Moreover, one of the major leadership theories that can be most effective for many employees is *relationship leadership theory*. Leaders who practice this theory are primarily focused on their interactions with others, frequently acting as mentors for staff members, making time to speak with them and attending to their concerns, and are committed to creating an enjoyable work atmosphere and making work fun for as many various individuals as possible.

The position of administrators in schools is more important than ever in the rapidly changing and fast-paced educational environment of today. They help parents, teachers, and students alike, acting as the foundation of

schools. Administrators can have a long-lasting effect on students' learning and performance by cultivating a strong school culture (Better Leaders Better Schools, 2023). School administrators play an integral part in shaping the educational environment by leading and guiding teachers to institutional objectives, influencing their behavior, and fostering organizational commitment (Yukl, 2013).

Another survey shows that 40% of teachers quit their positions because they are not satisfied with the support, they receive from their school administrators (Marvel et al., 2006, as cited in Gözler et al., 2023). Additionally, the assistance teachers got in their early years was crucial to their continued employment (Bianca, 2011, as cited in Gözler et al., 2023).

Subullen and Jimenez (2024) found out that various aspects of administrative support impact the retention and organizational commitment of teachers in the Philippines. Particularly, only instrumental support or provision of material supplies had a favorable outcome. In contrast, emotional support, informational support, and appraisal support did not show a significant effect.

Teacher Retention

The Weelhub Editorial Team (2025) defines retention as the action or process of keeping skilled, diligent workers in your company. Additionally, a high rate of retention typically indicates that your employer branding, corporate culture, and work environment are strong and appealing enough to attract new hires and retain existing ones over time. Furthermore, the opposite of attrition and turnover rates is retention, and it measures the proportion of individuals who were able to remain on the team despite internal or external causes that would have led to their departure. Your rate of retention is 75%, for instance, if the turnover rate is 25%.

Gupta (2024) explained that given that excessive employee turnover may be costly as well as disruptive to a company, staff retention is a crucial measure for HR managers to monitor. He further emphasized that there are some factors affecting retention of employees, such as compensation and benefits, work-life balance, career development opportunities, managerial support, organizational culture, employee engagement, work environment, job satisfaction, leadership, and opportunities for advancement. These insights align with the article published by Titchbourne (2024) about factors affecting employee retention, which highlighted leadership as one of those central reasons for employee retention.

Newsome (2025) pointed out that the Department for Education's (DfE) official retention figures show a sharp drop in the initial few years of a teacher's tenure. Notwithstanding a temporary recovery during the COVID-19 pandemic, a number of metrics indicate that teacher retention has been worse in the early 2020s.

Organizational Commitment

Esin and Erdem (2022) noted that organizational commitment is important in many schools and organizations. In addition, if teachers are performing well and always motivated in their duties and responsibilities, there's a high possibility that their organizational commitment is strong. Mercan (2006) defined commitment as the attitude and obligations that one takes to a thought, to a person, or to what one thinks is important. Therefore, commitment is more significant than the other emotions. Besides, organizational commitment plays an important role in identifying the rate of teachers who tend to resign and leave their positions (QiaLian et al., 2024). Also, teachers who are dedicated to their work tend to stay longer.

Peretomode (2018) revealed that the overall level of teachers' commitment at Edo State public secondary schools is very high, wherein it shows that female teachers' commitment is greater than the male teachers'. Moreover, teachers who are highly committed to the organization are more likely to be proactive, enthusiastic, punctual, and diligent towards their classes and other duties and responsibilities (Karluki et al., 2014).

METHODOLOGY

Research Design

A quantitative case study design was employed to investigate the impact of administrative support on teacher retention and organizational commitment in a selected junior high school. The case study approach was used to determine an in-depth investigation of administrative support, teacher retention, and organizational commitment within a bounded context, offering comprehensive insights that could guide similar learning environments. Using statistical analysis and structured survey questionnaires, the study objectively assessed how administrative support influences teacher retention and organizational commitment. This design allows for accurate measurement and contextual understanding of the phenomena by combining the focus of a single-case study with the rigor of quantitative research.

Locale of the Study

The study was conducted in a private junior high school in Alicia, Isabela, located in the northern part of the Philippines. This locale was chosen because of accessibility, manageable teacher population, the researcher's familiarity with the setting, and its relevance concerning administrative support as a predictor of teacher retention and organizational commitment.

Respondents of the Study

The respondents of this study were the teachers of a private junior high school in Alicia, Isabela, Philippines. Initially, the target population of this study was 46; however, only 30 teachers completed the survey since participants were selected based on their current employment status and willingness to participate, yielding a response rate of 65.2%. As a result, the data analysis was solely based on the responses of these 30 participants. Given the reduced sample size, the findings are context-specific and should be regarded with caution, as they may not accurately represent the perspectives of all teachers in the institution.

Instrumentation and Data Collection

The researcher gathered data through a structured survey questionnaire, which served as the major instrument for data collection. The questionnaire was divided into four main sections: respondent's profile, administrative support, teacher retention, and organizational commitment. Each item was rated on a 5-point Likert scale (1= Strongly Disagree to 5= Strongly Agree). For content validity, three field experts in educational management reviewed the survey. After validation, a pilot test was conducted among five private school teachers in Alicia, Isabela, who comprise the target population, with all scales achieving values above 0.70, which is considered valid in social science research.

Data Analysis

Descriptive statistics (mean, standard deviation, frequency, and percentage) were used to characterize the respondents' profiles and level of administrative support, teacher retention, and organizational commitment. Reliability analysis was measured using Cronbach's alpha to ensure internal consistency of each scale. To examine the relationship between the variables, correlation analysis was employed. To test the predictive effect of administrative support on outcomes, regression analysis was utilized. The results are context-specific depending on the chosen schools and should be interpreted cautiously, with significance assessed at the level of 0.05 and effect sizes presented to offer meaningful interpretation.

Ethical Issues and Considerations

The right to conduct the study was anchored upon the approval of the school principal, ensuring institutional consent and adherence to research ethics compliance. All participants were informed about the study's purpose and procedures, and written consent was obtained. Participation was voluntary, with the right to withdraw at any

time. Coded data and safe storage helped to preserve anonymity and confidentiality. The study was designed to avoid any form of harm and all data collected was used exclusively for academic and institutional purposes.

RESULTS AND DISCUSSIONS

Profile of the Respondents

The study involved 30 junior high school teachers; the majority were female (**66.7%**) and between the ages of 30 and 39 years (**40.0%**). Most had a bachelor's degree (**63.3%**) with 6-10 years of teaching experience (**36.7%**). In terms of grade levels taught, the most common were Grade 9 (**33.3%**) and Grade 7 (**30.0%**). Also, most of the respondents were regular employees (**86.7%**).

Table 1. Profile of the Respondents

Profile	Frequency	Percentage
1.1. Age (Years)		
20-29 years	11	36.7
30-39 years	12	40.0
40-49 years	3	10.0
50 years and above	4	13.3
1.2. Gender		
Male	10	33.3
Female	20	66.7
1.3. Educational Attainment		
Bachelor's	19	63.3
Master's	9	30.0
Doctorate	2	6.7
1.4. Years of Teaching Experience		
0-5 years	9	30.0

6-10 years	11	36.7
11-15 years	5	16.7
16 years and above	5	16.7
1.5. Grade Level Taught		
Grade 7	9	30.0
Grade 8	6	20.0
Grade 9	10	33.3
Grade 10	5	16.7
1.6. Employment Status		
Contractual	3	10.0
Probationary	1	3.3
Regular	26	86.7

Table 2. Level of Administrative Support as Perceived by Junior High School Teachers

Table 2 presents the perceptions of administrative support among junior high school teachers. Overall, teachers' perceptions of administrative support were generally moderate ($M = 3.47$, $SD = 0.52$). Among the dimensions, Participation and Communication received the highest score ($M = 3.53$, $SD = 0.66$), followed by Administrative Support ($M = 3.47$, $SD = 0.52$) and Professional Growth and Recognition ($M = 3.42$, $SD = 0.62$). These findings show that, while teachers generally perceive administrative support positively, there is still opportunity for improvement in all areas mentioned above.

Indicators	Mean	Standard Deviation	Verbal Interpretation
Administrative Support	3.47	.52	Moderate
Participation and Communication	3.53	.66	Moderate
Professional Growth and Recognition	3.42	.62	Moderate

The result that teachers perceived administrative support at a moderate level ($M = 3.47$, $SD = 0.52$) indicates that while school administrators provide some assistance, teachers may not feel fully supported in the crucial parts of their professional practice. This finding aligns with the previous studies emphasizing the crucial role of school administrators in determining teacher satisfaction and retention. According to Ingersoll (2001), a lack of effective and adequate administrative assistance contributes significantly to teacher dissatisfaction and eventual turnover. Similarly, Shen et al. (2012) mentioned the importance of principal support in strengthening teachers' organizational commitment, particularly through effective communication and acknowledgement.

The significantly higher rating of Participation and Communication ($M = 3.53$, $SD = 0.66$) underscores the importance of open communication between school administrators and teachers. This result is consistent with Eisenberger et al.'s Perceived Organizational Support Theory (1986), which holds that employees who feel heard and valued are more likely to have positive work attitudes. However, the lowest score in Professional Growth and Recognition ($M = 3.42$, $SD = 0.62$) suggests that teachers may not be given sufficient opportunities for professional development and acknowledgement for their efforts.

In the Philippines, these findings resonate with the priorities listed in DepEd Order No. 24, s. 2022 (Basic Education Development Plan 2030), which emphasizes the importance of teacher welfare, recognition, and continuous professional growth. Addressing these areas could not only boost teacher morale but also lead to higher levels of teacher retention and organizational commitment.

Table 3. Teachers' Level of Retention

Overall, teachers had a moderate level of retention. Among the dimensions, Work Environment/Organizational Climate had the highest mean score ($M = 3.51$, $SD = 0.71$), followed by Intent to Stay/Retention Intention ($M = 3.46$, $SD = 0.54$) and Job Satisfaction ($M = 3.40$, $SD = 0.66$), indicating that teachers' perceptions of their level of job satisfaction and their intention to stay are at a moderate level.

Indicators	Mean	Standard Deviation	Verbal Interpretation
Intent to Stay/Retention Intention	3.46	.54	Moderate
Job Satisfaction	3.40	.66	Moderate
Work Environment/Organizational Climate	3.51	.71	Moderate

The finding that teachers reported a moderate level of retention suggests that while they have generally positive perceptions of their work environment and are dedicated to staying in the profession, there are still problems that may influence long-term stability. Work Environment/Organizational Climate earned the highest rating ($M = 3.51$, $SD = 0.71$), indicating that collegial relationships and supportive school climates are essential for maintaining teacher engagement. This is consistent with Johnson et al. (2012), who argued that a positive school atmosphere fosters higher teacher retention by lowering stress and increasing collaboration.

The moderate levels of retention intention ($M = 3.46$, $SD = 0.54$) and job satisfaction ($M = 3.40$, $SD = 0.66$) correspond with previous studies highlighting that teachers frequently face mixed feelings about staying in the teaching profession due to heavy workload, compensation, and inadequate career development opportunities (Ingersoll, 2001; Borman & Dowling, 2008). These findings can be clarified and explained through Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (e.g., salary, policies, working conditions) and incentive factors or motivators (e.g., recognition, professional progress) in determining job satisfaction and retention.

In the Philippine context, these findings reflect the priorities set in the Basic Education Development Plan 2030 (DepEd Order No. 24, s. 2022), which indicates the need to improve teacher welfare and offer continuous assistance and support to reduce attrition. Addressing job satisfaction issues and giving clearer pathways for professional growth and advancement may increase teachers' intention to stay, hence increasing retention rates.

Table 4. Teachers' Level of Organizational Commitment

Generally, teachers' organizational commitment was perceived at a high level. Although the perceived costs of leaving are moderate, teachers appear to feel a strong sense of obligation and emotional attachment to the organization, as evidenced by the highest scores for Normative Commitment ($M = 4.33$, $SD = 0.63$), followed by Affective Commitment ($M = 3.91$, $SD = 0.75$), while Continuance Commitment ($M = 3.22$, $SD = 0.90$) was rated moderate.

Indicators	Mean	Standard Deviation	Verbal Interpretation
Affective Commitment	3.91	.75	High
Normative Commitment	4.33	.63	High
Continuance Commitment	3.22	.90	Moderate

According to the findings, organizational commitment was generally perceived at a high level, which indicates that teachers have a strong attachment and dedication to their schools. Teachers appear to feel a strong moral obligation to stay with the organization, as observed in Normative Commitment ($M = 4.33$, $SD = 0.63$), which had the highest score among the three dimensions. In line with this, Meyer and Allen's (1991) Three-Component Model of organizational commitment emphasizes that employees frequently stay due to their sense of duty and obligation in addition to affective attachment.

Affective Commitment ($M = 3.91$, $SD = 0.75$) also scored high, indicating that teachers continue to have a strong emotional attachment or bond with their institution. Prior studies have shown a positive relationship between affective commitment and higher levels of job performance, retention, and satisfaction (Meyer et al., 2002). In contrast, Continuance Commitment received a moderate level of rating ($M = 3.22$, $SD = 0.90$), which suggests that teachers' decisions to stay are not primarily influenced by the perceived costs of leaving. This supports the claim made by Bentein et al. (2005) that continuance commitment alone is frequently motivated by necessity rather than desire, and it does not by itself ensure successful and positive outcomes.

The high levels of affective and normative commitment in the Philippine context can be ascribed to cultural values such as *utang na loob* (debt of gratitude) and *pakikisama* (harmonious relationships), which highlight loyalty, interpersonal responsibility, and social harmony in the workplace. In addition, DepEd initiatives like the Basic Education Development Plan 2030 (DepEd Order No. 24, s. 2022) emphasize the importance of fostering teacher dedication and engagement to guarantee educational quality and sustainability.

Table 5. Correlations Among Administrative Support, Teacher Retention, and Organizational Commitment

Table 5 shows the relationship among the study variables. The findings revealed that teacher retention ($r = .56$, $p < .01$) and organizational commitment ($r = .53$, $p < .01$) were significantly and positively correlated with administrative support. This indicates that teachers who receive more administrative support are more likely to stay in the profession and demonstrate higher levels of organizational commitment. Similarly, teacher retention was strongly and positively correlated with organizational commitment ($r = .69$, $p < .01$), suggesting that teachers

who are dedicated to their school are more likely to stay in the same organization. These results imply that stronger organizational commitment and higher teacher retention are associated with higher levels of perceived administrative support.

Variables	Administrative Support	Teacher Retention	Organizational Commitment
Administrative Support	1	.558**	.531**
Teacher Retention	.558**	1	.689**
Organizational Commitment	.531**	.689**	1

Note. N = 30. $p < .01$ (2-tailed).

These results are consistent with the principles of Perceived Organizational Support Theory (Eisenberger et al., 1986), which holds that employees who feel appreciated, supported, and involved in the organization are more likely to be engaged and committed to their work.

Furthermore, the strong positive relationship between teacher retention and organizational commitment ($r = .69$, $p < .01$) indicates that teachers who are affectively and normatively committed to their schools are more likely to stay. Recent studies support these findings: Rafols and Pedroso (2025) mentioned that administrative support has a positive impact on teacher retention and job satisfaction in some rural schools. While Oberes (2022) found that teachers who have a high level of organizational commitment have a lower turnover rate among private schools. Similarly, Cercado (2025) claimed that school leadership practices and supportive decision-making are crucial in sustaining teachers' commitment.

These results explain how crucial administrative support is in influencing teacher commitment and retention. Practically, this implies that school leaders should create encouraging work environments by providing direction, career growth, and recognition for their teachers. Structural measures, such as hiring administrative support staff and reducing non-teaching administrative tasks (DepEd Orders No. 2 and 5, s. 2024), foster teacher retention and organizational commitment. In addition, Borman and Dowling (2008) highlighted that overwhelming administrative responsibilities and unmanageable workloads are significant indicators of teacher attrition.

Table 6. Simple Linear Regression Predicting Teacher Retention from Administrative Support

Table 6 presents the regression results predicting teacher retention from administrative support. Findings indicated that administrative support significantly predicted teacher retention ($\beta = .56$, $t = 3.56$, $p = .001$), accounting for 31% of the variance in teacher retention ($R^2 = .31$). Thus, higher levels of administrative support are associated with higher teacher retention rates among junior high school teachers.

Predictor	B	SE B	β	t	p	R^2
Administrative Support	0.55	0.16	.56	3.56	.001	.31

Note. B = unstandardized coefficient; SE B = standard error; β = standardized coefficient.

In this study, 31% of the variance of the junior high school teachers' retention was explained by administrative support, which was found to be a significant predictor ($\beta = .56$, $p = .001$). This suggests that teachers are more likely to remain in their organization if they believe they have greater administrative support. The finding aligns

with the recent studies highlighting the value and role of leadership and supportive practices in lowering turnover rates (Tran et al., 2023).

Prior studies confirm that administrative support can be provided in a variety of ways, such as workload assistance, constructive criticism, and emotional recognition (Aldosiry, 2020).

Systematic reviews also show that these kinds of support not only improve job satisfaction but also strengthen teachers' commitment to their organizations (Martinez & McAbee, 2020). When taken as a whole, these findings reinforce the importance of training school leaders to offer tailored assistance or support, especially in situations where teacher attrition is still a challenge.

Table 7. Simple Linear Regression Predicting Organizational Commitment from Administrative Support

Table 7 shows the regression results predicting organizational commitment from administrative support. Findings revealed that administrative support significantly predicted organizational commitment ($\beta = .53$, $t = 3.32$, $p = .003$), explaining 29% of the variance in organizational commitment ($R^2 = .29$). This indicates that higher perceptions of administrative support are linked to stronger organizational commitment among junior high school teachers.

Predictor	B	SE B	β	t	p	R ²
Administrative Support	0.72	0.22	.53	3.32	.003	.29

Note. B = unstandardized coefficient; SE B = standard error; β = standardized coefficient.

This result underscores how important school leadership is in creating a feeling of community and commitment within learning environments. Teachers who experience strong administrative support are more likely to become deeply committed to their schools; this is in line with the recent studies of Gilbert (2023) and Tosun & Bozkurt Bostancı (2024), showing how supportive administration and leadership improve organizational outcomes.

Social exchange theory, which holds that people return favors with positive attitudes and behaviors, can be used to explain the significant relationship between administrative support and organizational commitment (Blau, 1964). Teachers are more likely to show greater levels of dedication to their schools when administrators offer them resources, recognition, and opportunities for professional development (Gilbert, 2023). In addition to increasing teacher retention, this mutually beneficial relationship makes schools more cohesive and productive.

Table 8. Multiple Regression Predicting Teacher Retention from Dimensions of Administrative Support

As shown in Table 8, the multiple regression results examining teacher retention from the dimensions of administrative support were significant, $F(3, 26) = 6.84$, $p = .002$, accounting for 44.1% of the variance. Among the three dimensions, professional growth and recognition was the strongest predictor ($\beta = .70$, $p = .003$). However, neither Administrative Support ($\beta = -.10$, $p = .676$) nor Participation and Communication ($\beta = .04$, $p = .841$) were significant predictors. These results suggest that teacher retention is influenced less by general administrative support or participation and more by how well they are recognized and provided with professional growth opportunities.

Predictor	B	SE B	β	t	p
Administrative Support	-0.095	0.225	-0.097	-0.42	0.676

Participation and Communication	0.033	0.164	0.043	0.20	0.841
Professional Growth and Recognition	0.571	0.172	0.702	3.31	0.003

Model Summary:

$R^2 = .441$, Adjusted $R^2 = .377$, $F(3, N-3) = 6.842$, $p = .002$

These findings shown in Table 8 highlight how professional growth and recognition are for improving teacher retention. Teachers who feel acknowledged for their contributions and see opportunities for professional growth are more likely to stay in their jobs. This is consistent with earlier studies that emphasize the importance of professional growth and recognition in encouraging teacher dedication in lowering attrition (Shuls & Flores, 2020; Sabina et al., 2023).

General administrative support and participation in decision-making processes may not be as important in predicting teacher retention as previously believed, as indicated by the lack of significance for the Administrative Support and Participation and Communication dimensions. This study necessitates a more sophisticated comprehension of the facets of administrative support that influence teacher retention.

Table 9. Multiple Regression Predicting Organizational Commitment from Dimensions of Administrative Support

Table 9 shows the regression results predicting organizational commitment from the three dimensions of administrative support. Findings revealed that the model was significant, $F(3, 26) = 4.46$, $p = .012$, explaining 34.0% of the variance in organizational commitment ($R^2 = .34$, Adjusted $R^2 = .26$). Among the three predictors, professional growth and recognition was the only significant dimension ($\beta = .49$, $p = .044$). In contrast, Administrative Support and Participation and Communication were not significant contributors ($p > .05$). These findings highlight that teachers' organizational commitment is more strongly influenced by recognition of their contributions and growth opportunities than by general administrative support or participation.

Predictor	B	SE B	β	t	p
Administrative Support	-0.080	0.336	-0.059	-0.238	0.814
Participation and Communication	0.205	0.244	0.193	0.839	0.409
Professional Growth and Recognition	0.545	0.258	0.488	2.12	0.044

Model Summary:

$R^2 = .340$, Adjusted $R^2 = .264$, $F(3, N-3) = 4.464$, $p = .012$

This result supports earlier research showing the importance of professional growth and recognition in promoting teachers' long-term commitment. For instance, Kraft and Papay (2014) contend that professional settings that foster development and value teachers' work are more indicative of dedication and output than those that merely provide administrative support. According to Tran et al. (2023), teachers' attachment to their schools is more greatly influenced by the kind of support they receive from school leaders, with opportunities for growth and recognition having the strongest impact. More recently, Tosun and Bozkurt Bostancı (2024) showed that organizational commitment is directly increased by administrative practices that promote teacher leadership and professional development.

While general administrative support and participation are important for daily operations, their non-significant role in this study suggests that they may not be able to sustain deep organizational commitment in the absence of recognition and meaningful professional growth. As useful tactics for improving organizational commitment, this emphasizes the necessity for school leaders to give career development opportunities, mentoring, and acknowledgement of teachers' contributions top priority.

CONCLUSIONS

This present study examined the relationship between administrative support, teacher retention, and organizational commitment among junior high school teachers. Results continuously show how crucial administrative support is in sustaining successful teacher outcomes, especially when it comes to professional growth opportunities and recognition.

In general, teachers perceived administrative support at a moderate level, and they gave communication and participation a marginally higher-level rate than professional growth and recognition. Even though retention was likewise moderate, organizational commitment was generally high, especially in the normative and affective dimensions, reflecting teachers' strong sense of duty and loyalty to their organizations. Administrative support was found to be positively correlated with both organizational commitment and teacher retention through correlational analysis, underscoring the interdependence of these constructs.

The distinct contributions of the different dimensions of administrative support were further clarified by regression analysis. According to simple regression models, administrative support was a significant predictor of teacher retention and organizational commitment. However, when examined in terms of dimensions, the sole significant indicator of both outcomes was professional growth and recognition. The finding aligns with theories of organizational support and previous empirical studies (Kraft & Papay, 2014; Tran et al., 2023; Tosun & Bozkurt Bostancı, 2024), which explain that recognition and career growth opportunities have a greater influence on promoting long-term organizational commitment and lowering attrition than general administrative support.

Together, these findings imply that while communication and general administrative support are critical for maintaining daily operations, they might not be enough to ensure long-term commitment and stability. Rather, the best and recommended approach for school leaders to practice seems to be creating a positive work environment that prioritizes career advancement, mentoring, and recognition alongside reduced administrative workload. These findings are consistent with the Basic Education Development Plan 2030 (DepEd Order No. 24, s. 2022) in the Philippines, stressing the importance of teacher welfare and continuous professional development in sustaining quality education.

Finally, to increase the generalizability of the findings, future research may examine these connections among larger and more diverse teacher populations from multiple junior high schools to ensure a more representative sample. While this study focused on one junior high school in Alicia, Isabela, Philippines, due to time constraints, expanding the sample would provide more comprehensive data, allowing for broader insights on how administrative support influences teacher retention and organizational commitment.

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